



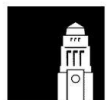
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# Theory of Change for University of Leeds, Lifelong Learning Centre access intervention: Jumpstart

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*This Theory of Change has been developed by University of Leeds using resources and templates provided by TASO. The contents of the Theory of Change do not reflect TASO's work or practice.*



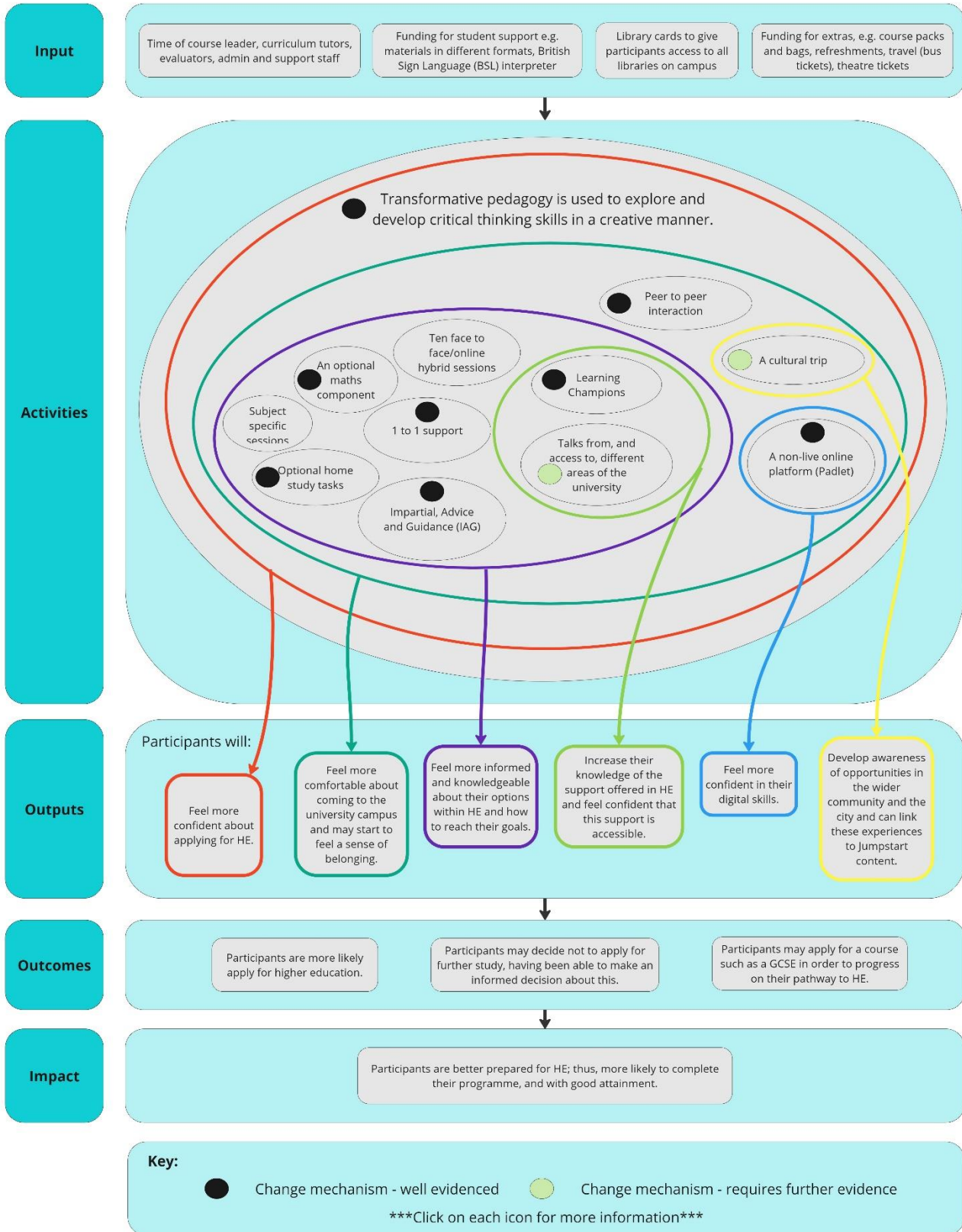
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# Enhanced Theory of Change – Jumpstart





