Theory of Change: **Inclusive Education Plan**

Inputs

Resources required

Staff time to deliver:

- Online teaching sessions
- Online interactive resources
- Micro-teach resources for academics
- 1:1 appointments and drop-ins

Budget to cover refreshments, student staff, software and marketing/promotion

Outputs

Key deliverables

Students know about the service and how to access it

Online teaching sessions across all skills areas offered across the year

At least ten 1:1 appointment slots per FTE offered each week

Programme of online teaching in term time: at least five sessions per month

Outcomes

Early – midterm results

Increased confidence and abilities in Study/Academic Skills

Engagement with 1:1 support with at least 98% satisfaction rate

Students and academics are using the online materials created and engaging with teaching

Teaching offer is promoted to fill gaps / enhance skills linked to the Exeter Skills Framework

Impact

Long term results / intended end result.

Improved attainment by WP students across the institution

Offering Study Skills support that is achievable and scalable

Contributing to the delivery of the Exeter Skills Framework

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

Participants who sign up will turn up

Online sessions will suit more participants as they offer flexibility and can be recorded

Micro-teach activities will be taken up and used by academics

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

Knowledge of the service may not translate to engagement with the service

Online teaching sessions could help with accessing support but teaching outside the curriculum could lead to lower take-up

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

One-shot teaching sessions are hard to evaluate for impact, so drip-feeding via micro-resources could help retention and could increase the chances of better attainment

An unintended consequence could be adding to overwhelm for new starters