Theory of Change: **Disabled Student Support**

Inputs

Activities and resources required

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- Staff time including WP careers consultant and wider SEAS team.
- UoE teams that support students with a disability

Actvities

- Development and delivery of bespoke advice and skills package
- Development of resources
- Promotion and marketing of existing services.
- Varied engagement activities with students.

Outputs

Key deliverables

- Number of sessions delivered
- Number of students engaged (as far as known); registrations, attendance etc.
- New / adapted materials and resources
- Embedding materials into SEAS provision

Outcomes

Early – midterm results

- Students with disabilities receive relevant information about their career development/ SEAs practice is more inclusive and better prepared to provide specialised information about career progression and disability.
- Increase in engagement with SEAS provision among students with a disability.
- Students with a disability report career preparedness within the Career Registration Survey.

Impact

Long term results

Reduction in disability employment gaps as measured by Careers Destination Survey and Graduate Outcomes Survey.

Assumptions (related to individuals who take up the activity)

- Students with a disability are not benefitting from SEAS provision to the same extent as non-disabled students.

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

- Employment gaps are, in part, due to an existing lack of specialist information, or lack of engagement, and can be improved with new IAG provision.
- The provision has a positive outcome across different types of disability, e.g. mental health, social and communication and multiple disabilities.

Assumptions (related to benefits and possible unintended consequences)

- Additional workload of WP careers consultant detracts from other work to support progression.
- Students with disabilities feel uncomfortable about differential treatment.