Example for illustrative purposes based on a student funding context.

S 5	Graduating with honours Completing the degree	
S4	Being able to achieve good results Being perceived to be a 'good student' Being able to combine academic pressures wi money worries	
S 3	Having good family support Having a good social network Feeling secure in general support structure	
S2	Having a sense of security in the home during term-time Feeling secure travelling to/from university	
S1	Having enough food to eat Having enough money for heating and lighting	

Example of Confidence Line on S1 responses

Having enough food to eat

1	X3	5
Having enough mor	ney for heating and lighting	
4	2 V	_



Exploring students' motivations for engaging with student funding services

Tool-kit based upon #amossheis20 research conducted by the University of Dundee, Student Funding Unit

Sweeney, S, Burns, C, and Bannon, K







Aim

The aim of this tool-kit is to be used as an 'off-the-shelf' resource, with the flexibility of moulding it to any given service provision, within Student Services in education.

Context

It is suggested that this tool-kit could be used as a reflective tool for practitioners or be used when working with students either on a 1:1 basis or as a focus-group activity.

Practitioners could use this to gauge their perception of students' motivations for engagement and identify key themes brought to them during an identified period of time. Students should be encouraged to identify their personal motivations for engagement and indicate key words/ themes for use with the confidence line.

Activity

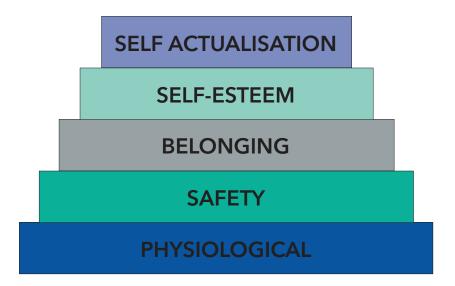
Utilising the diagram 1, identify key words per stratum as appropriate within your service setting.

For each stratum, use the 'confidence line' and plot your key words from 0 being 'not at all confident' to 5 being 'very confident'. This activity is equally appropriate for service providers and users of the service.

Ideally, this exercise would be conducted concurrently by practitioners and students in order to effectively map the level to which students' motivations are understood and needs met.

It is further suggested that, depending on the needs of the service-users, it is practical to adapt the numerical confidence line and use alternative visual imagery to increase engagement and enhance the inclusivity of the activity.

Tools



Confidence Line:

