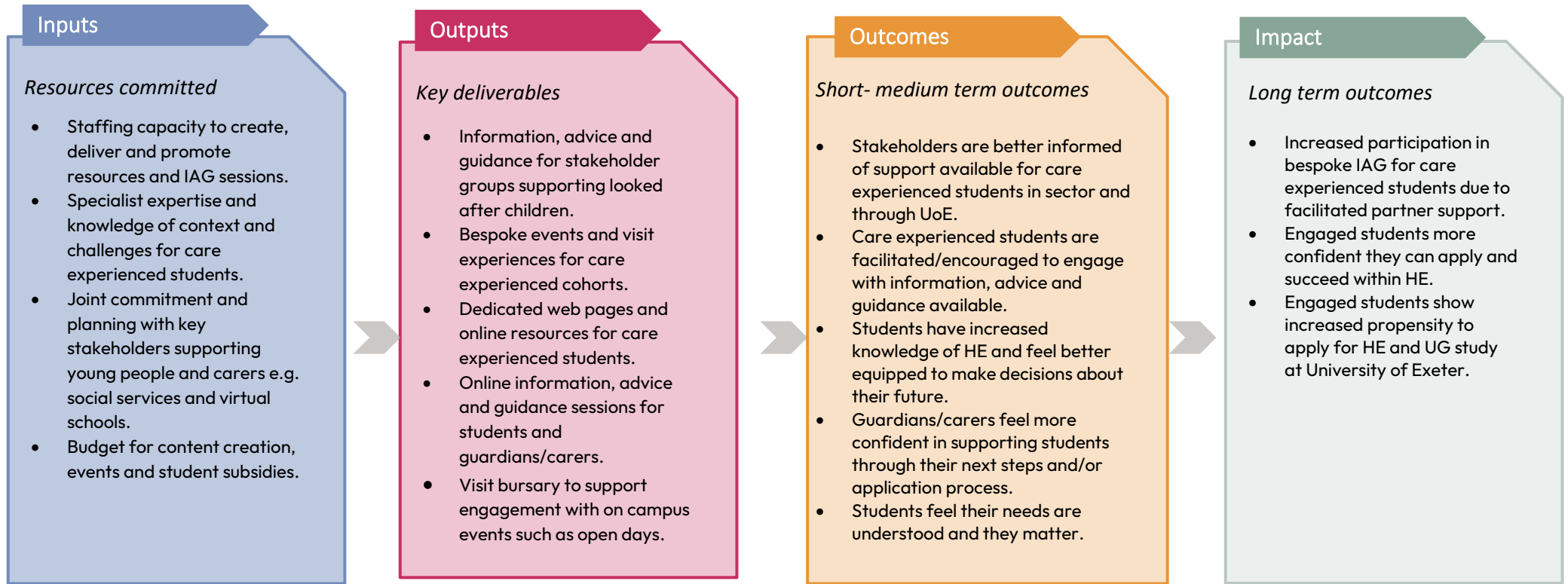


Theory of change: **Care experienced students IAG**



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 may lack exposure to HE IAG, outreach and careers support due to disrupted education
- Stakeholders providing support for looked after children may not be aware of support available
- Likely experience of trauma and 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
- Participants feel better equipped to make decisions about their future
- Professions supporting looked-after children will feel better informed to advise learners and encourage participation in IAG/fair access activity
- Guardians/carers obtaining relevant IAG will feel better equipped to support learners in their decision making
- Students have greater confidence that HE is a viable option for them
- Students understand how to apply to HE

Assumptions (related to benefits and possible unintended consequences)

- Increased engagement with target students due to support of informed professionals
- IAG will improve propensity to apply to HE and UoE in particular
- Lack of data may make evaluation (e.g. establishing greater propensity to apply and/or progress) unachievable by quantitative means
- Students who progress will require bespoke help and support through induction/transition and their onward studies due to educational disruption and personal contexts
- UoE policy and practice benefits from participant feedback and engagement