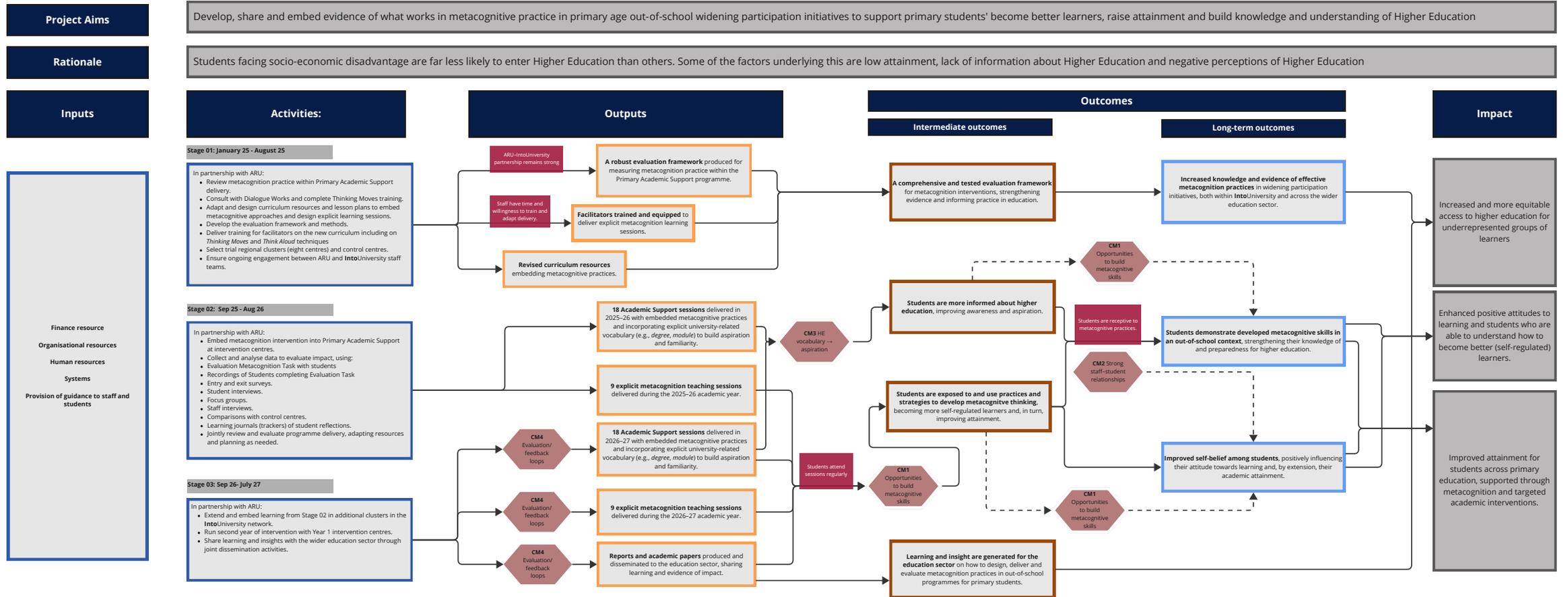


The Big Thinking Project Theory of Change



Change Mechanisms (CMs, cross-cutting)

- **CM1:** Direct teaching about metacognition and creating opportunities to build metacognitive skills and strategies enhances learner confidence and development.
- **CM2:** Staff model and teach strategies in learning sessions and reinforce learning through strong staff-student relationships.
- **CM3:** Student development of metacognitive strategies enhances positive attitudes to learning, and consistent use of HE-related vocabulary normalises university pathways and raises aspirations.
- **CM4:** Continuous evaluation and feedback loops refine delivery, ensure fidelity, and amplify programme impact.

Foundational Assumptions

- Staff have time, capacity, and willingness to train and adapt delivery.
- Students attend sessions regularly and consent (with parents/guardians) to research participation.
- ARU-IU partnership remains strong and collaborative.
- Students are receptive to metacognitive practices.
- No major external disruptions significantly interrupt delivery.
- Data can be collected ethically and reliably to evidence impact.
- Building metacognitive skills will support raised attainment