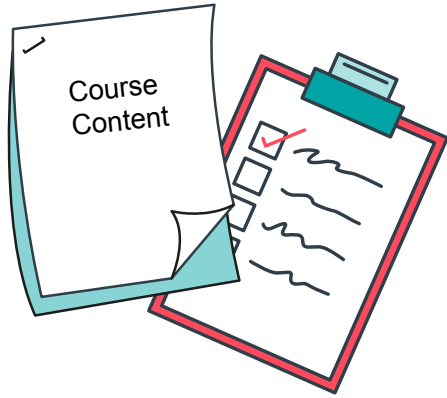


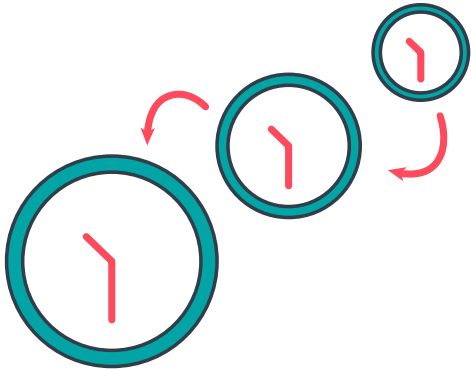


20 hours of staff time for
course re-design



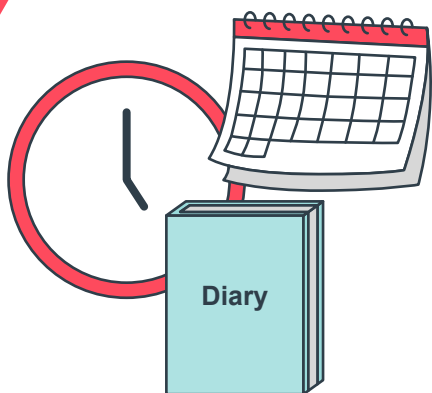
8 hours staff time for
data analysis
(targeting of courses
and reporting)

How much time would be
needed to scale this up, if
successful?

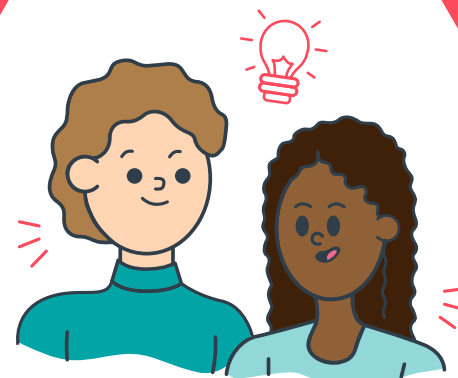


Does the targeting of
courses to implement
the CURE create
any unintended
consequences?





**120 hours of workloaded
teaching hours for
facilitation and support**



**A Learning & Teaching
Strategy which supports
the implementation of
inclusive pedagogies**



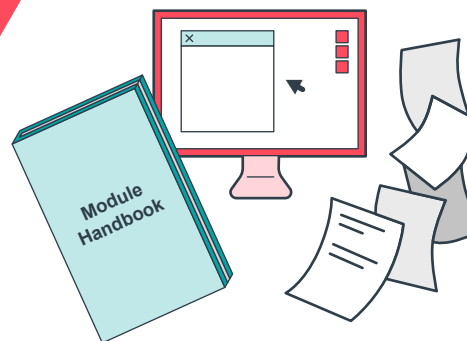
**Could the CURE be
designed to be
more efficient?**



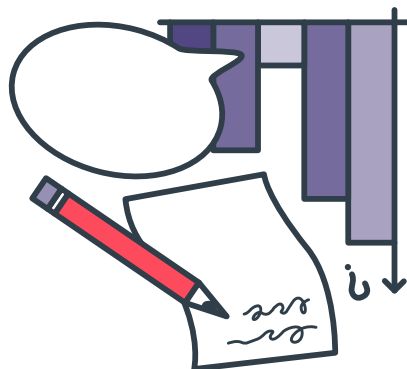
**Is this Strategy
informed by evidence
of 'what works'?**



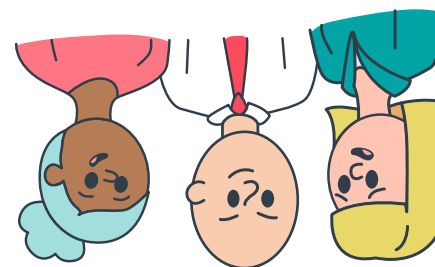
**Design a course based
undergraduate research
experience (CURE)**



