

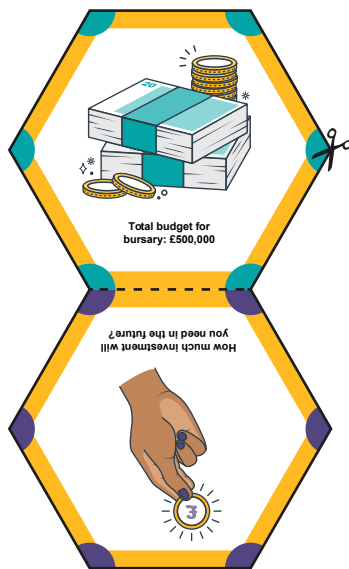
Instructions

Change Busters

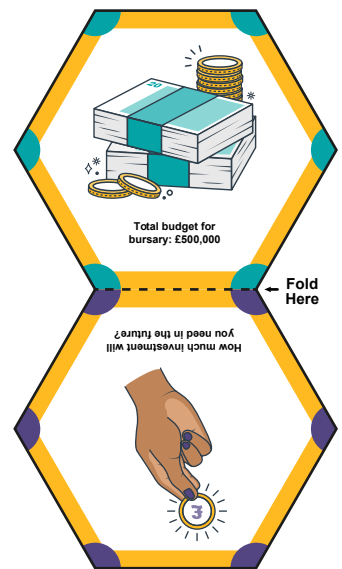
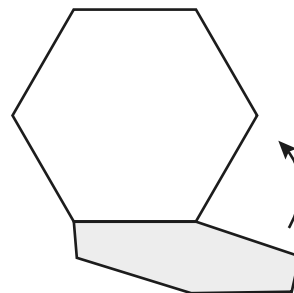
Making The Cards

To make the ChangeBusters playing cards, you will need the printed scenario playing cards, a pair of scissors and glue.

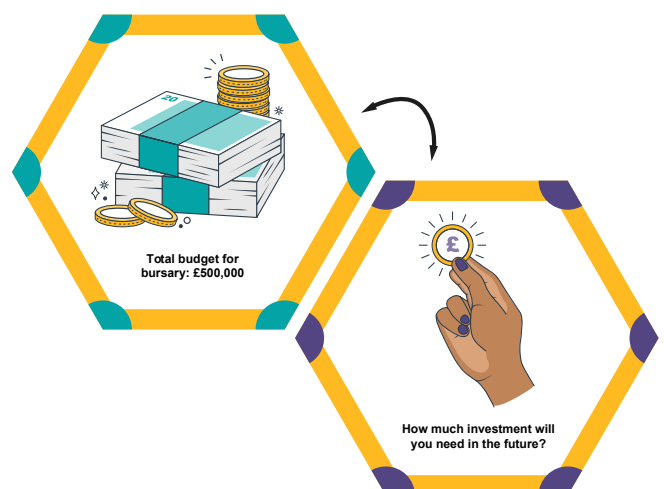
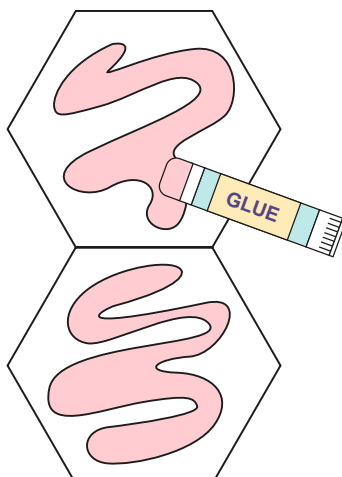
Cut along the black lines at the edge of each pair of hexagons.



Once cut, fold along the dotted line on the join of the two shapes.



Then, glue the inside of the two sides together to form the playing card.



Don't forget to also print out your scenario card and 'Theory of Change' menu!

Aim of the Game

An international literature review explored evidence of what is working to enhance student outcomes (access into HE, retention and attainment whilst studying, and progression to employment or further study). It found that impact reporting could be improved. The review team recommended providing support for those designing interventions and evaluating impact.

The proposed game is based on a *Theory of Change* which is a commonly used framework used by evaluators in higher education. A *Theory of Change* explains how and why a suggested change happens. It helps develop outcome (theory) led intervention design.

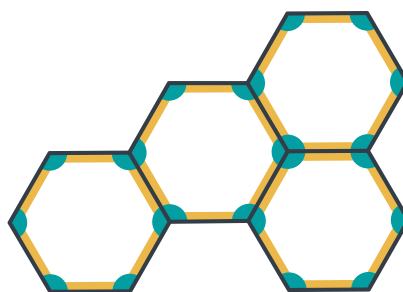
This game aims to support users to understand the stages of a *Theory of Change*, build confidence, explore evaluative questions, and extend learning through application to their own context. The goal is better intervention design and evaluation which in turn should lead to better student outcomes!

Referencing

*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>

Why Hexagons?

Change is not always linear and can be complex. The hexagons can be placed in any order or pattern decided by the players. The hexagon shape encourages connections between the stages of a *Theory of Change*. There is no right answer. The conversations about placement and order are the most important to aid learning.



Players

A *Theory of Change* should always be discussed and critiqued by a group of people. This game works best in groups of 4 or more.





How To Play

1. Open the pack of hexagons and place them in the middle of the table so all players can see them. Place them on your table so Side A (Intervention) is facing upwards.
2. Read aloud the *Scenario* card and the *Theory of Change* menu. They should be accessible to all players during the game.
3. As a group, discuss each hexagon and decide whether the cards represent an outcome (short, medium and long term), and activity, an input or an output.
4. By moving and placing the hexagons, map a connection from outcomes to activity, considering the associated inputs and outputs.
5. Use the blank hexagons to add any important omissions or space for unintended consequences.
6. As a group, discuss the assumptions, evidence, barriers and enablers underpinning your decisions.
Congratulations, you have created a *Theory of Change*!
7. One you are happy with your *Theory of Change*, turn each hexagon over to reveal Side B (Evaluation)
8. As a group, discuss each evaluative question and how you would plan an accompanying evaluation for this intervention.
9. Discuss how this approach would be useful for your own work and consider any follow up activities.

What Next?

Once you have built confidence in theorising change, you may want to discuss an issue in your own context.

Use the headings of the *Scenario* card to discuss the context in which you want to make a change.

Now use the headings of the *Theory of Change Process* card to draft the stages of change.

Use the evaluative questions on the hexagons as prompts to simultaneously plan your evaluation.

