Theory of Change: Exeter Cares

Inputs

Activities and resources required

Resources
- 2 FTE dedicated roles
- Staff time providing strategic oversight, evaluation and communications support.
- University services and academic input

Activities:
- Specialist staff contacts
- Bursaries
- Information advice and guidance
- Termly newsletter
- On campus events

Outputs

Key deliverables

- Increased awareness of support services (internal and external to the University)
- Dedicated one to one support from consistent point of contact.
- Careers advice
- Bursary support
- Opportunities for socialising, and access to peers.

Outcomes

Early – midterm results

- Sense of belonging at UoE
- Financially able to continue studying
- Academic self-efficacy
- Network of peers and staff members

Impact

Long term results

- High rates of continuation into second year.
- Evidence of positive student experience.

Assumptions (related to individuals who take up the activity)

- Students who face barriers such as poor mental health, additional responsibilities, or low trust in institutions are able to engage with the support offered.
- Students understand the support that is available, their eligibility and how to access it.

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

- Sense of belonging will increase as a result of exposure to university and support services.
- Financial support is sufficient to support continuation.
- Students will engage with different aspects of Exeter Cares depending on their needs.

Assumptions (related to benefits and possible unintended consequences)

- Interruptions and withdrawals will occur for reasons outside of the Exeter Cares team's sphere of influence.
- Numerous factors contribute towards continuation and student experience.