**Make modifications to
course documentation
(student facing and
quality assurance)**



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



**How have key
stakeholders (e.g., staff,
students, employers)
been engaged in
the design of
this intervention?**



Timetable the CURE at an appropriate point in the academic year and with an appropriate learning space

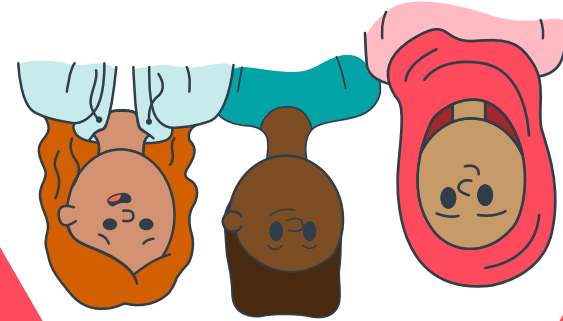


Design and implement an assessment approach to capture learning gain

What enablers and barriers exist which could affect the success of this intervention?



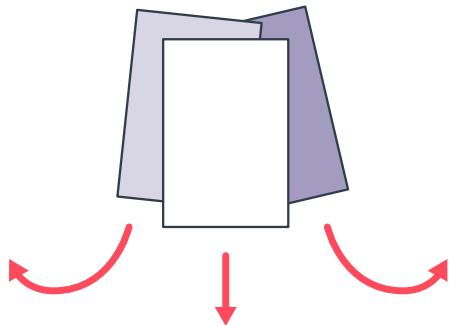
How will you explore any differential impact, particularly on students of colour?





**Updated course/module
documentation
(student facing and
quality assurance)**

**Can these documents
be shared to help
others design a
similar approach?**

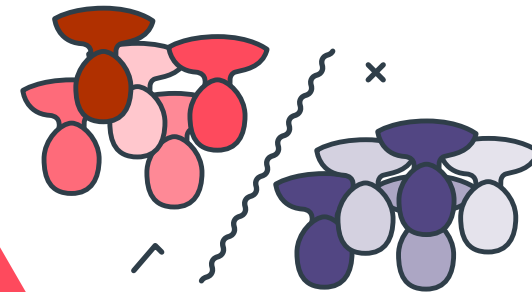


350



**350 first and second year
students on 2 courses
participate in a CURE**

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





312 assessments are submitted

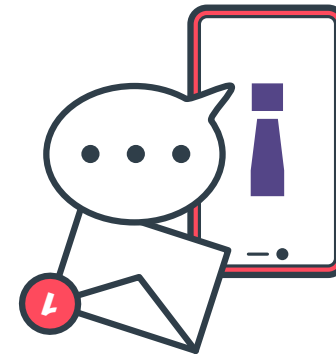


35 students are selected to present their research at the University Research Conference

How is the success of this intervention defined?

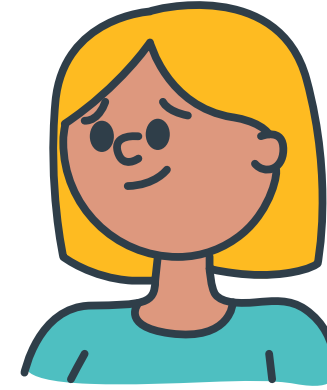


How is the opportunity promoted, specifically to students of colour?



