

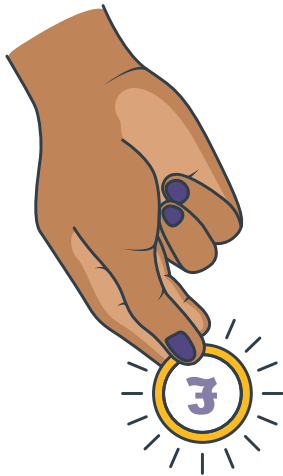


**Total budget for
bursary: £500,000**

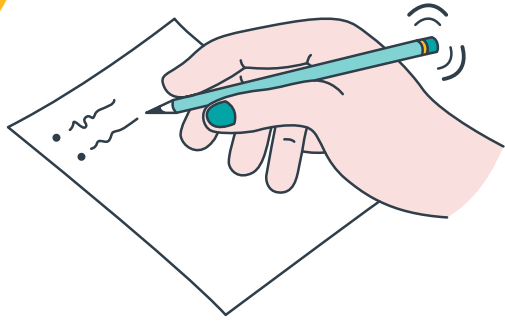


**½ day per week
of staff time**

**How much investment will
you need in the future?**

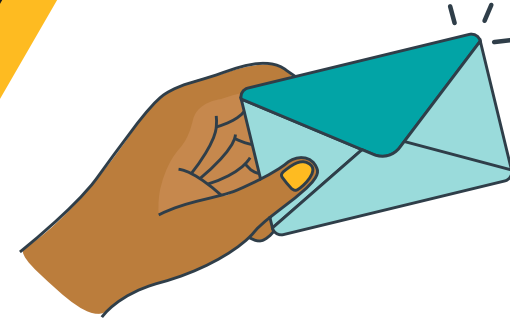


**Is the best use of
staff time and how
do you know?**



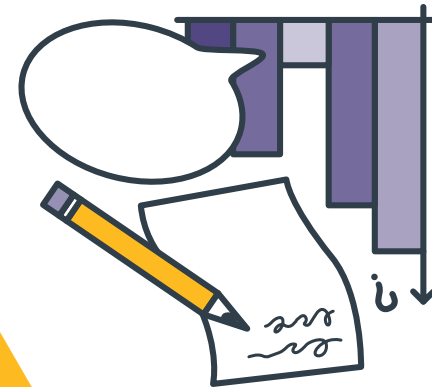
**Design a Financial Support
Bursary Scheme**

**What evidence do you have
that a Financial Support
Bursary Scheme will make a
difference to students?**



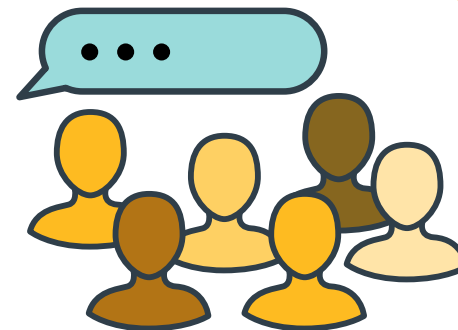
**Financial payments for
students who can evidence
financial disadvantage**

**What evidence do you have
that monetary payments will
make a difference
to students?**





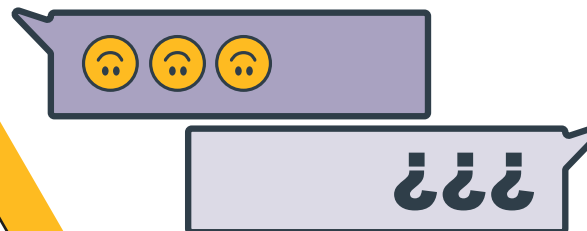
Pastoral support sessions
with trained advisors
are provided for
students who evidence
financial disadvantage



Communication of financial
support bursary scheme to
the student body



What evidence do you have
that pastoral support
will make a difference
to students?



