# Appendix: Theory of Change model for the PGCert/MA Student Engagement in Higher Education (Donnelly & Austen, 2022)

# Situation

The University of Winchester created the course after recognising a gap in the sector for student engagement professional development and qualifications. There is a need to help practitioners understand what student engagement is and means in their own context.

# **Course aims**

The course aims to provide practitioners with an understanding of student engagement, allowing them to critically engage with research and theory and to link these with practices within their organisation and the sector. It also aims to support practitioners to fulfil their own goals.

# Rationale

Student engagement is a pivotal component of Higher Education practice. Organisations need to be able to embed effective practices within their structures and the course provides an effective way of equipping staff.

Inputs	Activities	s	Processes		Short-term
<ul> <li>Time and costs of staff</li> <li>Recruitment of practitioners</li> <li>Time and cost of practitioners</li> <li>Facilities</li> </ul>	<ul> <li>Five module for practition the PGCert, additional the practitioners MA)</li> <li>Retreats</li> <li>Workshop approach</li> <li>Blended delit</li> <li>Assessment</li> </ul>	livery	<ul> <li>Effective access to course materials</li> <li>Effective spaces for practitioners to learn and interact</li> <li>Curriculum, assessments and feedback are well designed</li> <li>Teaching staff bring expertise and a range of perspectives</li> <li>Evaluation processes are in place</li> <li>Support services are</li> </ul>	Mediators <ul> <li>Belonging</li> <li>Emotions</li> <li>Self-efficacy</li> <li>Well-being and networks</li> </ul>	<ul> <li>Knowledge of student engagement theory, literature, policies and practices</li> <li>Critical thinking skills</li> <li>Research and evaluation skills</li> <li>Confidence in practice and other skills and competencies</li> <li>Sharing and learning with others</li> <li>Satisfaction with learning experience</li> </ul>
			available and accessible		
Theory underpinning the design			<ul> <li>The course models student engagement practices</li> </ul>		Ability to influence matters and
Learning as a form of situa	ated practice.				

# **References:**

Donnelly, A., & Austen, L. (2022). A process and impact evaluation of the PGCert and MA Student Engagement in Higher Education programme. Sheffield Hallam University Evaluation Repository. https://shura.shu.ac.uk/id/eprint/30905

- Motivations
- Course cohort size

# Assumptions

Learning is embedded within practitioners' working lives and built on an ethos of collaboration. Spaces are provided for practitioners to build rapport, which may lead to more effective learning and belonging. The blended delivery ensures the course is accessible. Subsequently, practitioners are more likely to engage with their studies and achieve 'success' on and after the course, which will benefit themselves as practitioners and potentially their organisations of employment.

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# Medium-term

- Application of knowledge and skills in practice and in new contexts
- Dissemination of outcomes of work
- Support the development of others
- Development of networks and a community

### Long term

- Foster and champion practices in student engagement
- Enhanced culture of student engagement in the practitioner's organisation

nd changes in status and recognition

- Experiences of students in the practitioner's organisation are enhanced and supported
- Professional and personal success

## **Enablers and barriers**

- Connections, trust and support • Costs (time and money) for practitioners
- Context of organisations