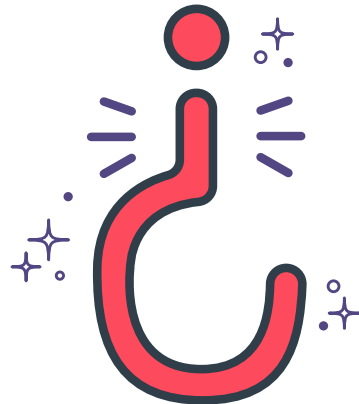


**Students understand
the CURE and the
expectations of
their engagement.**

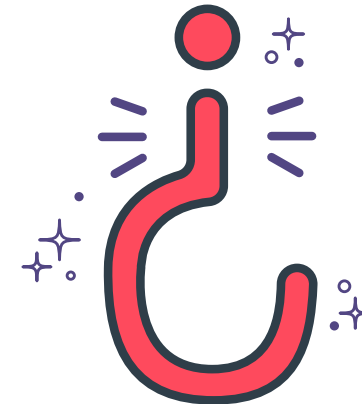


**Students feel supported
to engage in the CURE**

**How would you
evidence this?**

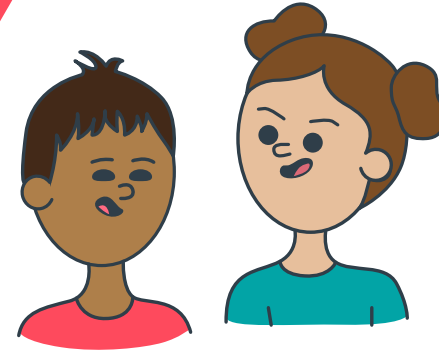


**How would you
evidence this?**

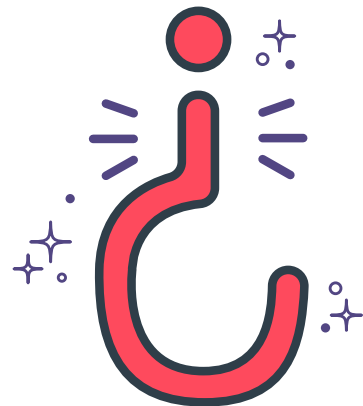




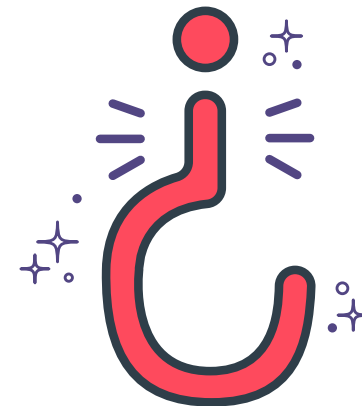
Students who engage in the CURE develop their skills and confidence in conducting research



Students who engage in the CURE develop their personal self-efficacy and ability to work in a team



How would you evidence this?



How would you evidence this?

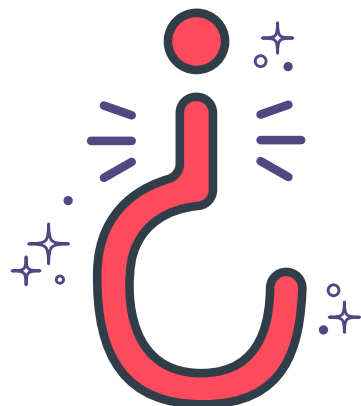


Students who complete the CURE obtain end of year grades which are better or the same as those who did not

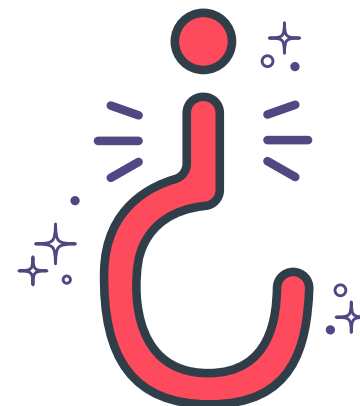


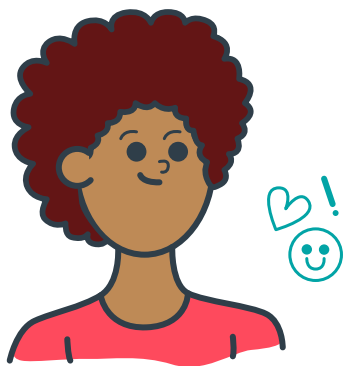
Students are more likely to progress to highly skill employment or further research-based study

How would you evidence this?



How would you evidence this?