<p><b>VERSION</b> 2. 12/05/2023</p>
<p><b>NAME</b> Jumpstart – Lifelong Learning Centre</p>
<p><b>WHY IS THE INTERVENTION BEING RUN?</b> Jumpstart was developed as a response to a perceived gap in provision for adult learners who are studying at level 2 in Community Adult and Further Education and are unaware of the possibilities of studying further at university or college.</p>
<p><b>WHO IS THE INTERVENTION FOR?</b> Jumpstart is for adults who would like to explore their options in higher education but not sure if it is for them and may not feel confident about applying.</p>
<p><b>WHAT IS THE INTERVENTION?</b> Jumpstart is a free taster course run over 8 weeks and gives people the chance to come to the university campus, try out different subjects in a supportive environment and make an informed choice about their next step in education.</p>
<p><b>WHO IS DELIVERING THE INTERVENTION?</b> The course is run by the Lifelong Learning Centre at the University of Leeds as part of the range of pre-entry activities offered to adults who have not previously had opportunities to study at a higher level. Sessions are delivered by Development Officer, Fiona Chapel and course content includes subject specific sessions by guest tutors from the Lifelong Learning Centre to cover different curriculum areas e.g., science, social science and arts and humanities.</p>
<p><b>HOW IS THE INTERVENTION DELIVERED?</b> Jumpstart involves eight face to face/online hybrid sessions; six on a Wednesday 5-7pm and two sessions on a Saturday 10-1pm at the start and end of the course.</p>
<p><b>WHERE IS THE INTERVENTION DELIVERED?</b> Jumpstart is delivered on the University of Leeds campus and remotely using Zoom.</p>
<p><b>HOW MANY TIMES WILL THE INTERVENTION BE DELIVERED? OVER HOW LONG?</b> The course is run twice a year, usually in November and in February; it was started in 2011.</p>
<p><b>WILL THE INTERVENTION BE TAILORED?</b> No</p>
<p><b>HOW WILL IMPLEMENTATION BE OPTIMISED?</b></p>
<p><b>ASSUMPTIONS</b> Taking part in the Jumpstart taster course will increase participants' confidence in applying for higher education. It will also increase participants' knowledge about their options in higher education.</p> <p>The course has been developed over a period of time to include key activities, with the intention of generating the mechanisms identified below. The theory of transformative pedagogy is the overarching approach taken in designing the programme. This approach, based on the work of Freire from the late 1960s, has been developed by many practitioners in various ways over the years and has been discussed at length in the literature (Brookfield, 2017). In Jumpstart we focus on the opportunity to explore and develop critical thinking: the emphasis on questioning and inquiry is empowering (rather than using the deficit model of how much someone knows about a specific academic subject.) This is '<i>Problem-posing education</i>' (Freire, 1993) and builds students' confidence in themselves as learners, distancing the experience from possible negative school experiences. Students reflect on their previous educational experiences and identify the broader factors that contributed to them. Recognition and valuing of students' current experiences informs the</p>



curriculum to reflect their lived experiences. Connections are then made to broader ideas and theories ensuring that the course curriculum is relevant to the student.

Creative pedagogy allows learners to 'play' and enjoy learning. This may be very different from previous experiences of education and helps to boost confidence in themselves as learners.

Photovoice methodology is described by Wang (2016) as allowing people to ask questions of their realities, and so develop their critical thinking skills. The methodology involves students taking photographs around a particular theme or topic. They then edit these photos and add their own words to create an exhibition of photographs and text. The use of the padlet as a digital learning space creates a sense of community, increases sense of belonging and increases peer support to validate participants' experiences, learning and development. Participants often enjoy the opportunity to develop creativity skills through the participatory photovoice photography project which uses the padlet as its platform.

The padlet also creates an environment that encourages social and peer-learning. Participants build a supportive learning space through sharing ideas and experiences. They learn from listening to each others' experiences about key issues. These depend on the experiences of each group, but often cover experiences of racism, homophobia and sexism, opening these up as topic for discussion in a safe space. Participants also share opportunities to join community activities and groups.

Although the broad pedagogic practices (for example: peer learning, formative written work, the use of padlet and the provision of 1:1s) used within the Jumpstart course, are written about extensively, we make many assumptions about how these practices work in the context of the course, based on experience of delivering the course since 2011. We have identified two particular change mechanisms where the empirical literature is sparse and which would benefit from some further investigation.

The Jumpstart course was included as part of a case study in the OFFA publication from 2016 which looked at the impact of outreach on access to Higher Education for disadvantaged communities.

