

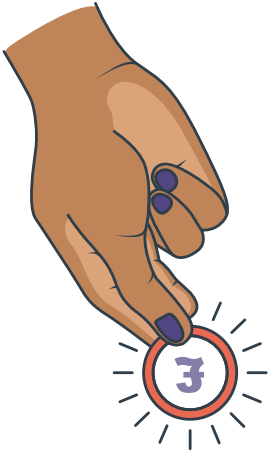


**£5000 budget for
payment of
Student Mentors**



**1/2 day per week
of staff time**

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



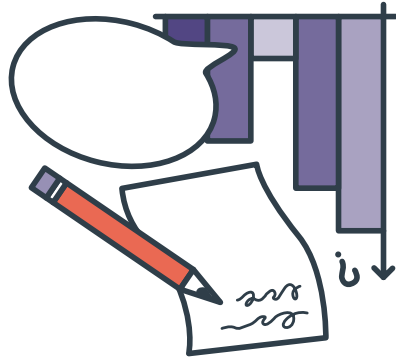
**Is the best use of staff
time and how do you
know?**



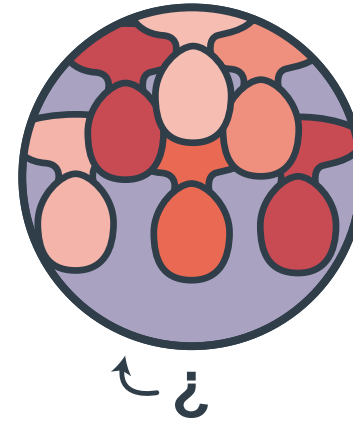
Design a Peer Mentoring Programme for students



Recruitment of Mentors and Mentees



What evidence do you have that a Peer Mentoring Programme will make a difference to students?



Are you targeting this student groups? Why/why not?



Training of Student Mentors



Scheduled mentoring sessions during the academic year provide practical, emotional, and psychological support



Is the administration and delivery of the training effective?



How will the mentoring sessions make a difference to students?



Communication of the
Peer Mentoring
Programme to students



100 students apply to be
part of the Peer
Mentoring Programme



Is the
communication process
working effectively?



Is the Programme of
interest and accessible
to all those in need?

50

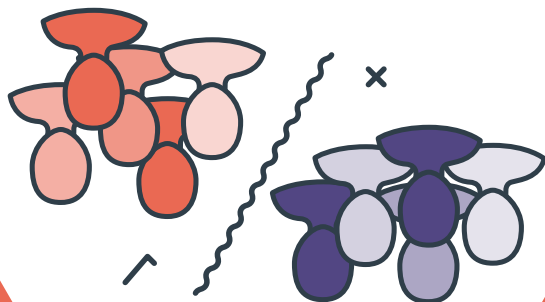


**50 students
participate in the Peer
Mentoring Programme**



**A 'How to' Online Peer
Mentoring Toolkit
is created**

**What do you know about
the students who
participated and those
who did not?**



**How will this resource
enable change to occur?**

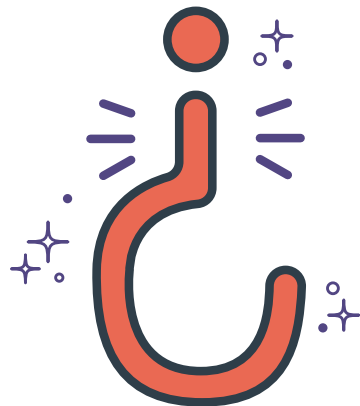




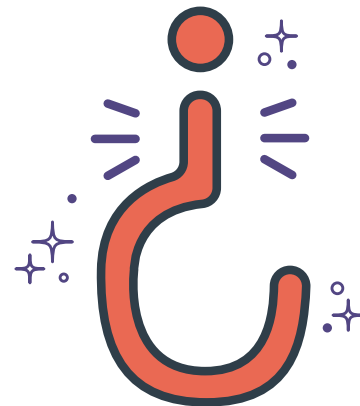
Mentors develop the skills and knowledge to support their peers



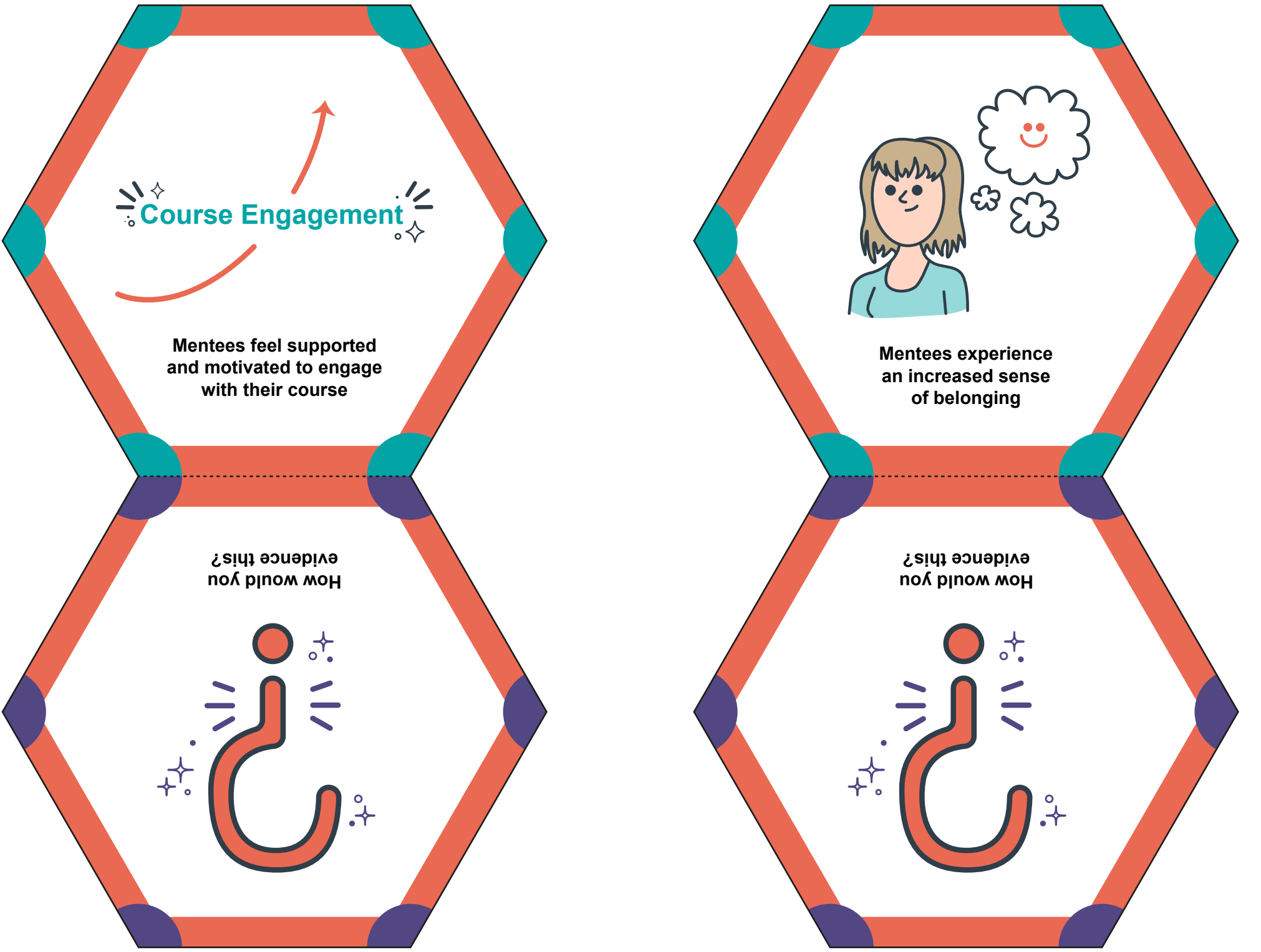
Mentees have knowledge of university processes and how to access support



How would you evidence this?