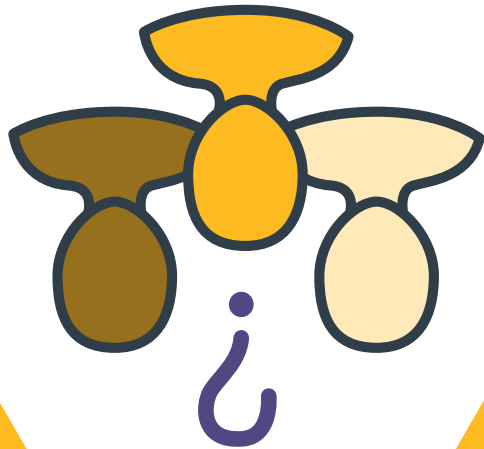
Is the
communication process
working effectively?



**15,000 students are reached
via communications and are
aware of the scheme**



**243 students receive financial
support payments**



**Has the communication
process reached
all in need?**



**What do you know about the
students who received the
monetary payment and
those who did not?**



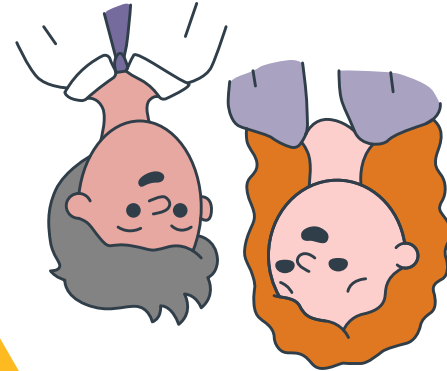
£51,000 is spent on living costs by students



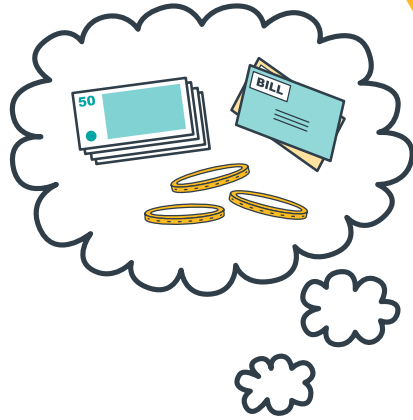
How is the spend recorded?



95 support sessions are delivered



What do you know about the students who received the pastoral support and those who did not?



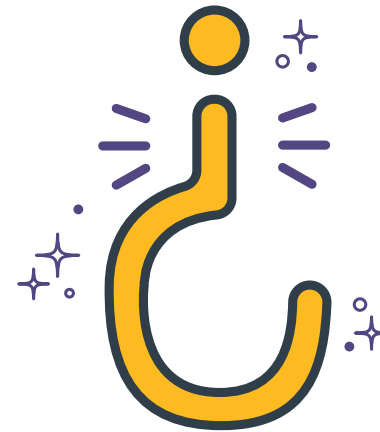
Students experiencing financial disadvantage understand their own financial context

How would you evidence this?



Students feel supported to address financial barriers to their success

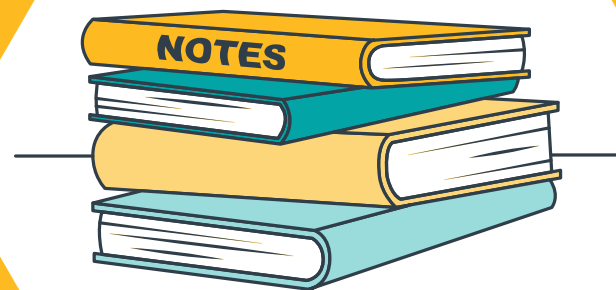
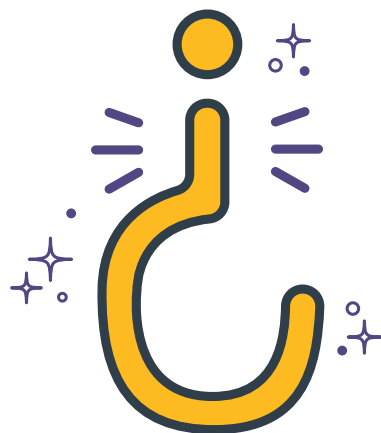
How would you evidence this?





