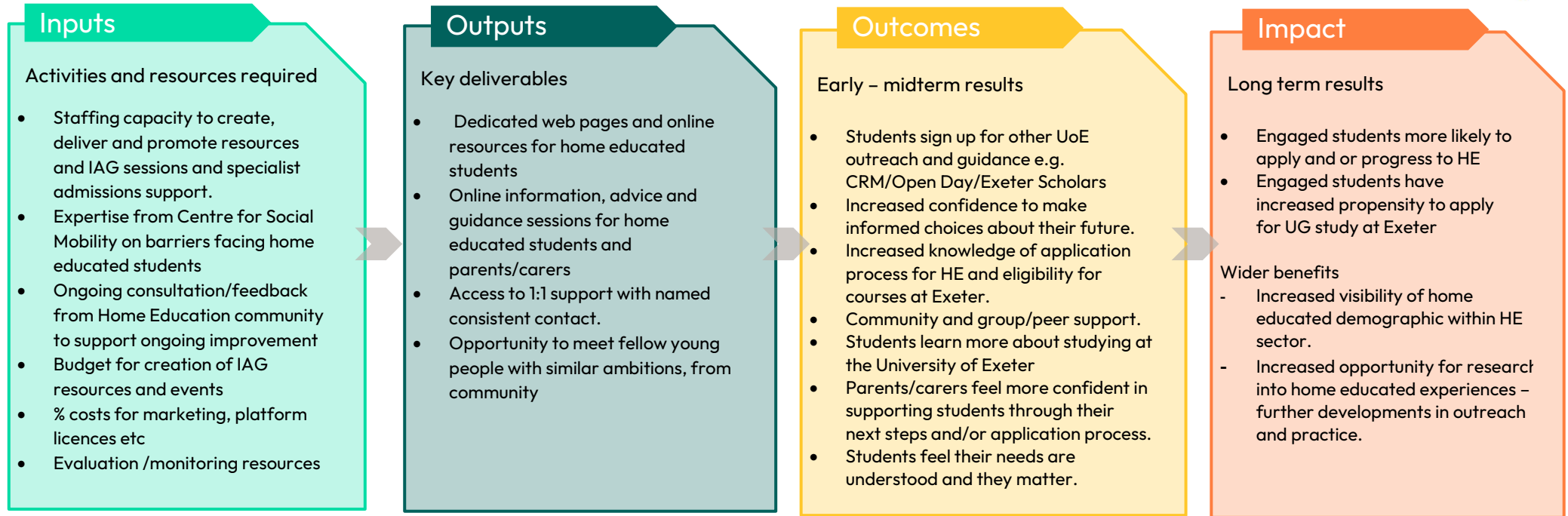


Theory of Change: Home Education IAG



Assumptions (related to individuals who take up the activity)

- Students may be harder to reach as outside usual communication channels
- Students may not understand 'norms' of HE/student engagement and lack confidence in engaging with HE
- Students may have non-typical qualifications and patterns of attainment
- Students lack exposure to school based HE IAG, outreach and careers support
- Context of being home educated will make process of complete UCAS application to HE challenging
- Likely intersections with other criteria e.g. disability and mental health conditions
- Transition to HE may be more challenging

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

- Students engaging with resources feel they matter and are recognised by the University of Exeter
- Students receiving relevant information and advice to support their decision-making feel encouraged to apply for higher education
- Families/carers obtaining relevant IAG will feel better equipped to support learners in their decision making
- Students have greater confidence they can progress to HE
- Dialogue during IAG likely to flag additional questions / information needs to improve provision

Assumptions (related to benefits and possible unintended consequences)

- Students receiving specialist admissions advice and support are more likely to make a successful application to HE
- Student receiving this support initially may then feel alienated or excluded when engaging with typical recruitment comms and processes
- Lack of data may make evaluation (e.g. establishing greater propensity to apply and/or progress) unachievable by quantitative means
- UoE policy and practice benefits from participant feedback and engagement
- Increased engagement with UoE activities (bespoke and other) will support conversion.