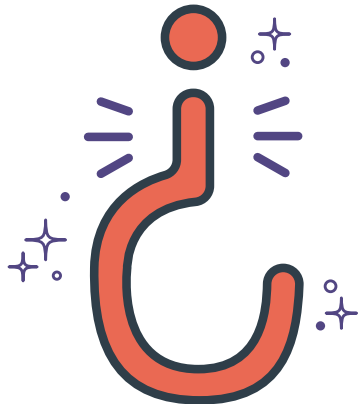
How would you evidence this?



Course Engagement

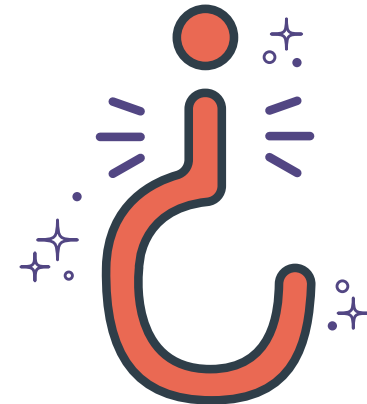
Mentees feel supported
and motivated to engage
with their course

How would you
evidence this?



Mentees experience
an increased sense
of belonging

How would you
evidence this?



Course Withdrawals

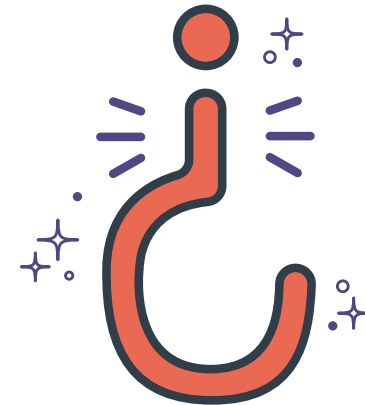
Mentees are less likely
to withdraw from
their course

How would you
evidence this?



Mentees obtain end of year
grades which are better or the
same as those who did
not participate in
the Programme

