

NERUPI & the OfS Evaluation Requirements & Self Assessment tool

Wednesday 15 May 2019

Annette Hayton, NERUPI Convenor



The NERUPI Framework

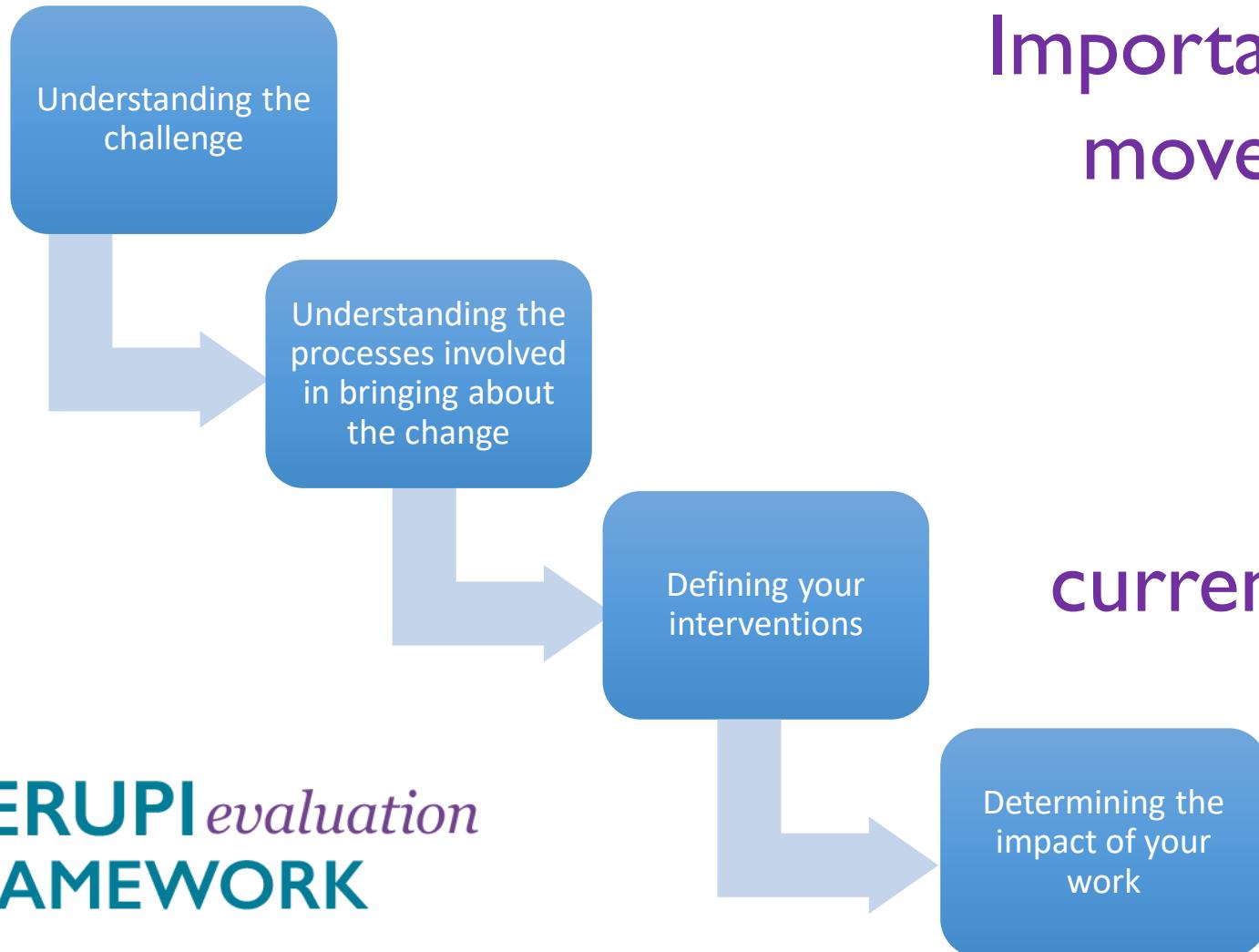
Designed to maximise the impact of Widening Participation interventions providing:

- a robust theoretical and evidence-based rationale for the types of intervention that are designed and delivered
- clear aims and learning outcomes for interventions, which enable more strategic and reflexive design and delivery
- an integrated evaluation process across multiple interventions to improve data quality, effectiveness and impact

