

# The NERUPI Framework and the Pedagogy of Outreach

Thursday 21 October 2021

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# Success in education

In the UK, a small number of schools dominate access to Oxford and Cambridge (often referred to collectively as Oxbridge), with just 8 top schools and colleges in the UK sending as many pupils to Oxbridge as 2,900 others put together

## Elitist Britain

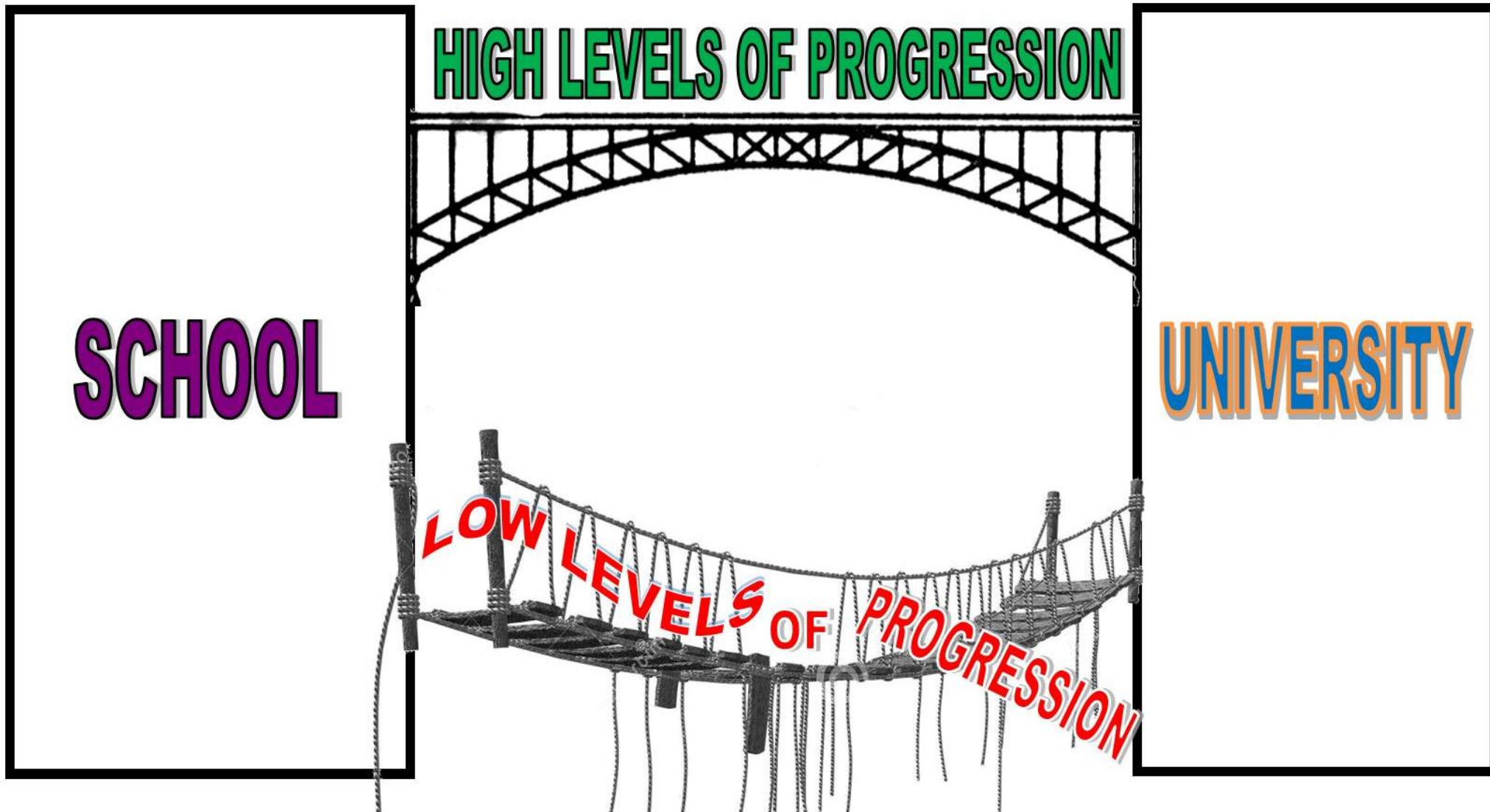
Sutton Trust 2019



*Resource differences  
and collective efforts and investments made  
or not within families become translated into  
individual 'ability'.....  
(Ball 2010, p.162).*

