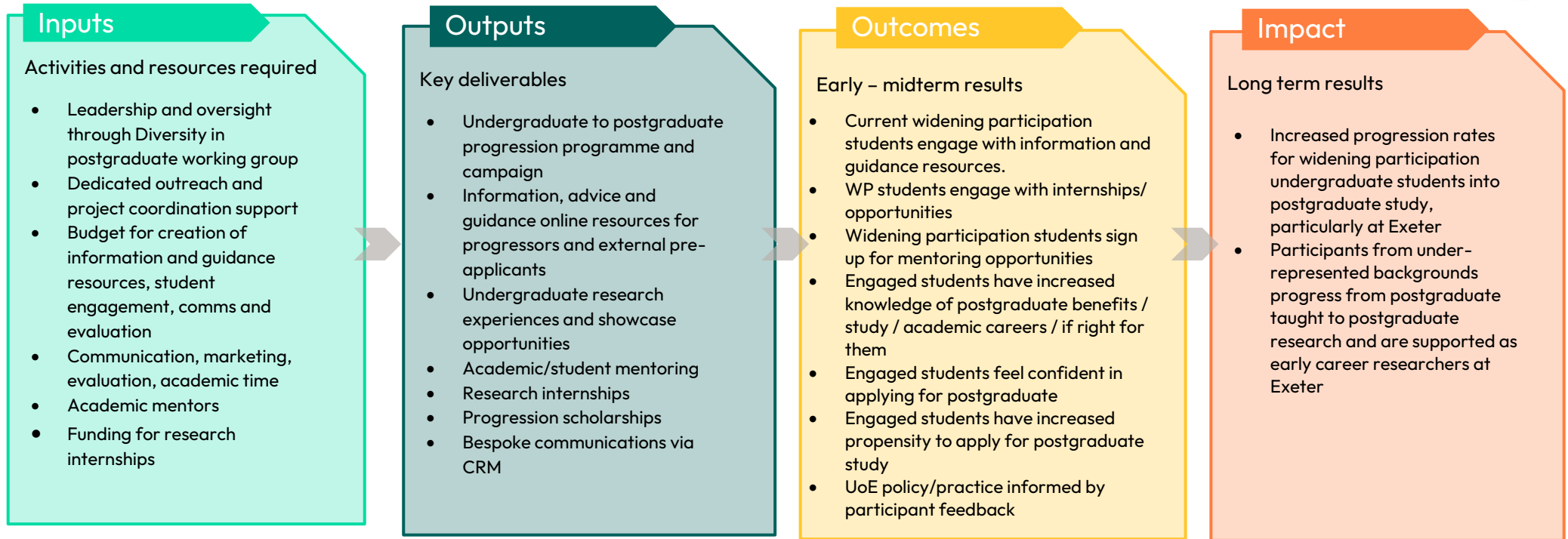


Theory of Change: Progression to Postgraduate



Assumptions (related to individuals who take up the activity)

- Inequalities at UG continue and may be exacerbated at PG
- Lack of knowledge of PG study and career opportunities in academia
- Lack of confidence that will fit in/right for them
- Lack of social capital e.g. family/supporters familiar with PG/academia
- Degree classification as barrier
- Financial challenge
- Likelihood if choosing PG to go elsewhere

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

- Students consider that PG may be an option
- Students better equipped to decide whether PG right for them
- Students have confidence that could progress to PG study if the right choice
- Students engage with related opportunities e.g. mentorships, research experiences
- Students engage with IAG i.e. attend events, download resources, make enquiries, read CRM comms
- Students feel more motivated in UG studies

Assumptions (related to benefits and possible unintended consequences)

- Increased propensity of participants to apply for postgraduate at Exeter
- Information and guidance encourages students from outside UoE meeting widening participation demographic to apply
- UoE policy and practice benefits from participant feedback and engagement
- Students engage with opportunities e.g. internships, but don't convert
- Successful students choose to study elsewhere
- Increased likelihood of progression from postgraduate taught and postgraduate research