Students feel like they matter and the university values them

How would you evidence this?



Students feel motivated to engage in their studies

How would you evidence this?



⚡ Year Progress: ⚡



⚡ **100% Complete** ⚡

Students who have received
financial support complete
their year of study

How would you
evidence this?



Students who have received
financial support obtain end
of year grades which are the
same or better than those
who did not

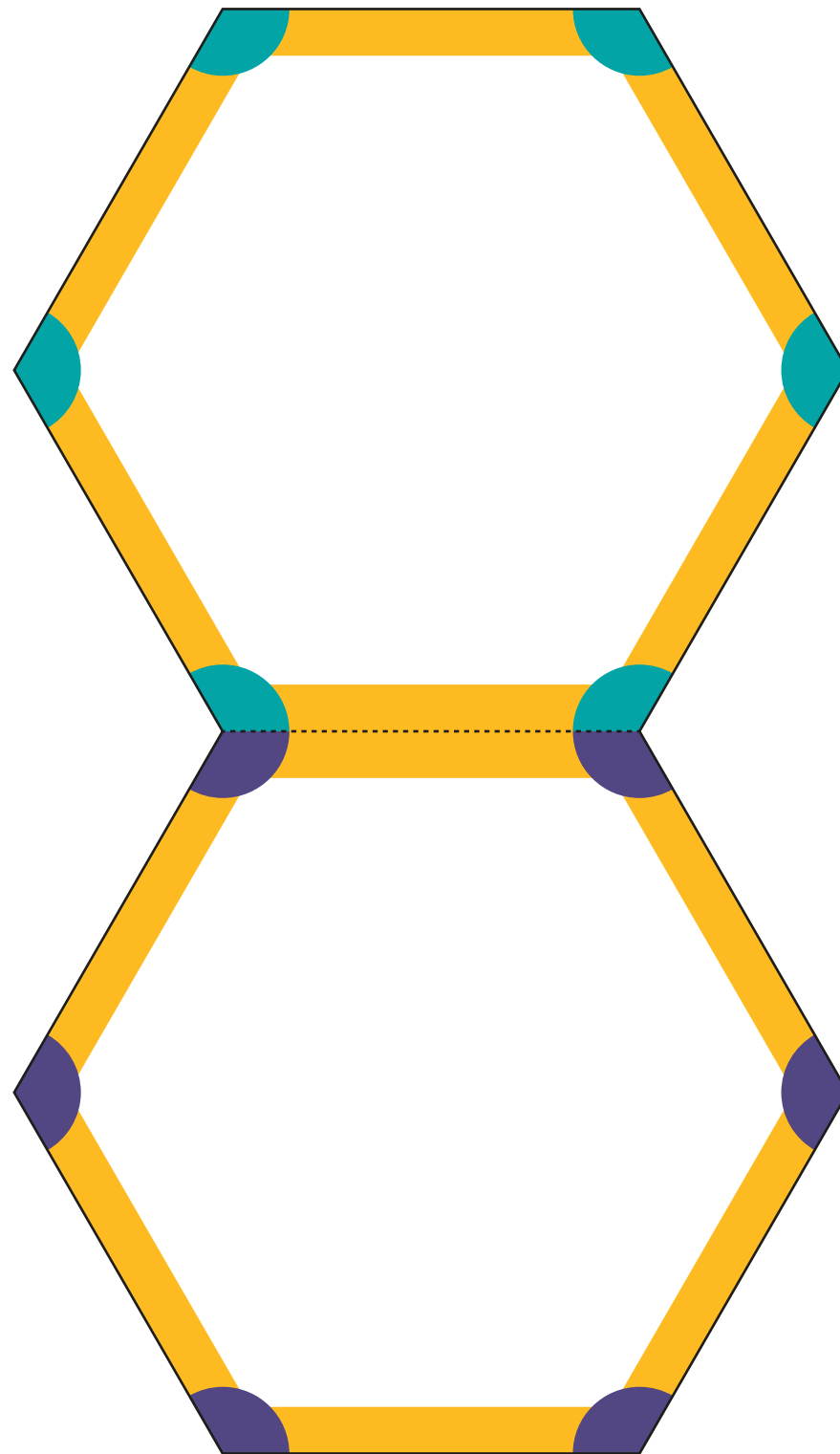
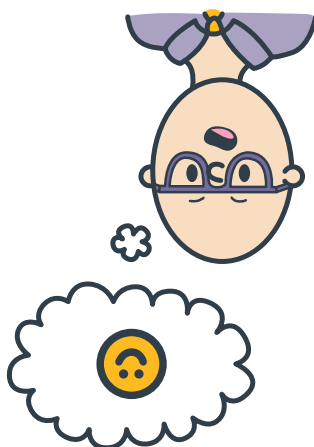
How would you
evidence this?