# Higher Education Outreach

**NERUPI** *network*  
Evaluating & Researching University  
Participation Interventions



# Access to Higher Education

**Economic  
capital**

**Cultural capital**  
– what you  
know

**Social capital -  
who you know**

Pierre Bourdieu





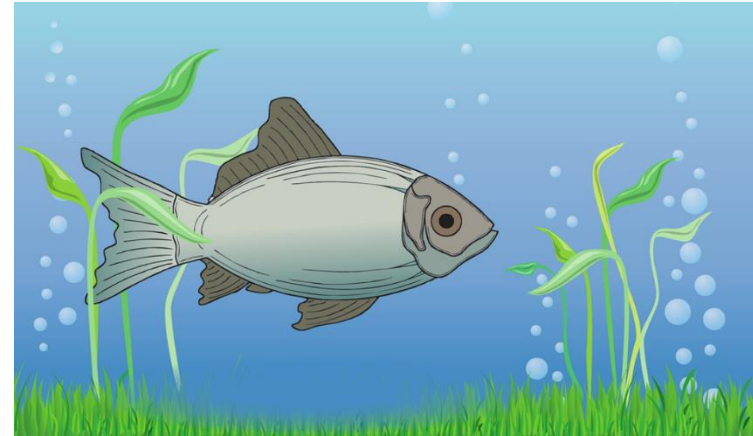
# Field and Habitus

**field**



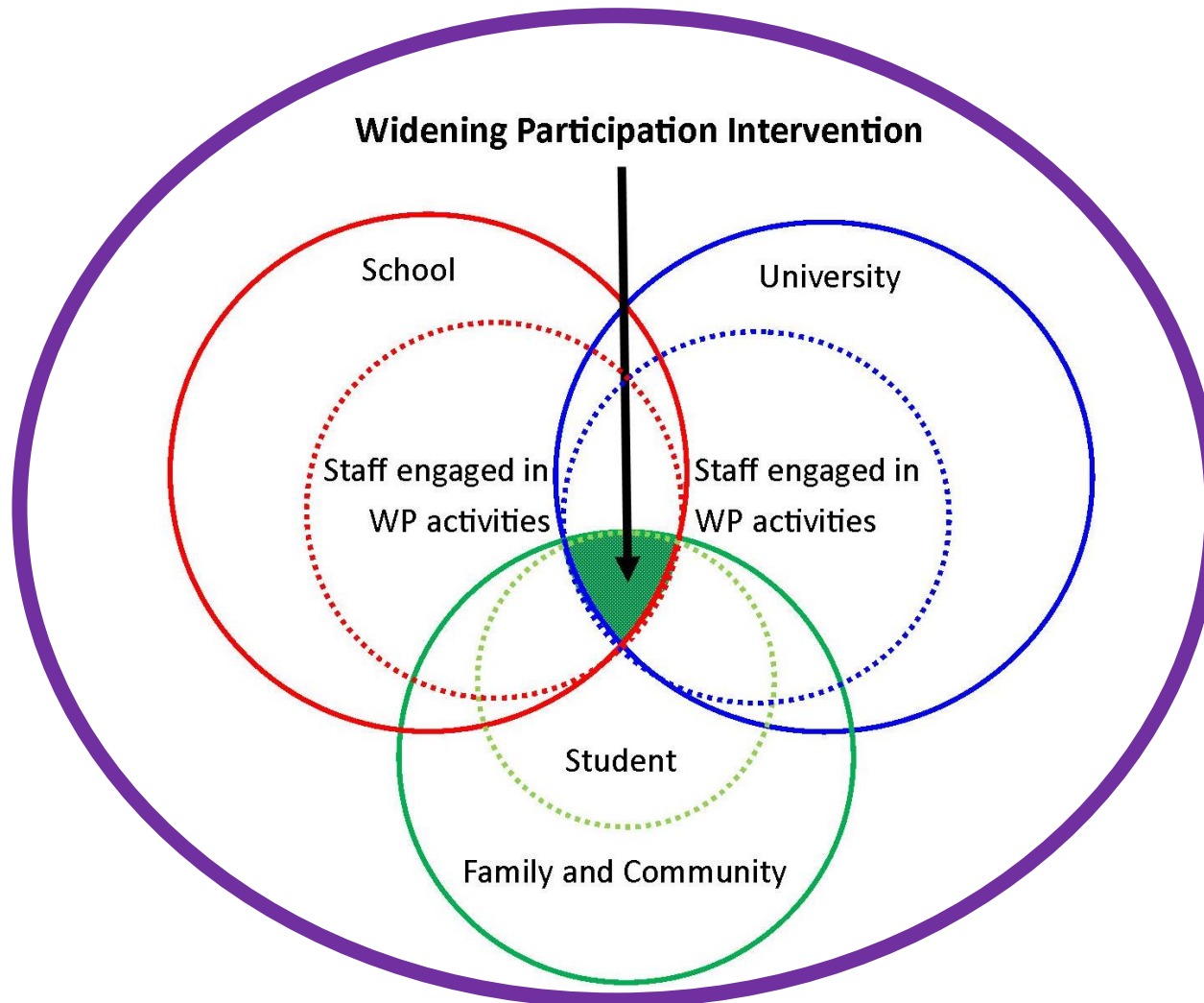
Rules of the game

**fish in water ?**



**habitus**

# The field of HE progression



# The NERUPI Framework

SOCIAL AND ACADEMIC CAPITAL		HABITUS	SKILLS CAPITAL	INTELLECTUAL & SUBJECT CAPITAL
PROGRESSION CURRICULUM		STUDENT IDENTITIES	SKILLS CURRICULUM	KNOWLEDGE CURRICULUM
KNOW	CHOOSE	BECOME	PRACTISE	UNDERSTAND
Develop students' knowledge and awareness of the benefits of higher education	Develop students' capacity to navigate Higher Education sector and make informed choices	Develop students' confidence and resilience to negotiate the challenges of university life	Develop students' study skills and capacity for academic attainment	Develop students' understanding by contextualising subject knowledge



# Key theoretical influences

SRHE Society for Research into Higher Education  
Advancing knowledge. Informing policy. Enhancing practice.

