

Expanding the reach of the Skills Centre: Theory of change diagram

Assumptions

- Underrepresented students experience barriers to their education which are also preventing them from accessing academic skills support while at SHU
- The Skills Centre’s induction programme is not inclusive or engaging enough in its present form and needs to be changed in order to engage more students
- Underrepresented students are deterred from accessing academic skills support due as the service may not be inclusive enough
- Skills Centre services/resources need to be better advertised to students at the start of the academic year.

Situation

- Students from underrepresented demographic groups across the university are also underrepresented in terms of attendance to Skills Centre sessions
- This needs to be addressed in order to ensure equity for all students and an inclusive environment that celebrates diversity
- A degree awarding gap exists that needs to be addressed and ensuring access for all students to academic skills support may help to reduce this.

Evidence

- Male students (26% of all attendees at Skills Centre group sessions in 21/22, or 3.3% of total male student population)
- Black students (18% of all Skills Centre attendees or 10.2% of total black student population)
- Most disadvantaged students (19% of all Skills Centre attendees or 5.5% of total POLAR4 Quintile 1 student population)

Inputs

Library spaces

Research—questionnaire and focus groups

Knowledge of Skills Centre staff of student requirements.

Activities

New induction programme

Gathering data from research project

Co-design of new induction programme with students

Enablers

Staff

Student researchers

Student ambassadors

Output

Improved induction programme

New induction resources

Resources for academic staff to share with students

Outcomes

Increased knowledge about what students want from an induction programme

Increased student engagement with induction activities, particularly students from underrepresented groups

New induction activity/session that will engage a more diverse range of students.

Accountability line

What's improved?

Awarding gap decreases

Increased attendance to Skills Centre sessions from underrepresented student groups