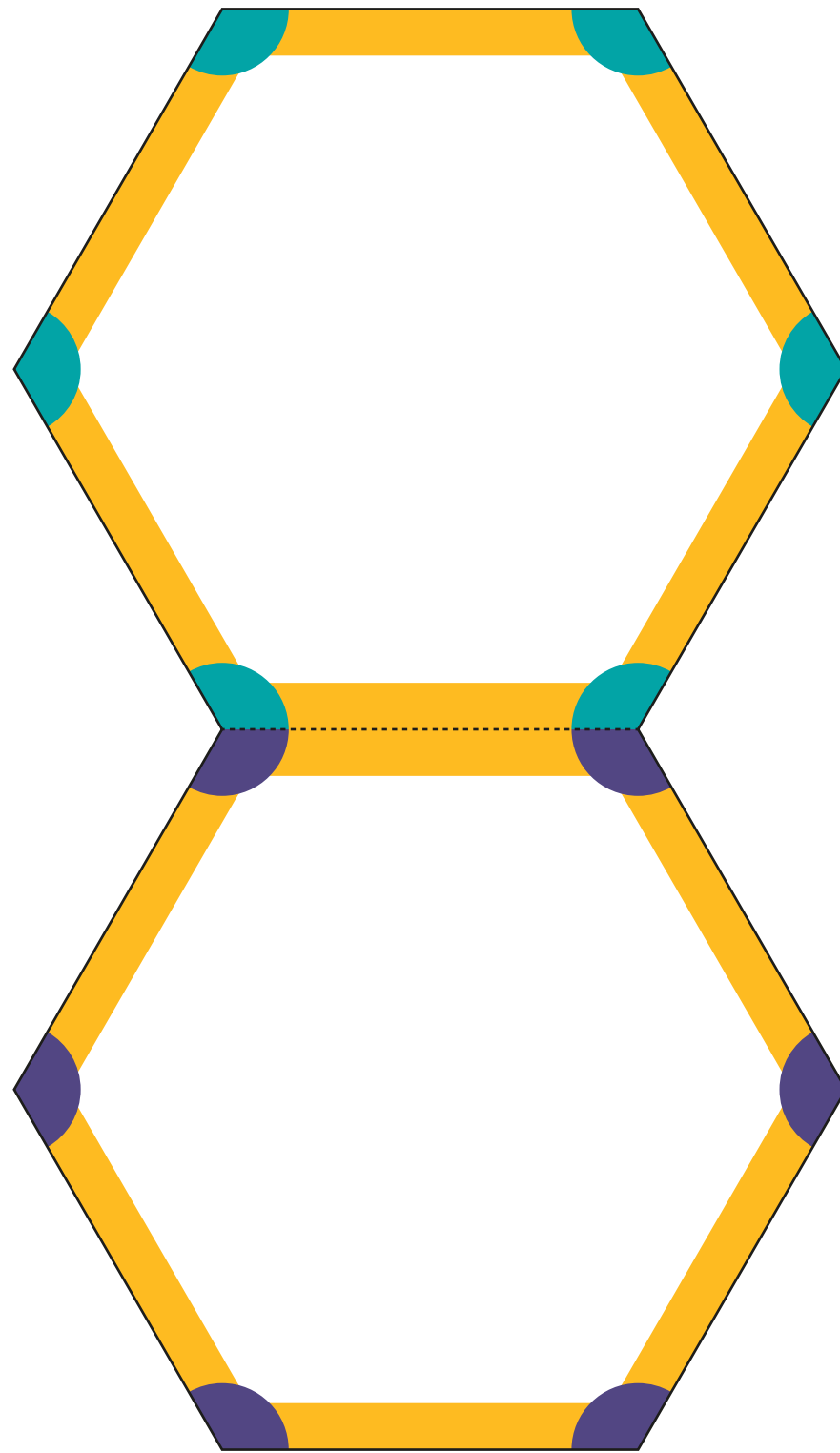