Five-point framework: evaluation self assessment tool



Theories of change



Important for the sector to move beyond descriptive research to action

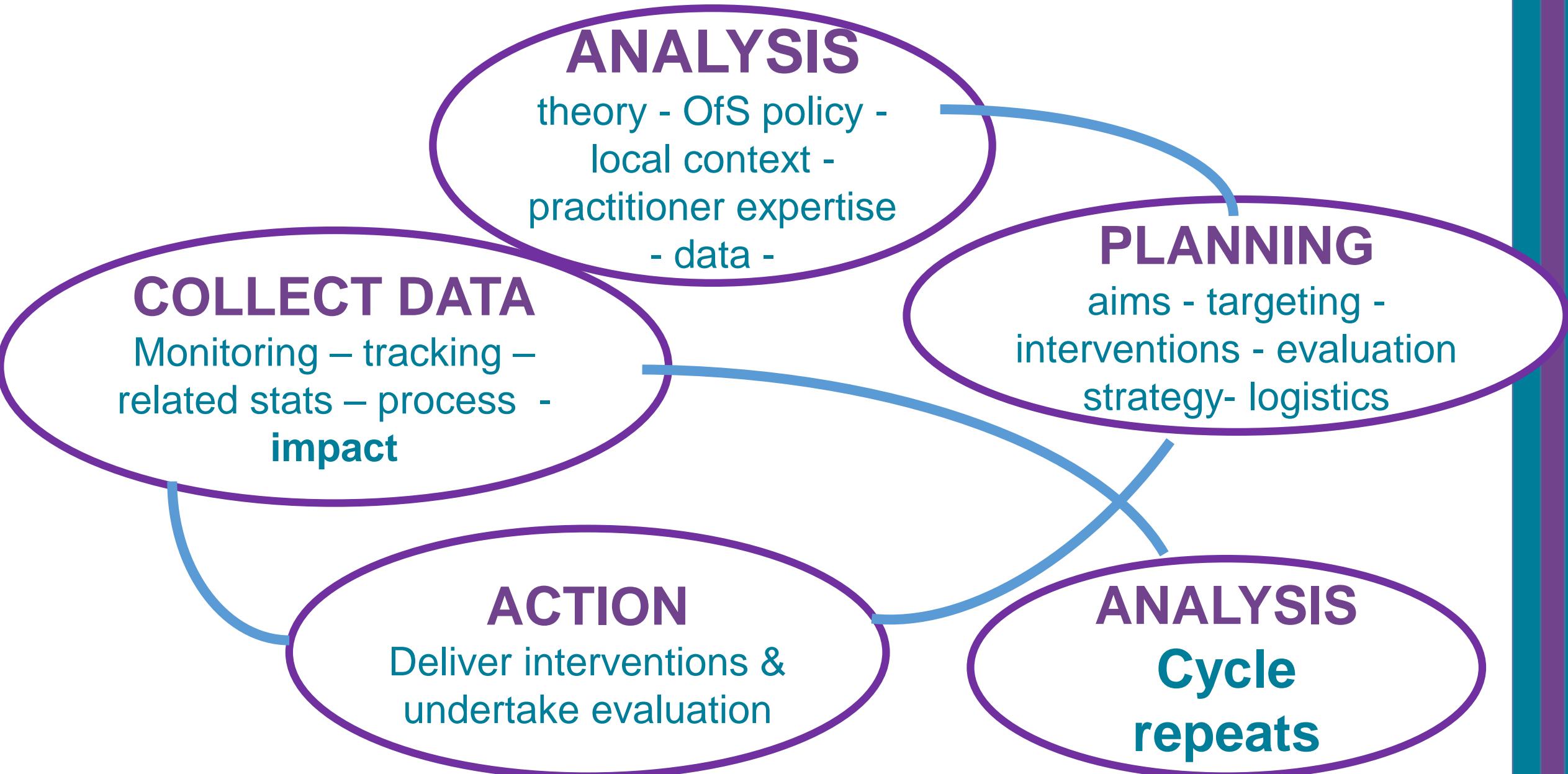
BUT

Theories of change currently being presented too simplistic and linear

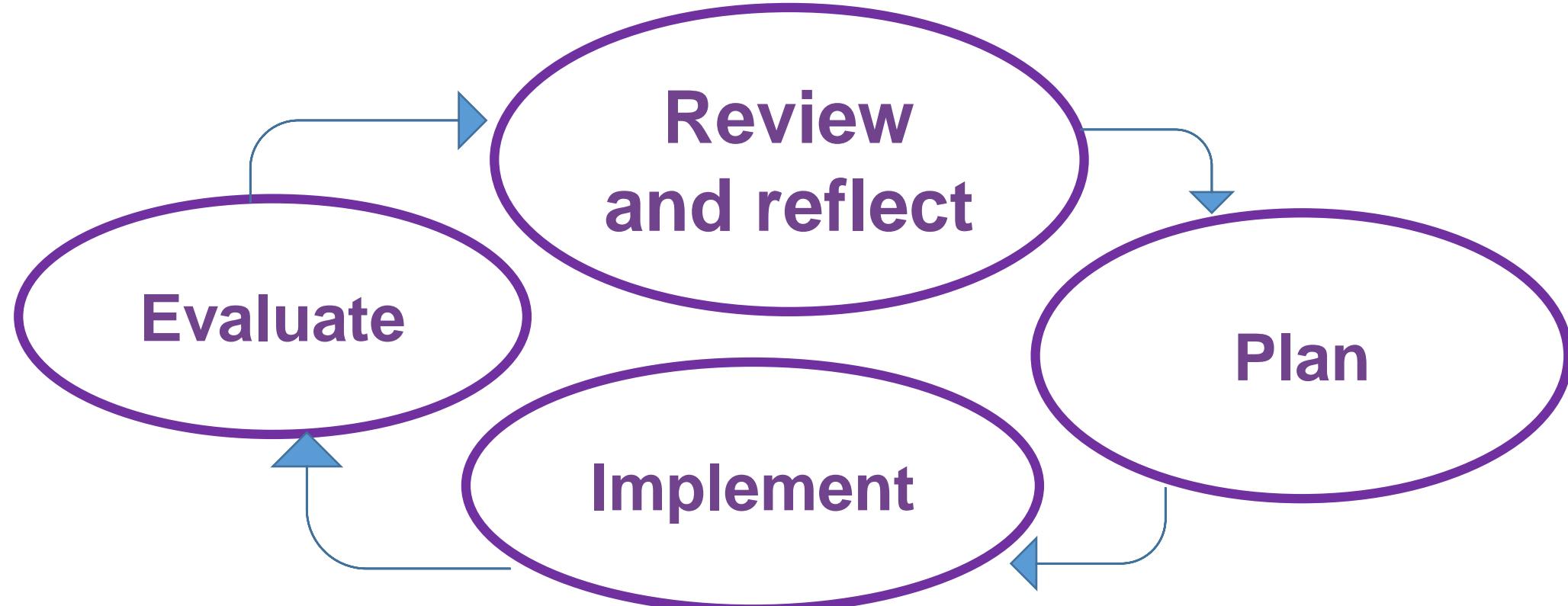
Effective theory of change

- Iterative, repeating cycle
- Aims for interventions informed by theory, research and practice
- Interventions reflect the aims
- Appropriate methods used to generate useful data
- Evidence to demonstrate impact and inform practice and theory