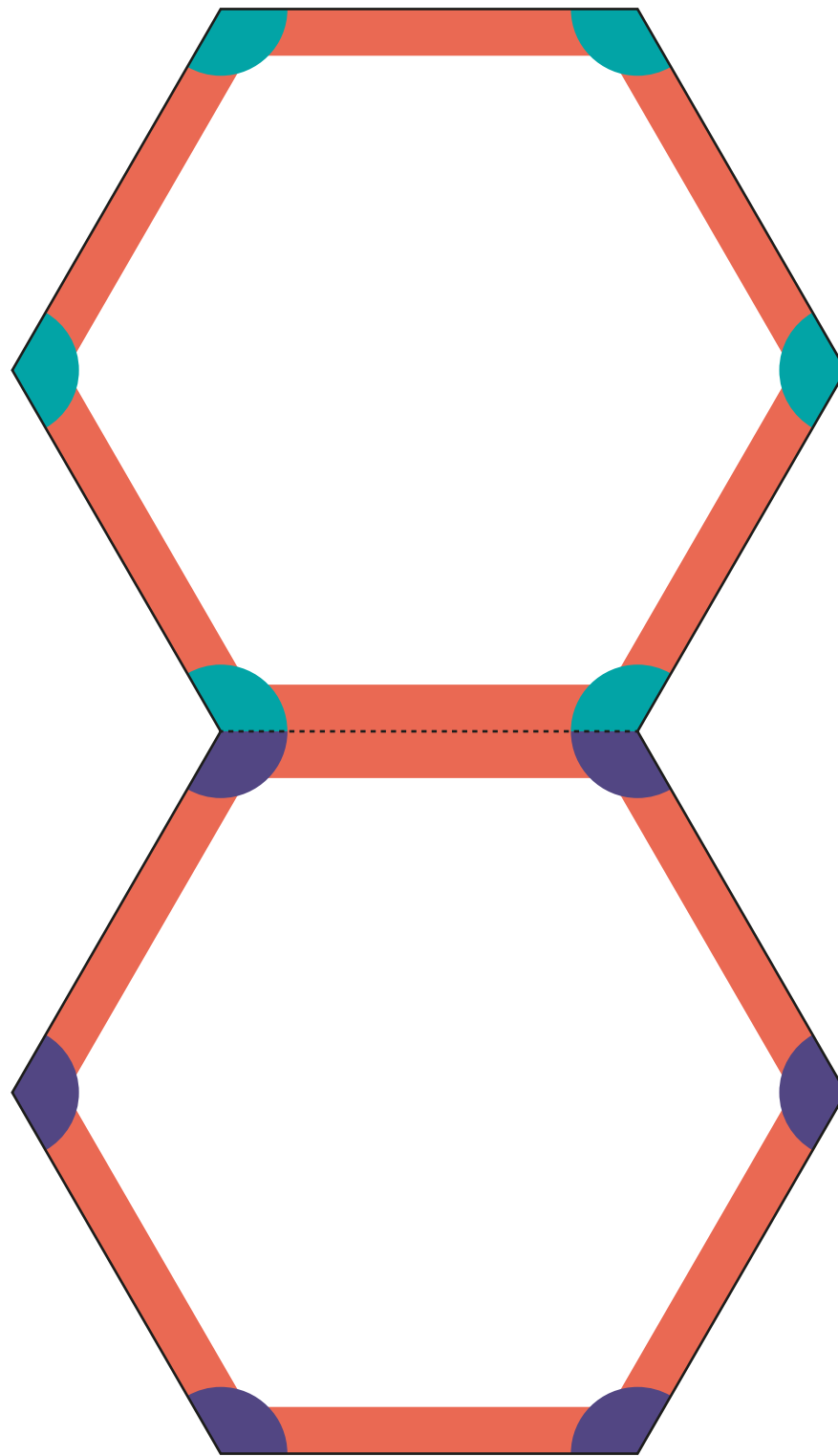
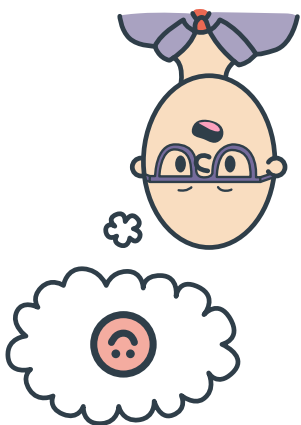
How would you
evidence this?