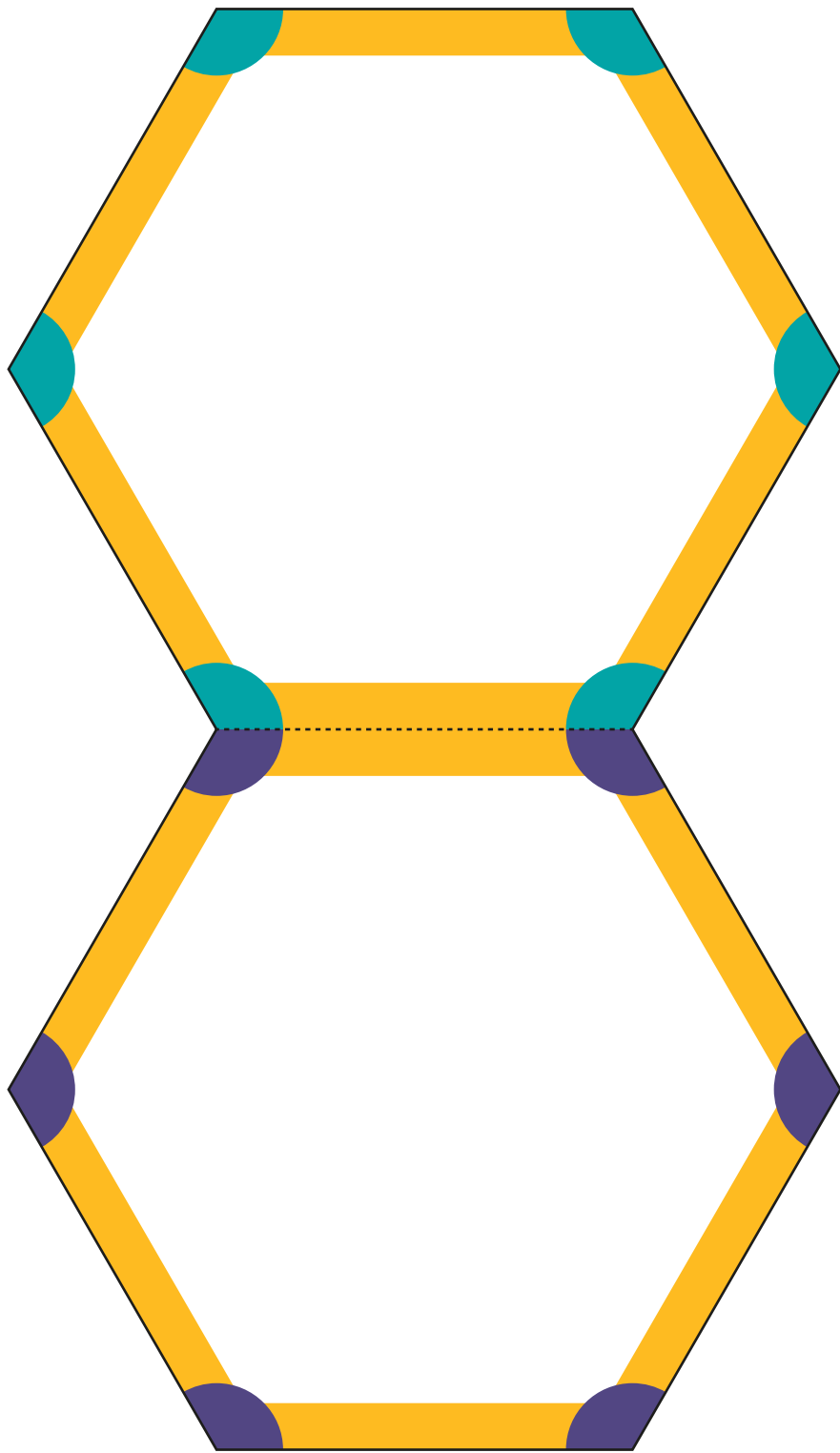