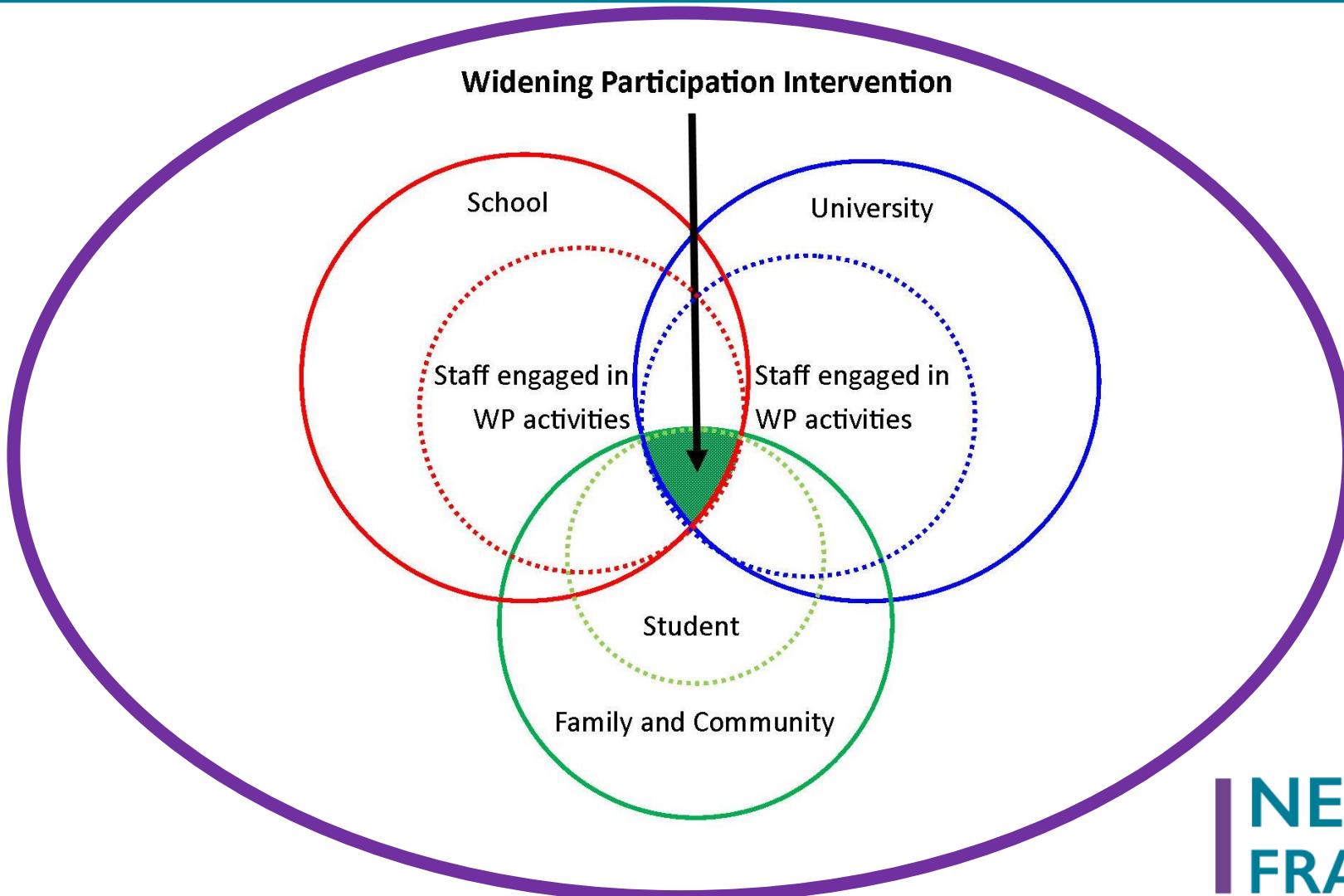
Action research reflective cycle for WP



OfS: Using standards of evidence



Strategic Context & field of HE progression



I : Strategic Context

- **The HEI**
 - National or local recruiter? Over-under-subscribed? High levels of drop-out? Large attainment gaps?
- **The local area**
 - Culture of HE progression? Rural? Urban? Transport?
- **Employment**
 - Graduate? Semi-skilled? High unemployment?
- **Schools**
- **Community**

Agree Strategy and
Priorities



I: Strategic Context

Dimension I: Strategic Context

Are there opportunities for your widening participation team(s) to have conversations about evaluation on a regular basis?	Evaluation is an integral part of planning and review of interventions . The NERUPI Framework provides a common language and a set of Aims and Objectives to underpin discussions e.g. at outreach team meetings, staff development and planning and at the University's APP Advisory Group .
Is there a mechanism for strategic overview of evaluation of access and participation programmes?	All interventions are aligned to the NERUPI Framework providing a firm foundation for the ????Group/Forum/ Academic Advisory Board to consider and advise on the choice of evaluation method and assess the impact of interventions.
Are access and participation delivery staff and partners aware of the importance of evaluation?	The NERUPI Framework underpins the design and planning of interventions, ensuring that clear aims and objectives are embedded into planning process along with appropriate evaluation methods. Planning meetings / debriefs/discussions reviews etc et etc take place ???