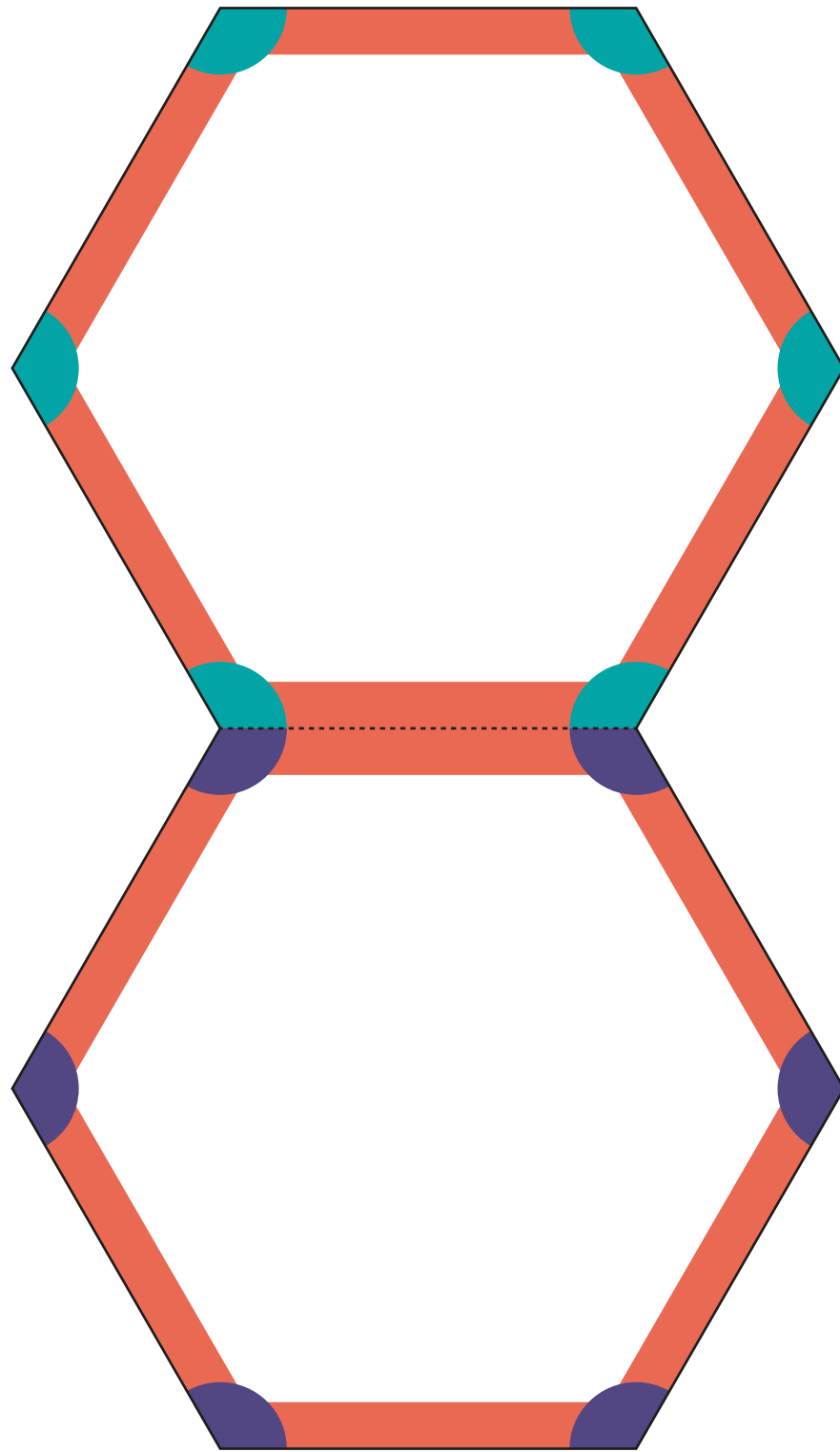
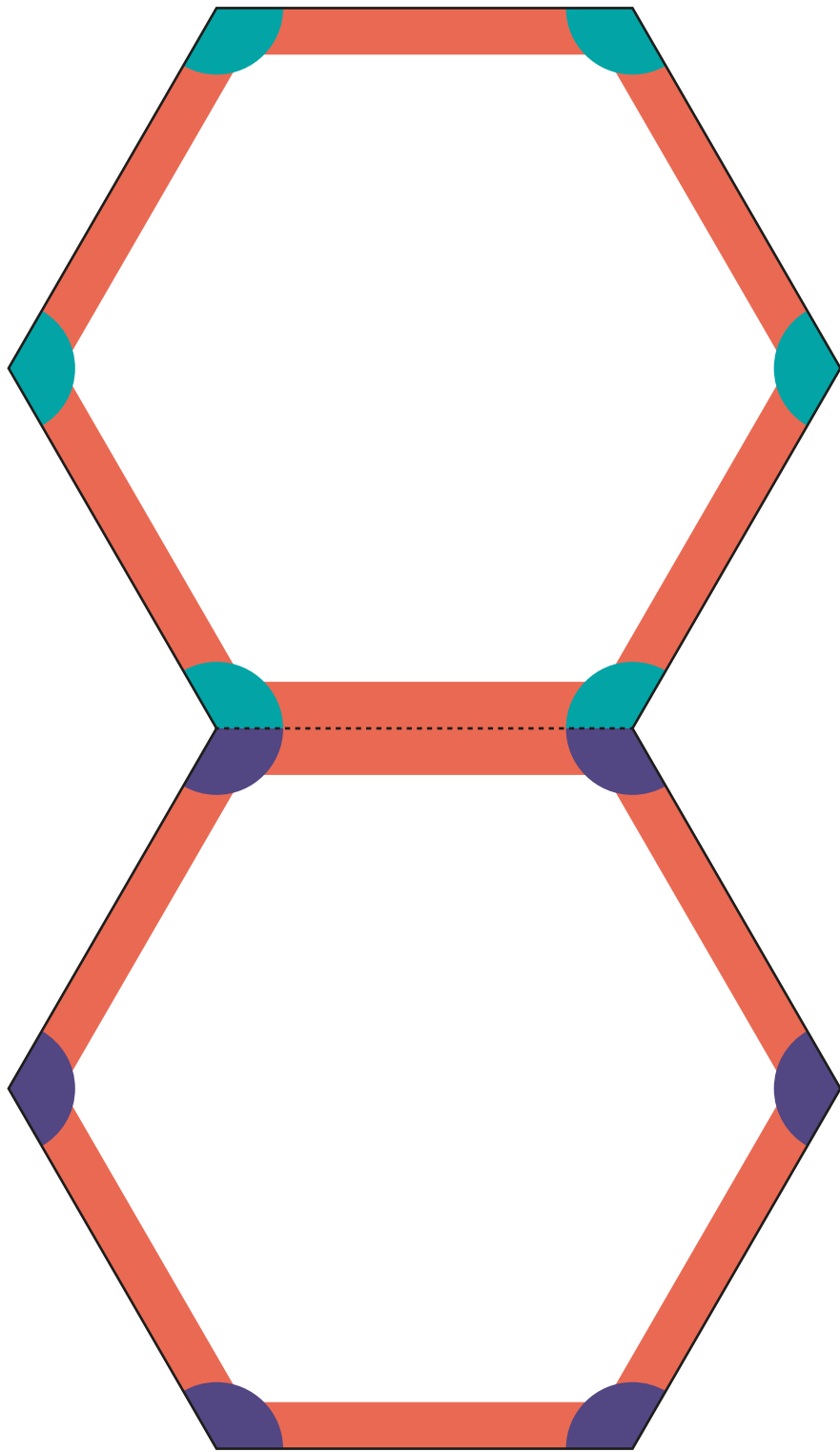