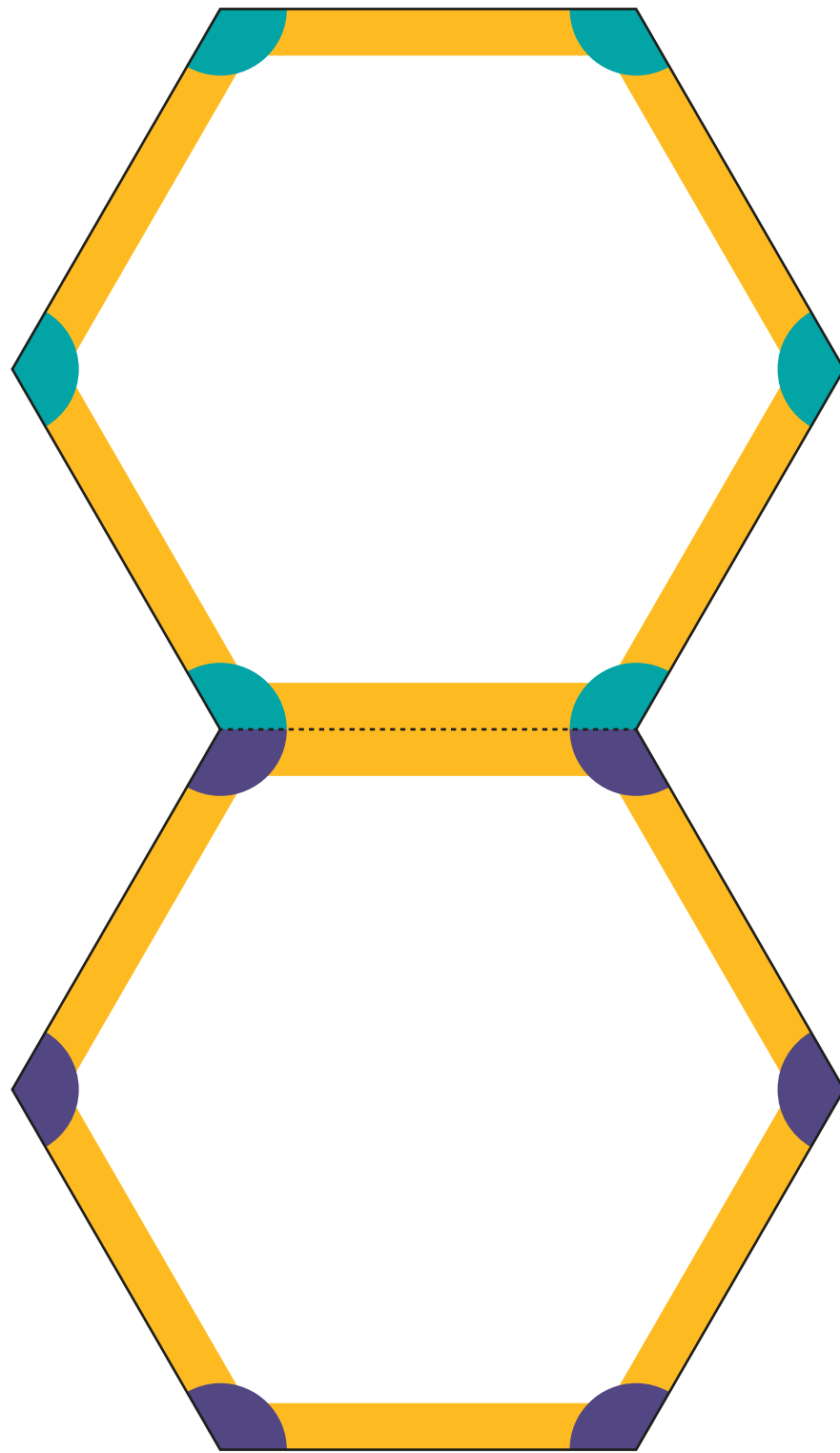