I: Strategic Context

Dimension I: Strategic Context

Are access and participation delivery staff and partners committed to facilitating robust data collection processes?	The NERUPI Framework provides a firm foundation for ensuring that staff and partners are aware of our key aims and objectives and our expectations regarding data collection which are integral to our programme. FOR EXAMPLE We embed this into practice by e.g. using NERUPI as a basis for setting objectives when planning interventions, presentations at partner school conferences
Is there a whole institutional approach to widening participation?	The 6 flexible Levels within the NERUPI Framework extend across the student lifecycle setting out clear expectations for interventions, providing the basis for planning and delivery across the institution and clear aims and objectives to underpin evaluation. FOR EXAMPLE
Have you identified a skills base or expertise among professional service staff for undertaking or commissioning evaluation of widening participation initiatives	FOR EXAMPLE A skills mapping process/recruitment process/commissioning process/CPD workshops/ have been developed based on the NERUPI Framework utilising both the theoretical and practical it provides to inform the above

I: Strategic Context

Dimension I: Strategic Context

Have you identified a skills base or expertise among academic staff for undertaking or commissioning evaluation of widening participation initiatives

The NERUPI Framework provides a clear set of theoretically grounded aims that enable academic staff to deploy their research expertise to meet national and institutional priorities

Do you encourage access and participation staff members to engage in reflective practice?

The NERUPI Framework is used as a basis for reflection on interventions allows staff to assess how far aims and objectives have been met and providing a starting point for exploration of the related theory enabling staff to develop as reflective practitioners.

Are there opportunities for access and participation staff members to enhance their evaluation skills and practice?

NERUPI provides opportunities for staff to attend NERUPI seminars engage with key theoretical concepts and relevant literature

2: Programme Design

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

NERUPI Key theoretical influences

Sen and Walker's concepts of capability

Bourdieu – capitals, habitus & field

Paulo Freire on Praxis

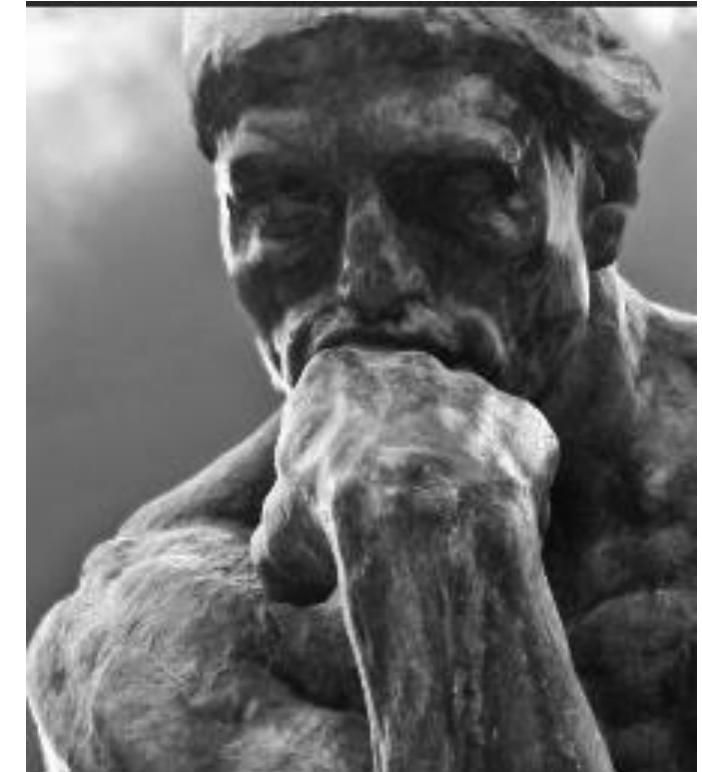
Nancy Fraser on social justice

Yosso cultural wealths

Identities and possible/future selves

Young and Maton's concepts of knowledge

Critical pedagogies



2: Programme Design

Finding out about Higher Education	Making the right choice	Preparing for Higher Education	Improving your study skills	Following your interests
WON: How Higher Education can help with your career aspirations (Yr 9)	Careerpilot sessions: <ul style="list-style-type: none"> • Careerpilot 1:1 advice and guidance session • Careerpilot sessions (Tutor group workshop) • Parent session: Careerpilot workshop 	<ul style="list-style-type: none"> • Networking skills • Interview skills • CV writing skills • My social media identity • Understanding healthy relationships • Developing mindfulness techniques 	<ul style="list-style-type: none"> • Revision techniques • Research and Referencing Skills • Writing for exams – understanding the success criteria • Understanding success criteria for assessments 	Enhancing subject engagement e.g. trips and enrichment activities)
WON: University – the nuts and bolts (a myth-busting session) (Yr 10 +11)	HEA 1:1 mentoring 1 to 1 check in/ on track sessions with HE Adviser	<ul style="list-style-type: none"> • Managing personal finance • Annual WIN Residential for Yr 12 WIN cohort students 	<ul style="list-style-type: none"> • Dealing with exam stress 	Subject taster workshops (on HE campuses and in house)
WON: Other Higher Education options (Yr 10 + 11)	Futures Day events: At University of Bath campus / in house			Accessing the professions