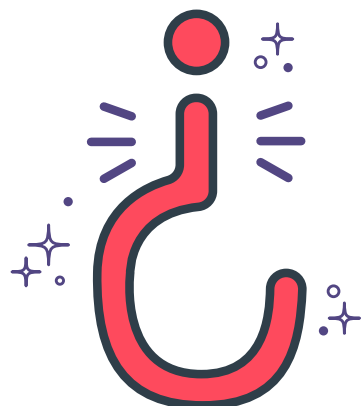




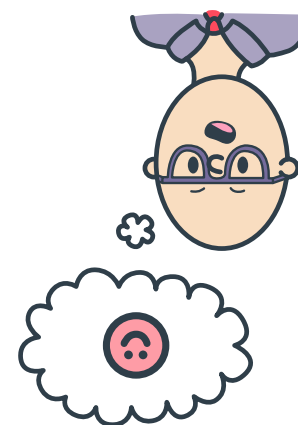
The institutional research culture is a place where students of colour feel like they belong



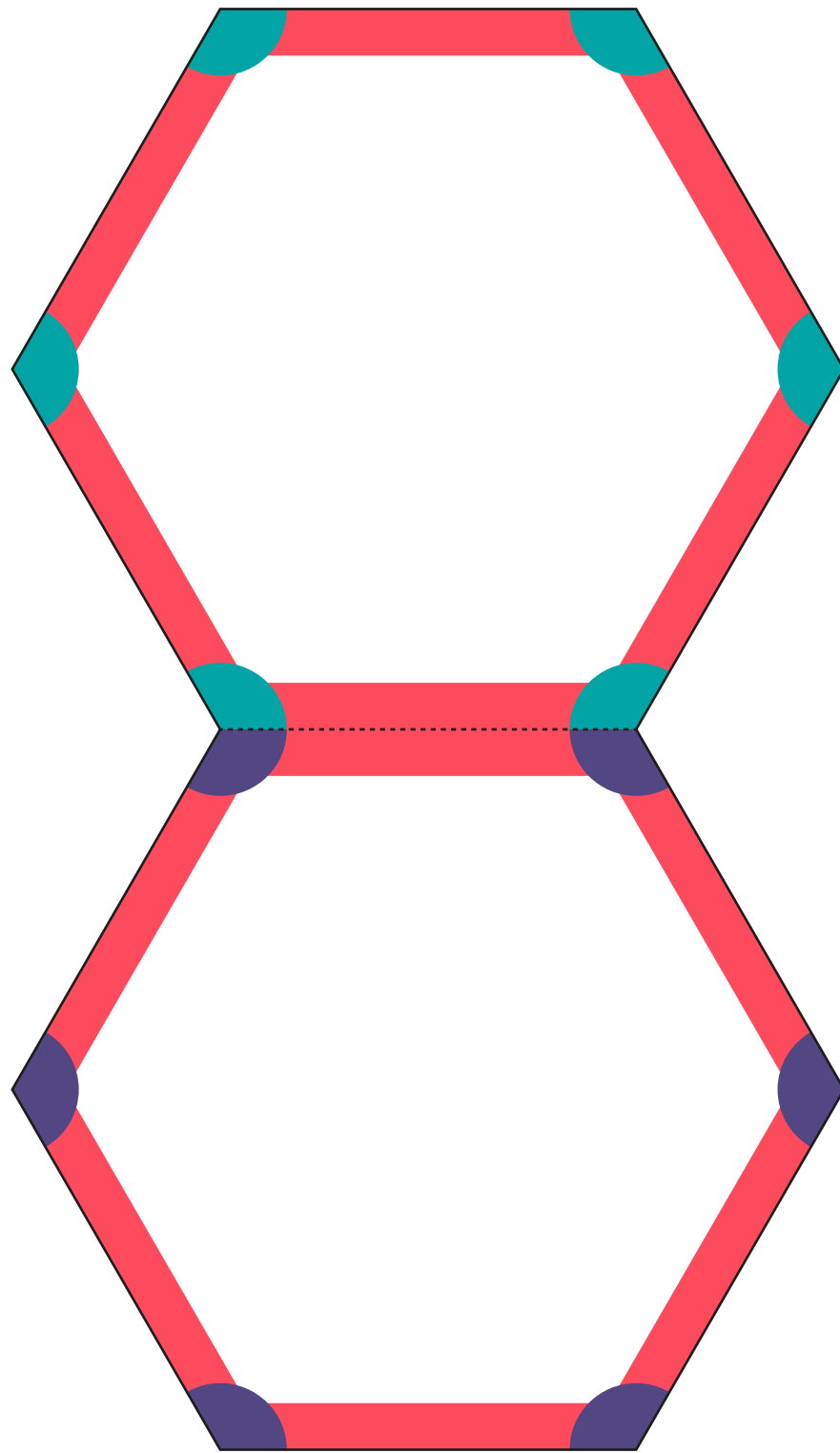
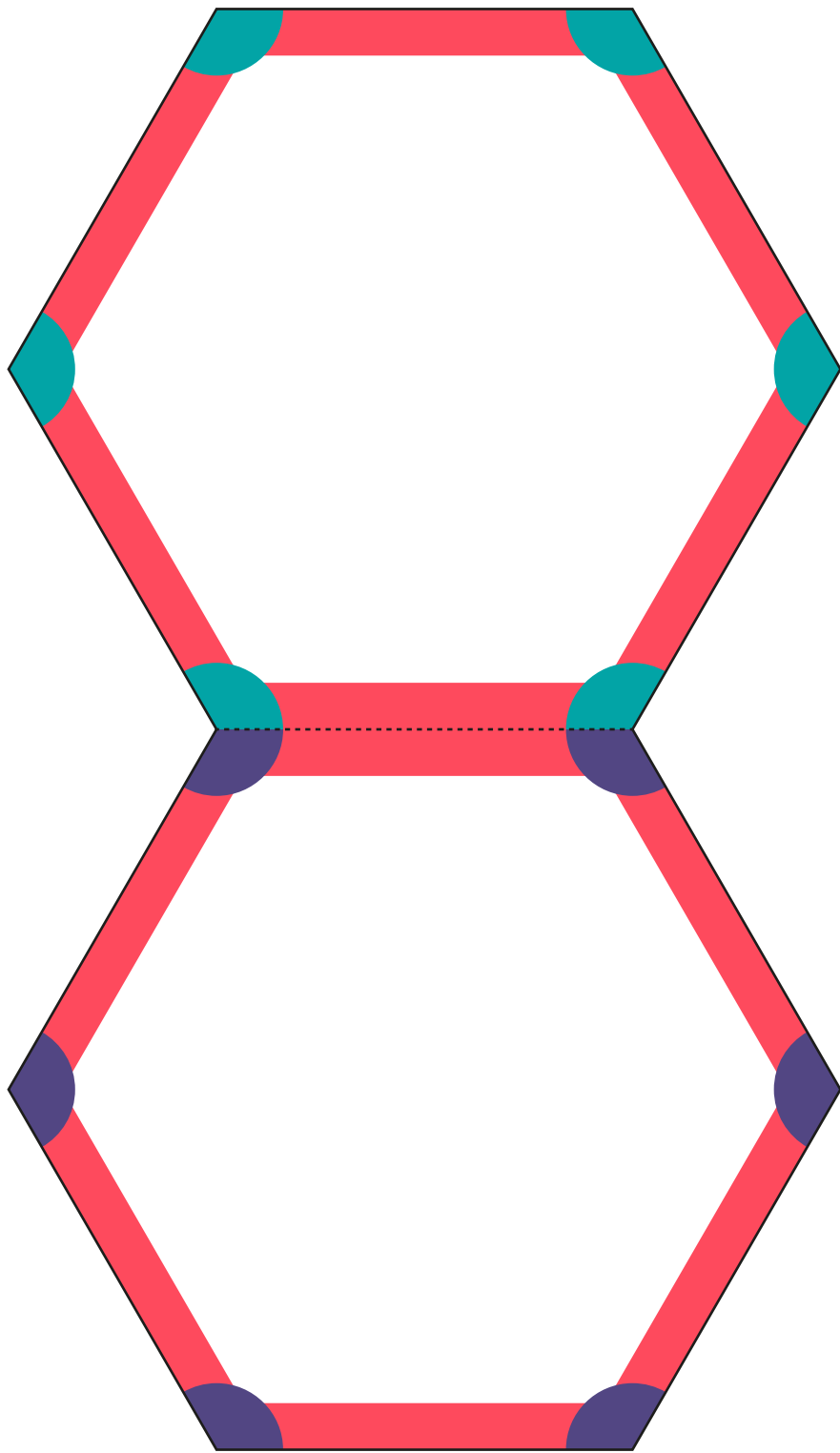
Evidence of impact on the awarding gap secures positive regulatory feedback from OFS