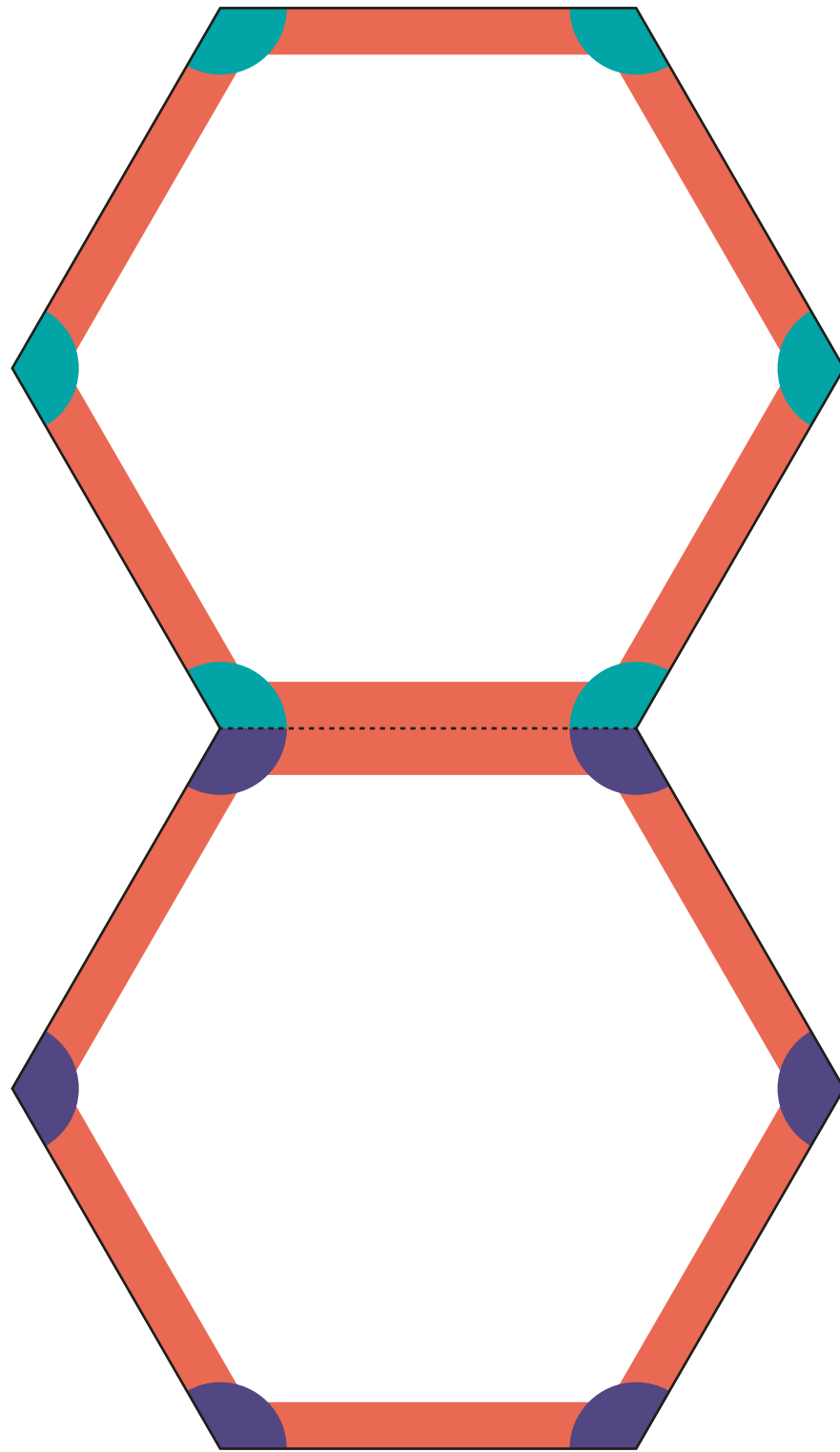