#### CHANGE MECHANISMS

Key:

##### Activity

- *Change mechanisms – well evidenced in the literature*
- *Change mechanisms – requires further evidence in relation to implementation within Jumpstart*

*Transformative pedagogy includes recognition and valuing of students' current experiences, trauma informed education and co-creation of the curriculum to reflect participants' lived experiences with close structural alignment between programme content and tutor discussion:*

- *embeds learning in personal experiences/needs – engages critical consciousness, self-awareness and reflexivity bringing in lived experiences as a lens to view HE study/curriculum.*
- *helps to create a safe space where ideas/preconceptions are challenged, where free debate is possible.*
- *increases participant confidence in the programme design and therefore their own learning and experience.*





*Learning Champions take part in a workshop session to act as role models and relate authentic lived experience:*

- *makes HE seem an obtainable and realistic choice.*

*Padlet – digital learning space to share photovoice exhibition to accompany individual presentations in a supportive environment:*

- *creates a sense of community increases sense of belonging and increases peer support to validate participant learning and development.*
- *supports participant with self-reflection, learning and development.*
- *builds confidence in using technology / digital skills.*
- *builds confidence in their place in the landscape, sets expectations, which helps them see themselves in the landscape as a realistic possibility.*

*Provision of 1:1 holistic support creates a confidential space and opportunities to discuss experiences, goals and needs that are targeted, allowing supportive discussion of individual-specific learning (including SpLDs) and applications to FE/HE (complementing IAG) as well as signposting:*

- *increases senses of mattering and belonging.*
- *creates a 'partnership' relationship between the tutor and the student (contrast to rigid educational hierarchies).*
- *supports informed decision making.*

*Peer to peer learning*

- *learning from each other, moves away from the idea that the tutor is the only one with the answers: changes awareness of the power of interaction*
- *promotes critical discussion in the classroom*
- *builds on the feeling that participants' ideas and experiences are valued*
- *JS course become the education support network for many of the group, for some it is their only positive support network.*



*Cultural Trip has a primary objective of relationship building and a secondary objective of making 'spaces' and 'experiences' more accessible:*

- *builds confidence in accessing cultural activities.*
- *links to and enriches curriculum content.*

*Talks from, and access to, different areas of the university, including the library:*

- *increases awareness of HE subject areas and resources and therefore sense of fit and belonging, in terms of supporting likelihood of application and study success.*
- *increases knowledge of available and accessible support and potentially continuation and reassurance about applying to HE.*
- *Increases familiarity with campus offer.*

*Provision of IAG to support decision making through expert guidance:*

- *challenges perceptions of barriers to accessing HE or further study.*
- *debunks myths and assumptions (about finance, support and pathways into university) to deepen understanding of realistic opportunities available and next steps.*

*Optional Maths component:*

- *encourages different perspectives on maths that value existing experience and makes maths fun.*
- *addresses potential Maths anxiety, aids self-assessment, self-diagnostic.*
- *builds participant maths confidence.*



*Optional home study writing tasks:*

- *develop skills in structuring and planning work increasing confidence in capacity to complete work independently.*
- *increase confidence and enjoyment in writing and writing skills.*
- *offer safe space to build resilience in submitting work and receiving, and acting on, feedback.*

References for the assumptions and change mechanisms

Brookfield, S. 2017. Critical Adult Education Theory. In Milana, M., Webb, S., Holford, J., Waller, R. & Jarvis, P. (Eds.). *International Handbook of Adult and Lifelong Education and Learning*. NY: Palgrave/Macmillan. [Accessed March 2023]. Available from:

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**WHAT IS THE EVALUATION AIM?**

The key aim of this pilot evaluation was to build on our current evaluation practices for Jumpstart, by making use of QCA with expert guidance, to gain a better understanding of the configuration of factors that contribute to participants’ rise in self-reported confidence, so we can continue to improve our services. Lessons learnt will be applied to other outreach activities and student success interventions.

**WHAT ARE THE EVALUATION QUESTIONS?**

- Under which conditions does a rise in Jumpstart participants' confidence occur?

We report on the second stage of the evaluation plan, investigating differential outcomes in relation to changes in self-reported confidence pre- and post-intervention. An earlier stage, over two sessions, revealed a statistically significant positive change in self-reported confidence.

**WHAT METHODOLOGY ARE YOU USING?**

Self-reported confidence is collected using questionnaires at start and end of the course; contributory factors to (change in) self-reported confidence (including differential outcomes) to be studied using Qualitative Comparative Analysis (QCA).

**RISKS AND LIMITATIONS**

- Gaining consent for data collection, explaining privacy notices and asking students to sign documentation early on in the course may impact participants’ desire to engage in the programme itself.



- Participant retention may be affected by ongoing impacts of Covid-19, including cost of living issues and changes in circumstances and unforeseen events. This will impact the individuals themselves, the numbers on the course and the number of cases for the study.
- Workloads may make it difficult for staff to engage fully in the evaluation methodology.