Enhancing the  
Freedom to Flourish  
in Higher Education

PARTICIPATION, EQUALITY AND CAPABILITIES

Talita M. L. Calitz



RESEARCH INTO HIGHER EDUCATION

Critical pedagogies

Freire's notions of 'praxis' &  
knowledge creation

Young and Maton's ideas of  
knowledge

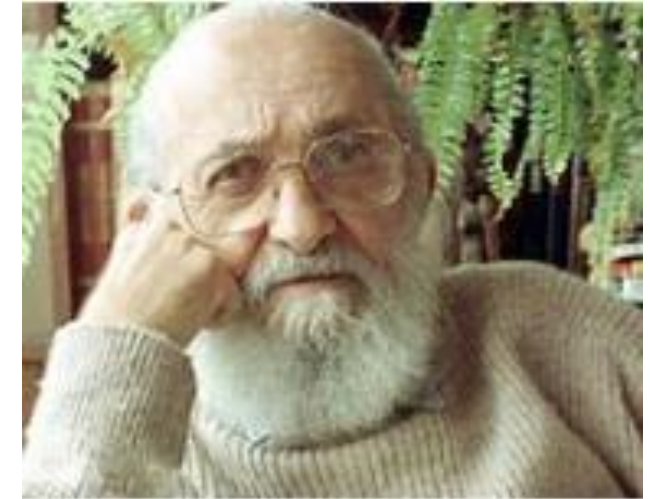
Bourdieu: Capitals, habitus and field

Nancy Fraser social justice

Sen and Walker's concepts of capability

Yosso cultural wealths

Identities and future selves



reflection  
and action directed at  
the structures to be  
transformed

=

**praxis**

*Paulo Freire 1968*



# Curriculum content

## HEIs:

- Control their curriculum & assessment
- Engage with students over time
- Students choose their course



## HE Outreach

Outreach staff control the content i.e. the curriculum & evaluation/assessment  
Needs of school, HEI, community and policy context all important  
May only engage with the students once

## Schools and colleges:

- Curriculum & assessment bound by examinations like GCSE, A Level & BTEC
- Engage with students over time
- Many subjects are compulsory

## Three models of learning

- **Reception** Concerned with quantity, facts and skills; assumes transmission of knowledge from an external source (e.g. teacher).  
Learning = being taught.
- **Construction** Concerned with construction of meaning through discussion, discovery, open-ended learning, making connections.  
Learning = individual sense-making.
- **Co-construction** Concerned with construction of meaning through interaction and collaboration with others, especially through dialogue. Learning = building knowledge with others.

Watkins, C et al 2007

## Broad theories of knowledge

**Conservatism** – knowledge as timeless, universal and independent of social context.

**Instrumentalism** – it is what we can do with knowledge that matters

**Constructivism** – knowledge as socially constructed and reflecting power struggles over what counts as legitimate knowledge.

**Social realism** – knowledge as socially constructed and fallible but with an objective structure

Paul Ashwin, NERUPI Event 14 November 2019

<http://www.nerupi.co.uk/events/knowledge-learning-and-attainment>

# Pedagogy for Equity



Pedagogy... is deeply connected to relations of power where the professor has historically been positioned as the expert knower  
Burke et al 2017, p 41

The pedagogical training of academics to .. develop and deliver a more inclusive curricula was .. considered to be easily achievable if universities .....acknowledge the need for decolonising the curriculum

- .... as a student of colour ... I would really like to see more cross-collaboration between students and staff about decolonising the curriculum. I think with regards to this particular issue we may be better placed to advise academics on what they need to be doing to create more multi-cultural learning environments that allow us to see ourselves and our histories reflected in the curriculum

Arday, et al 2020, p307



# Capability Approach



- equal opportunity not enough
- capability to participate is real freedom
- ‘agency, choice & individual well-being
- **education is a basic freedom**

*‘Capture the enabling factors that contribute to equal participation[and].... How student agency, resistance and resilience worked against structural constraints’*

- Enabling affiliation with lecturers
- Enabling affiliation with peers
- Creating platforms for student voice
- Distributing access to knowledge

Talita Calitz, 2019 chapter 6


<b>Enable students to:</b>	<p>NERUPI Framework sees it as the HEIs role to facilitate students to:</p> <ul style="list-style-type: none"><li>- support the transformative learning process</li><li>- encourage reflexivity within the HEI</li></ul>
<b>Engage Discover Identify Navigate</b>	<p>Active learning terms are used to:</p> <ul style="list-style-type: none"><li>- encourage critical pedagogies</li><li>- develop student agency</li><li>- embed these within the success measures</li></ul>



Take a few  
minutes to  
think about an  
outreach event  
that you think  
went well



# Aim 1 Level 2: Objective & learning outcome

<p>Aim 1</p> <p><b>KNOW</b></p>	<p>Develop students' knowledge and awareness of the benefits of higher education and graduate employment</p>		
<p>Level 2 (age 14–16)</p> 	<p>Top-level objective</p>	<p>Enable students to:</p>	<p>Explore academic, social, economic and personal benefits of progressing to higher education</p>
	<p>Objectives or learning outcomes</p>		<p>Discover academic and social benefits of higher education</p>
			<p>Understand economic benefits of higher education and career opportunities for graduates</p>
			<p>Explore benefits of higher education in terms of personal development and cultural enrichment</p>
			<p>Discover study and research opportunities in higher education</p>