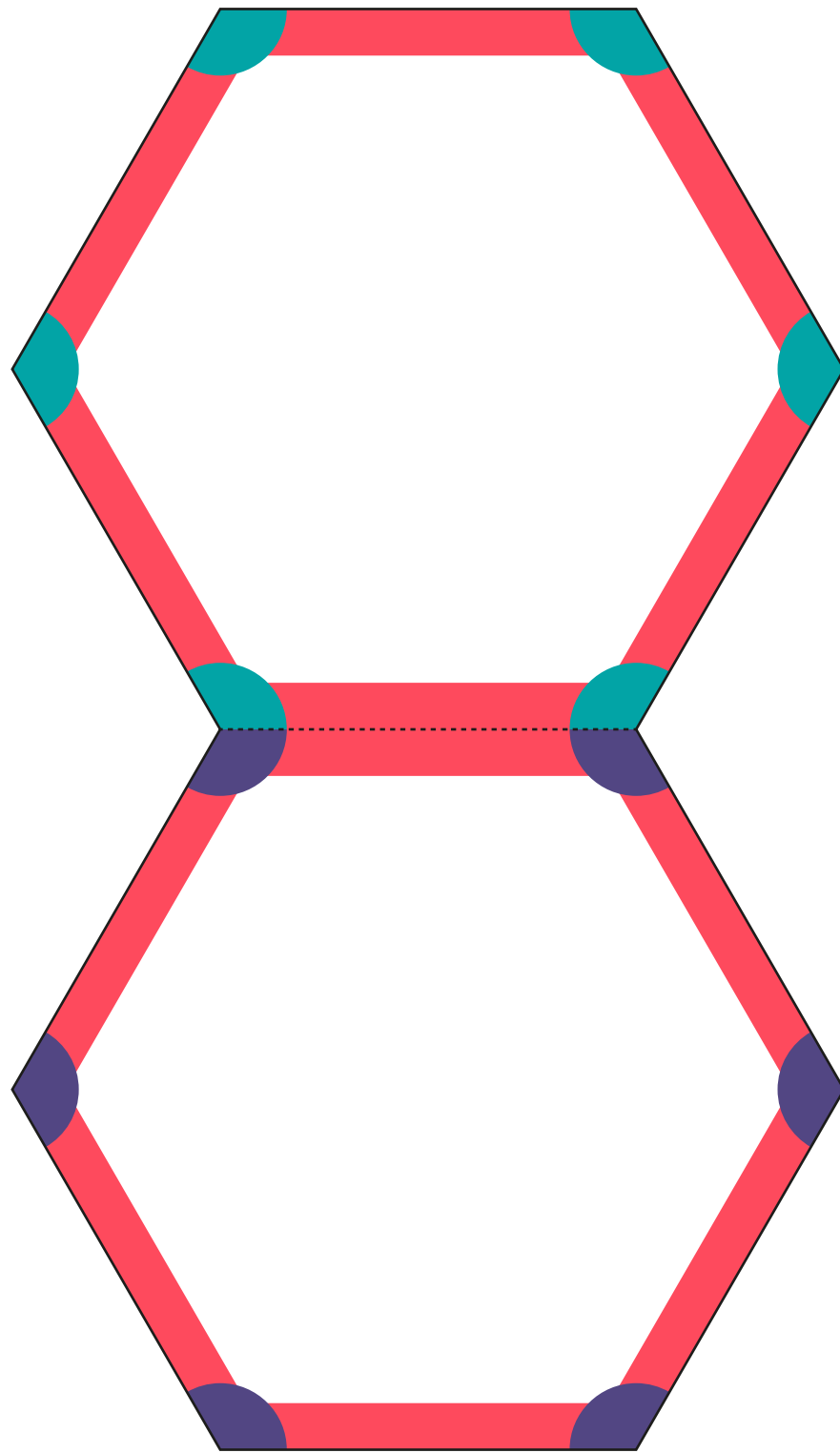