2: Programme Design

Dimension 2: Designing your programmes

Are your programmes underpinned by clear objectives for what you want to achieve?	The NERUPI Framework sets out clear Aims and Objectives/Learning Outcomes that provide the basis for additional learning outcomes tailored to specific interventions while retaining overall programme coherence.
Is your programme design informed by evidence?	The theoretically grounded, context specific aims and objectives in the NERUPI Framework provide a firm foundation for programme design.
Is there a clear and detailed specification of the specific activities your programmes will deliver and why you are delivering them in this way in order to best meet your objectives?	Our programmes and activities have been mapped/developed against the aims objectives in the NERUPI Framework which prides a coherent basis for assessing impact of individual activities and the programme as a whole

2: Programme Design

Dimension 2: Designing your programmes

Are you clear on how you will measure all the outcomes and impact of your programmes?

The NERUPI Framework offers the flexibility to use a range of impact and outcomes and measures as appropriate for the intervention while providing overall programme coherence.

Is evaluation specified at the planning stage of your interventions?

The NERUPI Framework underpins the design of activities and the identification of appropriate data collection and outcome measures.

2: Programme Design

Dimension 3: Designing your interventions

	By defining a set of capabilities required at 6 levels for successful progression to and through higher education the NERUPI Framework incorporates a theory of change that is most closely aligned to an action research approach to continuous improvement.
Is evaluation specified at the planning stage of your interventions?	The NERUPI Framework underpins the design of activities and the identification of appropriate data collection and outcome measures.

3: Designing Impact Evaluation – mixed methods



3: Designing Impact Evaluation

Aim 1	Develop students' knowledge and awareness of the benefits of higher education and graduate employment		Intervention	Evaluation method
Level 2 (age 14–16)	Top-level objective	Explore academic, social, economic and personal benefits of progressing to higher education	Year 10 university visit linked to wider Gatsby-based careers programme	Identify targeting criteria & characteristics of school/students Pre-event quiz?
	Objectives or learning outcomes	Understand economic benefits of higher education and career opportunities for graduates	Graduate 'job search' activity to identify qualification required and average salary – web-based group work	Observation, quality of presentation of results and quiz results, capacity to undertake own job search
		Explore benefits of higher education in terms of personal development and cultural enrichment	Student ambassador presentations on student life Individual or pair work reflecting on interests in worksheet/online form	Observation Results of worksheet/ online form Innovative feedback e.g. Poster/Aims of another student
		Discover study and research opportunities at the HEI/in the area	Introduction to courses at the HEI and related career opportunities	Link to 'job search' activity and use quiz to identify knowledge gains

3: Designing Impact Evaluation

Type of intervention	A/P	Monitor	Track	Process	Impact
Long-term or multi-activity outreach	A				
Residential (outreach)	A				
Mentoring, tutoring, PAL	A/P				
Campus visits	A				
One-off HE info, UCAS, taster	A				
HE Fair, Open day; School Assembly	A				
Subject specific support	A/P				
Academic Skills provision	P				
Support for specific groups e.g BAME, women in STEM, WWC	A/P				
Employment & progression provision	P				
Residential (pre-sessional/undergrad)	P				
Third sector provider	A/P				

