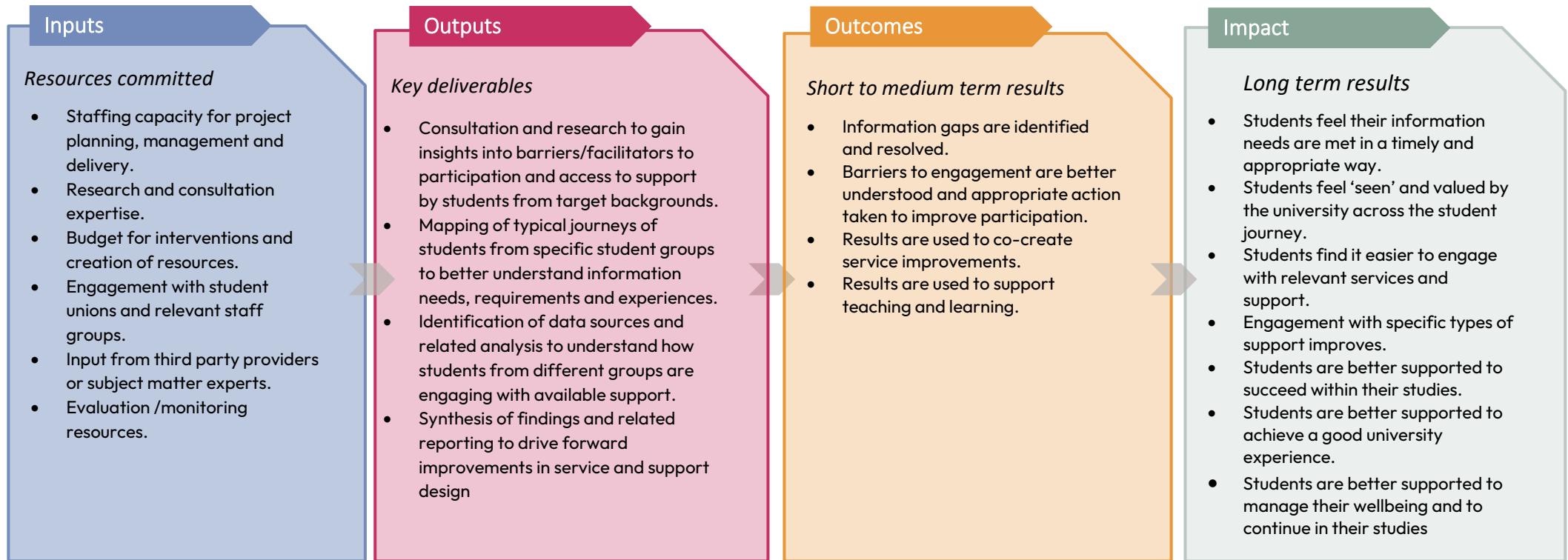


# Theory of change: **Access to success**



## **Assumptions** (related to individuals who take up the activity)

- Students who are less likely to engage with university support may also be less likely to engage with consultation and research.
- Students may experience gaps in knowledge affecting their outcomes.
- Students may experience barriers to participation affecting their outcomes.
- University staff and services may be unaware of differential levels of engagement by student groups.
- University staff and services may be unaware that practices, methods, timings and other aspects of delivery may inadvertently cause barriers to participation.
- Students and staff are willing to share and learn from each other.

## **Assumptions** (related to early changes in attitude or behaviour by activity)

- Sufficient students engage with consultation / research activity.
- Engagement data or proxies are available/can be put in place.
- Research and consultation produce actionable insights.
- Mechanism exists for insights to be reported and shared.
- Recommended actions are realistic and achievable.
- Appropriate information governance and ethical approvals are in place.

## **Assumptions** (related to benefits and possible unintended consequences)

- Actions informed by insights are well executed.
- Actions informed by insights are sustained.
- Actions informed by insights facilitate participation.
- Students engaging with research feel their insights have been acted upon and not ignored.
- Needs of wider range of student groups are better understood and taken into account as 'business as usual'.
- Gaps in knowledge about levels of engagement are identified and acted upon.
- Actions informed by insights are prioritised and resourced.