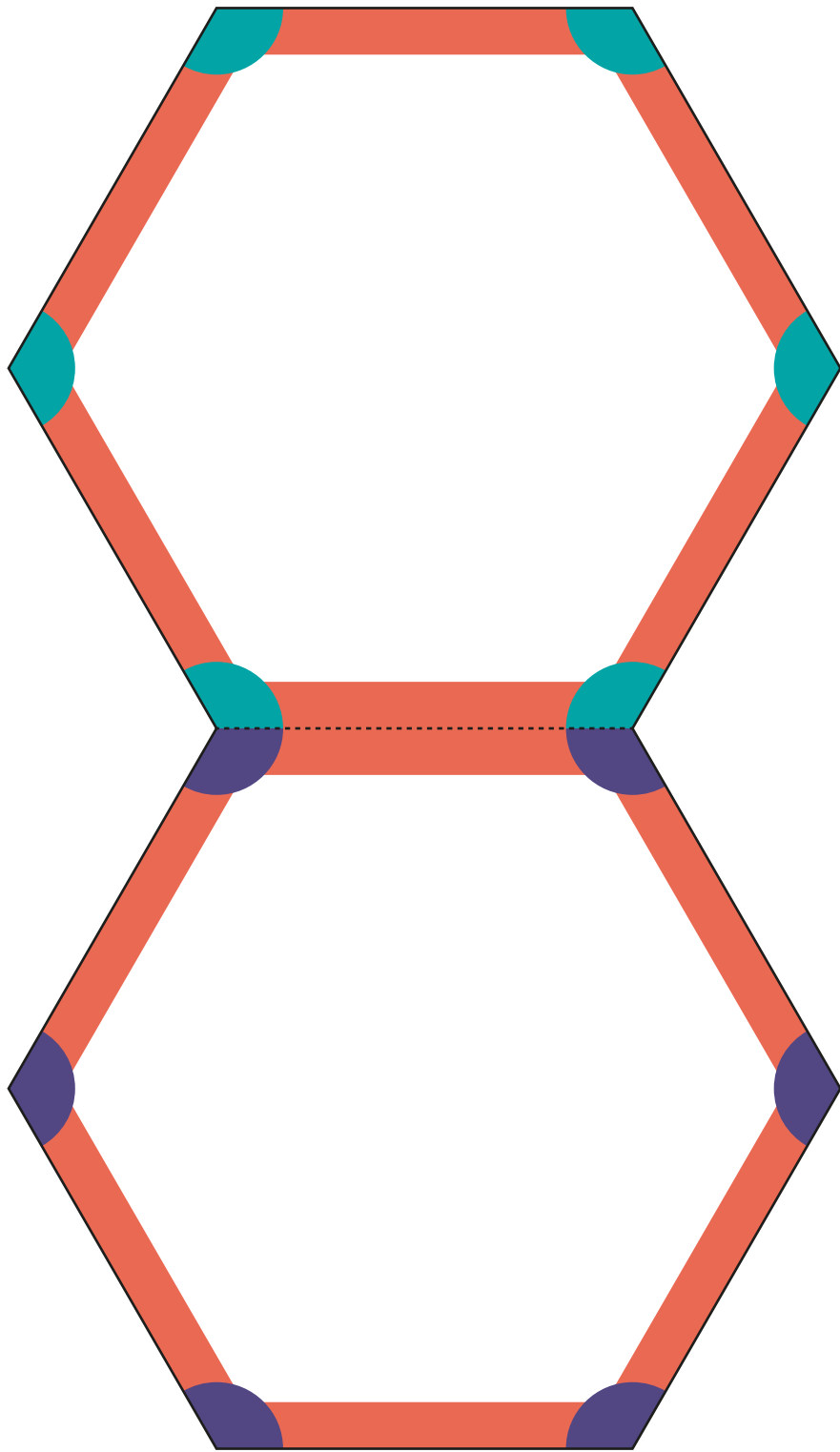