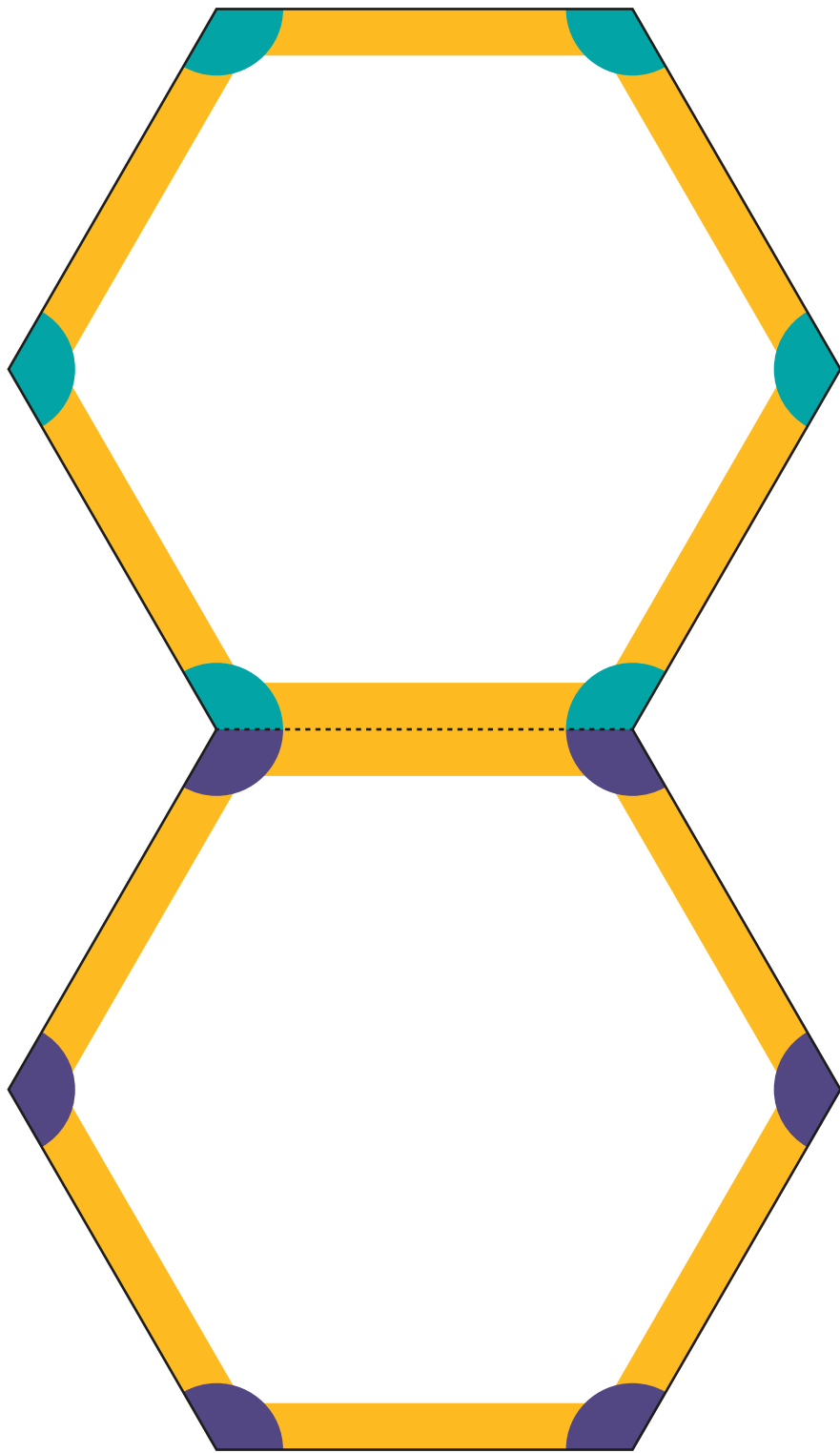