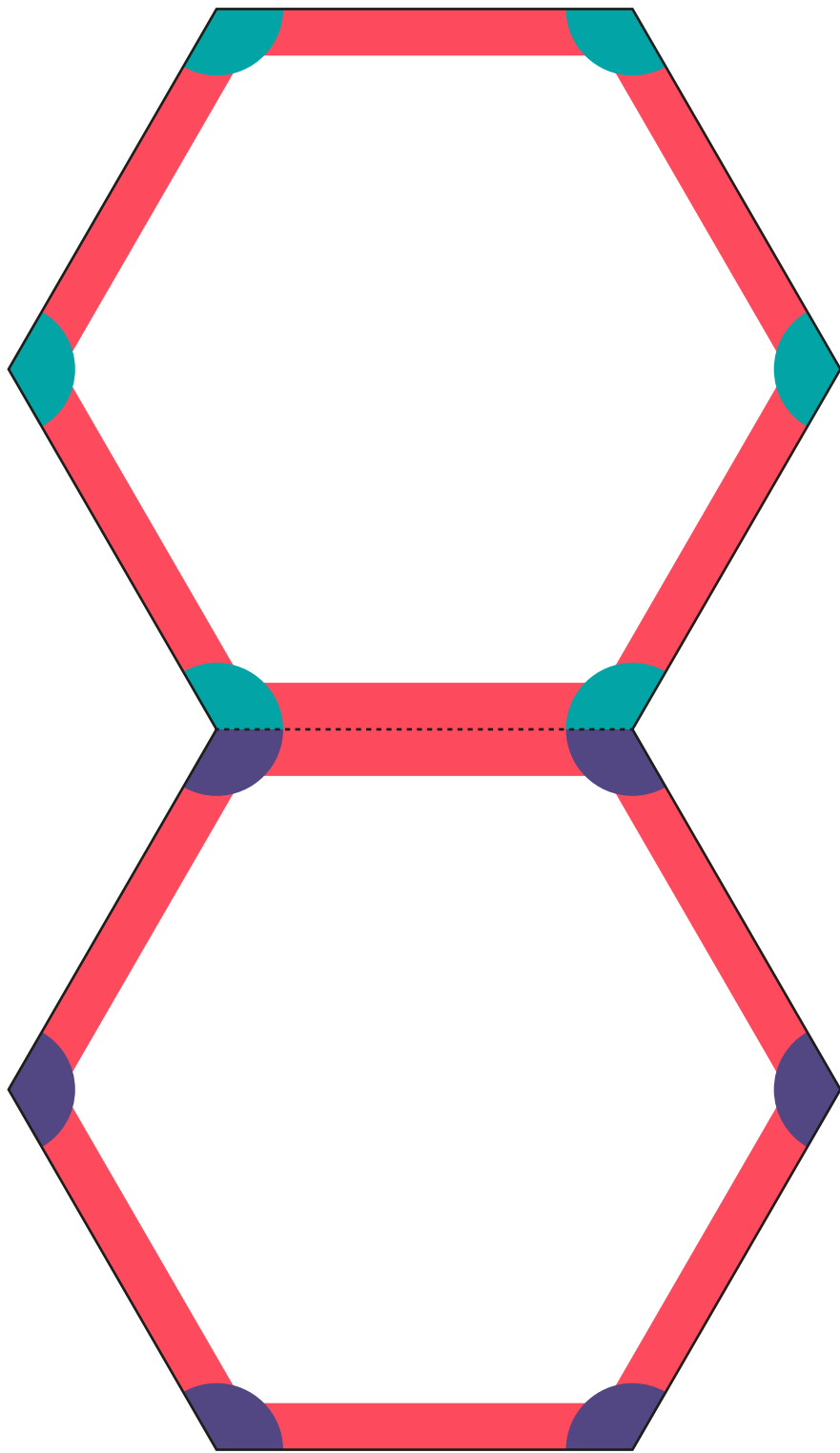