**Evidence of impact
secures positive
regulatory feedback from
OFS via the TEF**

**What have you learnt
about the Programme 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 Peer Mentoring Programme

Situation

Over the last 12 months, there has been a significant increase in students from underrepresented groups withdrawing from We-Value-University. Students report they feel disconnected from the university community and do not feel like they belong.

Aim

Design and deliver a Peer Mentoring Programme that aids the development of a learning community, increases belonging and the likelihood of continuation and completion.

Rationale

We-Value-University needs to improve its student retention and outcomes for all students but particularly for underrepresented groups who could be supported to continue and complete their studies through the creation of a learning community.

Evidence

The creation of effective academic and social learning communities (p.38) which enable a sense of place and belonging (p. 36), especially during transition and induction (p.56), can contribute to retention and attainment outcomes. Intermediate outcomes are also important to explore. When a Peer Mentoring Programme is combined with other student support activities, it may be more successful (p. 57).

Assumption

Learning communities and belonging can be facilitated by a well managed Peer Mentoring Programme. These programmes assume that pairing mentees with an experienced and trained mentor will help them to feel like they belong. Mentors and mentees that share characteristics are assumed to be most successful. The Programme may provide practical, emotional and psychological support so that mentees can make a successful transition to university and will continue to complete their studies.



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>