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**TOP LEVEL OBJECTIVE:** Explore academic, social, economic and personal benefits of progressing to higher education

**SPECIFIC OBJECTIVE OR LEARNING OUTCOME**

Explore benefits of higher education  
in terms of personal development and cultural enrichment



**What does this mean?**

**How would we create the environment to enable this?  
(intervention)**

**How would we know if we had been successful?  
(evaluation)**

# An Answer

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- **Change:** participant will have an increased appreciation of opportunities in HE for personal development and cultural enrichment, eg: extra-curricular activities, international opportunities and mixing with students from different backgrounds and cultures
- **Intervention:** Year 10/11 Summer School
- **Specific elements:** engaging with student mentors and other participants from different backgrounds and cultures; SU interactive talk on extra-curricular / travel opportunities at uni and the E/C Student Award Scheme ; International Night & Barbecue
- **Evaluation:** pre- and post-Qs, embedded quiz, observation, follow-up interviews

# Residential Summer School: attainment-raising




**NERUPI** *network*

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# Aim 1 Level 3: Objective & learning outcome

<p>Aim 1</p> <p><b>KNOW</b></p>	<p>Develop students' knowledge and awareness of the benefits of higher education and graduate employment</p>		
<p>Level 3 (age 16–18)</p> 	<p><b>Top-level objective</b></p>	<p><b>Enable students to:</b></p>	<p><b>Investigate course &amp; placement options, and social &amp; leisure opportunities in higher education</b></p>
	<p>Objectives or learning outcomes</p>		<p>Discover course and placement opportunities in higher education</p>
			<p>Find out about research areas, expertise and facilities in higher and new areas of development</p>
			<p>Explore social and leisure, and extra-curricular opportunities in higher education</p>
			<p>Discover career benefits of higher education and the employment opportunities for graduates.</p>
			<p>Find out about academic and information services, facilities and resources</p>

## TOP LEVEL OBJECTIVE

Develop students' understanding by contextualising subject knowledge and supporting attainment raising

### SPECIFIC OBJECTIVE OR LEARNING OUTCOME

Discover course and placement opportunities in higher education



**What does this mean?**

**How would we create the environment to enable this? (activity)**

**How would we know if we had been successful? (evaluation)**

## Aim 5 Level 3: Objective & learning outcome

<b>Aim 5</b>	<b>Develop students' understanding by contextualising subject knowledge and supporting attainment raising</b>	
<b>Level 3 (age 14–16)</b>	<b>Top-level objective</b>	<b>Situate existing knowledge within wider fields of knowledge and apply to other contexts</b>
	Objectives or learning outcomes	Extend awareness of the wider applications of knowledge
		Locate existing knowledge within wider fields of knowledge and other contexts
		Enhance understanding through collaborative projects, which extend knowledge and challenge assumptions

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**TOP LEVEL OBJECTIVE**

**Situate existing knowledge within wider fields of knowledge and apply to other contexts**

**SPECIFIC OBJECTIVE OR LEARNING OUTCOME**

Enhance understanding through collaborative projects, which extend knowledge and challenge assumptions



**What does this mean?**

**How would we create the environment to enable this?  
(activity)**

**How would we know if we had been successful?  
(evaluation)**

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# References & further reading

- 
- Paul Ashwin, NERUPI Event 14 November 2019 <http://www.nerupi.co.uk/events/knowledge-learning-and-attainment>
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  - Introduction to the NERUPI Framework <http://www.nerupi.co.uk/events/introduction-to-nerupi-framework>
  - Arday, J; Bellugi, D; & Thomas, D; (2020) Attempting to break the chain: reimaging inclusive pedagogy and decolonising the curriculum within the academy)
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