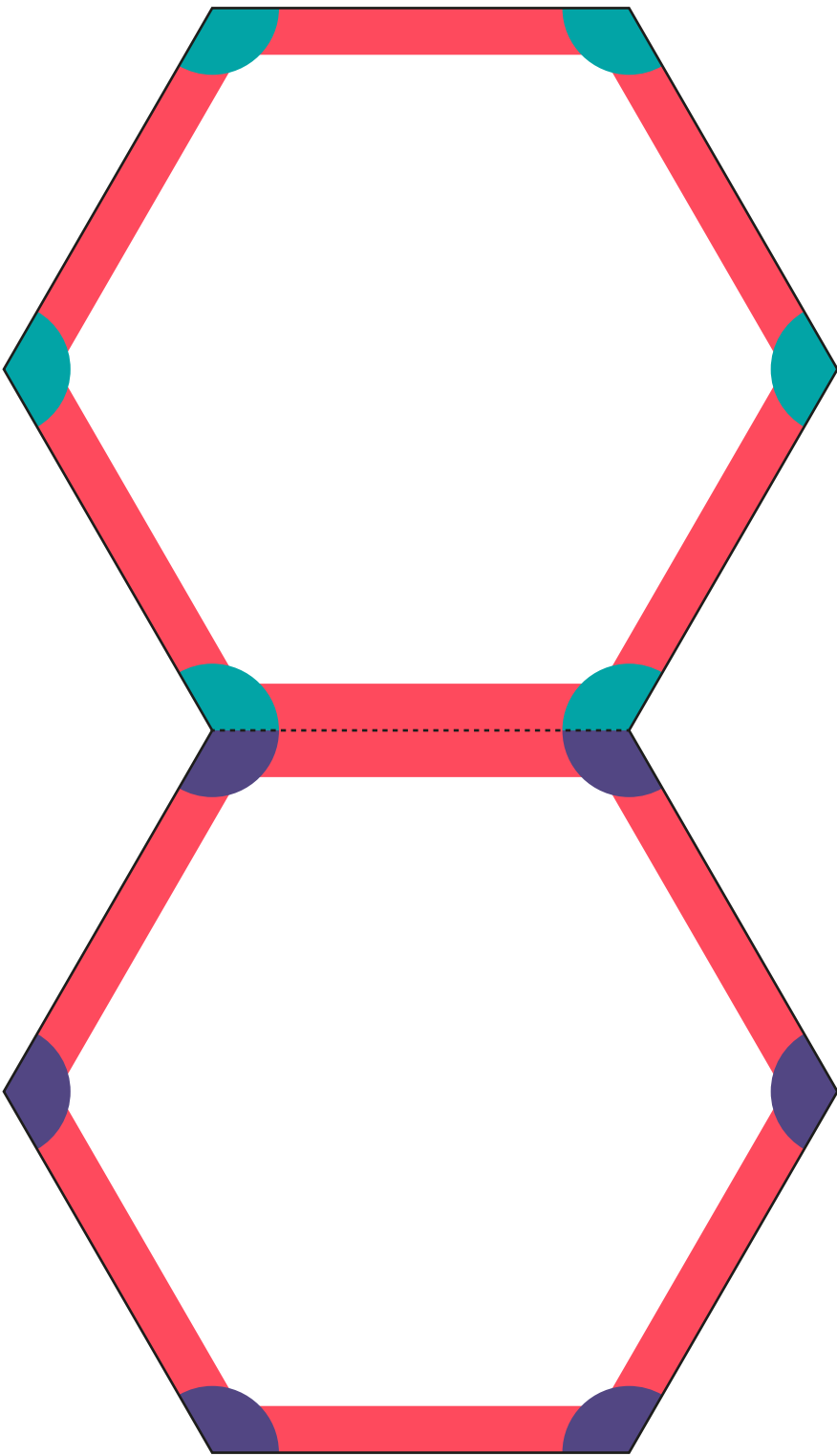
How would you evidence this?



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 Undergraduate Research Experience

Situation

Over the last 12 months, there has been a widening of the ethnicity awarding gap at Success University. The institution has decided to refresh their Learning & Teaching Strategy in an effort to address this problem.

Aim

Reduce inequalities in attainment on courses with a gap of 10% or more through the implementation of an 'high impact pedagogy' that aligns with the refreshed Learning & Teaching Strategy. Explore the opportunity to scale if successful.

Rationale

Success University needs to improve its student attainment and progression outcomes for all students but particularly for underrepresented groups. This programme will help to meet regulatory KPIs whilst providing targeted support for students of colour.

Evidence

Engaging in a course based research experience can have a positive impact on mid and end point attainment (p. 52) and can be a predictor of high attainment. It may benefit underrepresented groups (p. 48) and be beneficial when available early in the academic journey (p 56). These experiences can also influence decisions about research careers and further research-based study (p. 64).

Assumption

Course based research experiences have been identified as a high impact pedagogy that engages students in active learning which increases research knowledge, techniques and skills, alongside confidence and problem solving. Therefore, it is assumed that research experiences as a core principle of a refreshed Learning & Teaching strategy will reduce inequalities in attainment and improve progression outcomes.



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>