**Evidence of impact
secures positive
regulatory feedback from
OFS on the APP**

**What have you learnt
and how will this benefit
future students?**







Theory of Change Process

Inputs

Inputs are the funds, resources and time that go into the project that a team or organisation needs to be able to carry out its activities.

Activities

Activities to bring about change. The things that an organisation or project does or the way it chooses to deliver a project day-to-day. Activities are within an organisation or project's control.

Outputs

Outputs are the deliverables and milestones, products, services or facilities that result from activities. Often expressed quantitatively, for example, number of users and sessions.

Short Term Outcomes

Immediate changes in skills, attitudes, knowledge, awareness and motivation.

Medium Term Outcomes

Intermediate changes in behaviour, practice or systems, or the application of skills and knowledge.

Long Term Outcomes

When your intervention has finished what should have changed in your participants, organisation or process?

Scenario Financial Support Bursary

Situation

Over the last 12 months, there has been a significant increase in students withdrawing from *Eval-You-Great University*, citing financial reasons. Institutional data shows students from underrepresented groups are more likely to withdraw.

Aim

Deliver a financial support programme that aids students financially and supports their academic journey so they continue and complete their studies.

Rationale

Eval-You-Great University needs to improve its student retention and outcomes for all students but particularly for underrepresented groups, this programme will support them in meeting its targets and provide long-term financial suitability for the institution.

Evidence

Universities should focus on students' financial constraints (p.39) and design interventions that address non-academic needs (p.40). These types of interventions increase retention (p.40) increase belonging, social interactions, and participation in learning activities (p.41). However, academic results are better predictors of withdrawal than socio-demographic data (p.33).

Assumption

Financial constraints restrict students' ability to participate fully in their studies. They may lack the resources to travel to the campus, buy learning materials, or engage in activities. Students may try to mitigate this by working which may negatively impact their studies. Supporting students financially means they can engage fully while increasing motivation and belonging.



Credits

The design and delivery of this game emerged over a number of months. A design team from within Sheffield Hallam University was assembled to utilise the collective expertise of designers and evaluators.

The content and scope of the game was led by members of the original literature review* team: Liz Austen *Head of Evaluation and Research*, Nathaniel Pickering, Caroline Heaton and Jill Dickinson *Senior Lecturers in Research, Evaluation and Student Engagement*. Design sessions were facilitated by James Corazzo, *Teaching and Learning Portfolio Lead – Art & Design*. Jason Ruffell and Sam Smith, *Learning Technology Advisors* were also involved in the scoping of digital designs.

Catie Varley and Sarah Graham, graduates from BA(Hons) Graphic Design, were employed as designers leading the development of the game design and packaging.

Design sessions scoped potential users, product ideas, tensions and challenges and alignment to the brief via a problem statement. A Miro Board captured our emerging designs and decisions.

*Austen, Liz, Hodgson, Rebecca, Heaton, Caroline, Pickering Nathaniel, Dickinson, Jill (2021) Access, retention, attainment, progression – an integrative literature review, AdvanceHE, available at <https://www.advance-he.ac.uk/news-and-views/access-retention-attainment-progression-integrative-literature-review>