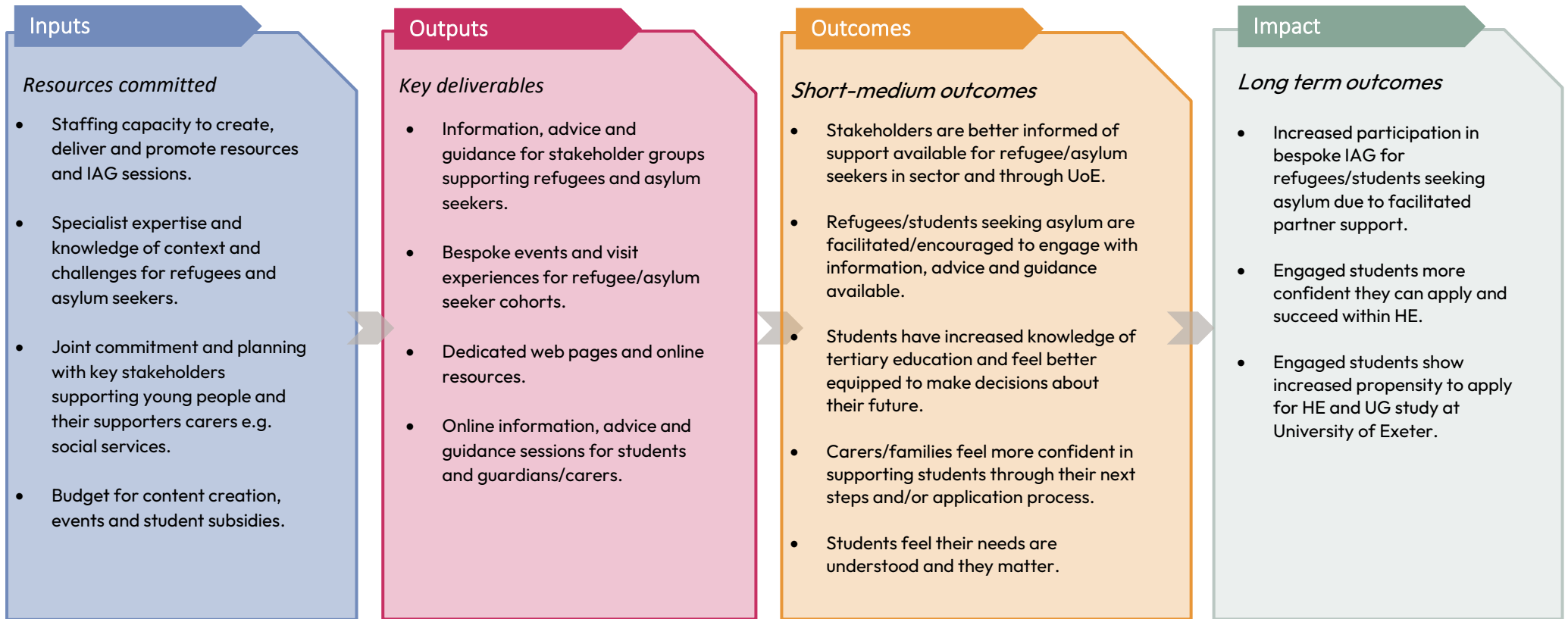


Theory of change: **Refugees and asylum seekers IAG**



Assumptions (related to individuals who take up the activity)

- Students and families may have limited understanding of English tertiary education system and application process for HE.
- Students may not understand 'norms' of HE/student engagement and lack confidence in engaging with HE.
- Students may have non-typical qualifications, patterns of attainment and disrupted education.
- Students may lack exposure to HE IAG, outreach and careers support due to disrupted education.
- Stakeholders providing support may not be aware of support available / experience language barriers.
- Likely experience of trauma and intersections with other criteria e.g. disability/ mental health/ in care.
- 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.
- Practitioners supporting these students will feel better informed to advise learners and encourage participation in IAG/fair access activity.
- Parents/carers obtaining relevant IAG will feel better equipped to support learners in their decision making.
- Students have greater knowledge of English tertiary education and options available.
- Learners feel more confident 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 practitioners.
- 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.