# Neurodivergent student support: Theory of Change

## Inputs

### Activities and resources required

3 strands:

1) Consolidate existing support (mapping exercise).
2) Voluntary CPD Staff training and Student facing about diversity of students at Exeter (mature, parents, minorities, neurodivergent).
3) Relational aspects of learning – department families. (peer mentoring) pilot in psychology.

- Embedding and resource celebration events within business as usual.
- Outreach/ IAG work communicating reasonable adjustment provision at Exeter.
- Review spaces and environment

Resources

- Staff time – wellbeing services, department leads.
- IT purchase for training provision
- Student engagement

## Outputs

### Key deliverables

Consolidate existing support

- Mapping of existing support
- Refresh of ILP SharePoint

Training

- Number of CPD trainings delivered (potentially 1 per term, online)
- Number of staff who have completed the training.
- Roll out of training for students (all students complete training at induction.

Environmental improvements

- Sensory Audit of Forum library, ExeHale room usage and noise cancelling headphone pilot.
- Create sensory assessment tool, co-developed with students informed by audits.

Direct Student support

- Pilot department family mentoring model in psychology.

## Outcomes

### Early – midterm results

- Increased staff awareness of institutional support.
- Increased staff confidence to be able to support neurodivergent students.
- Sensory tool adopted within the University and externally.
- Increased awareness among students about diverse lived experiences among their peers at University.
- Increased understanding among students and staff about where to go for information.
- Students feeling a greater sense of belonging at university.
- Improved mental health and wellbeing of neurodivergent students.
- Greater accessibility of local/contextualised support within departments.

## Impact

### Long term results

Neurodivergent students have positive experience at the University of Exeter.

Increased continuation for Neurodivergent students.

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

Disabled Students' Commitment data gathering exercise
Access insights survey – some inferences about University of Exeter students

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

Localised support is more trusted, relevant, accessible for students.

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