5:Learning – what might you do: sharing results

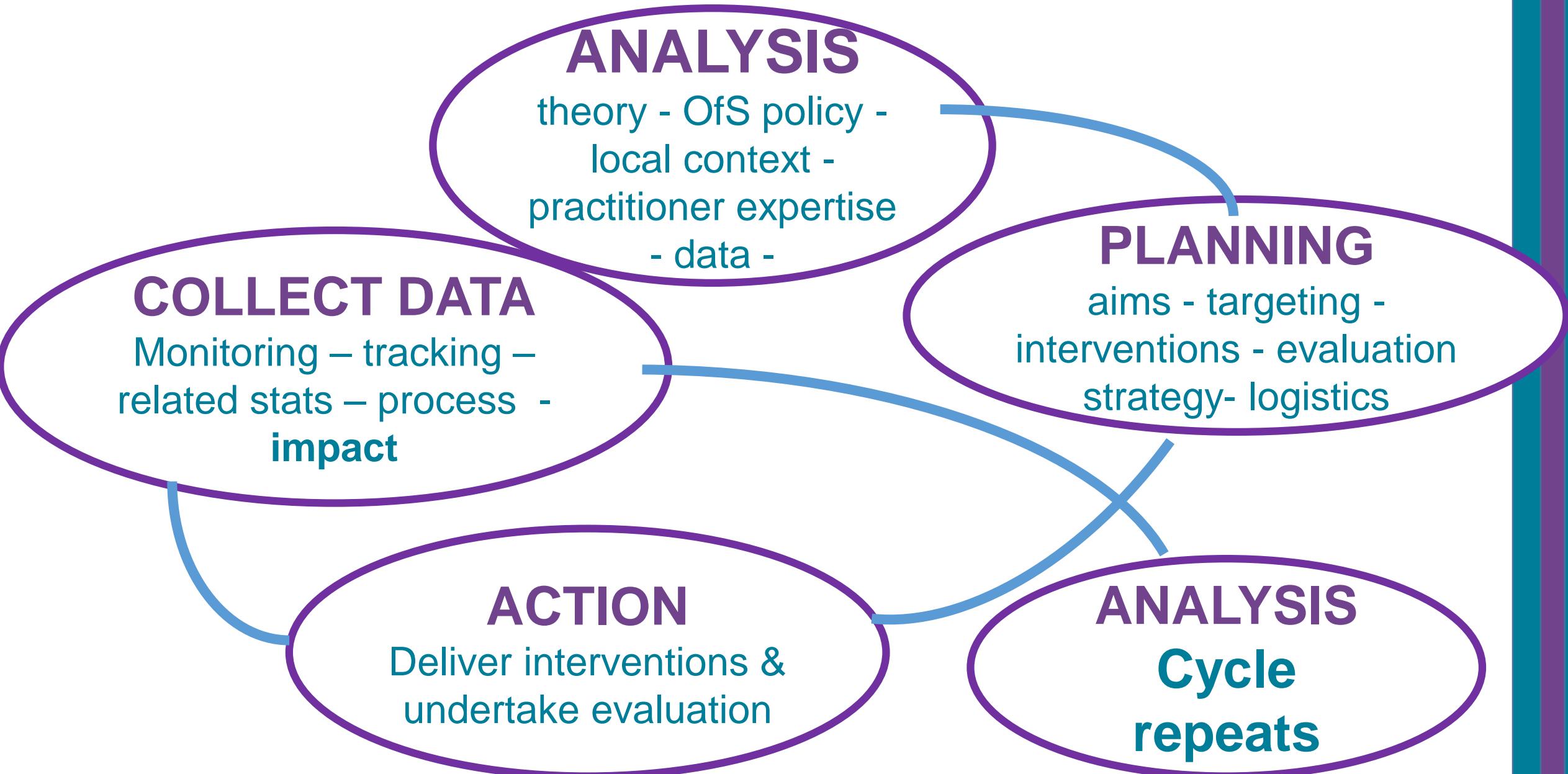
- Internal mechanisms for sharing the results of evaluations could include cross-institutional networks or steering groups.
- A wide range of opportunities can be used to share the results of evaluation externally in order to contribute to knowledge on effective practices, such as publication of reports and briefings, presentations at conferences/events, publication in widening participation newsfeeds, and articles in journals.

Audience	Content	Format
Policy makers	Quantifiable results that enable comparisons with other interventions and providers	Summary report, information included in monitoring reports
Widening participation practitioners	Information on the evaluation and lessons learnt	Workshop presentation, newsletter articles, blog post
Partner stakeholders	Evaluation results and emerging recommendations for developments or changes to the intervention	Detailed written report

5: Learning

Can you attribute impact - or lack thereof – to your programmes	The NERUPI Framework is designed to facilitate a range of evaluation approaches. The overarching aims and objectives provide the flexibility to deploy the appropriate methodology while retaining overall coherence
Does your evaluation triangulate findings from different sources?	The coherence provided by the overarching aims and objectives of the NERUPI Framework makes it particularly suited to a mixed methods approach
Does your reporting demonstrate engagement with the key scholarly literature?	The NERUPI Framework is based on key theoretical concepts and literature in the field.
Are mechanisms in place to enable evaluation results to influence practice across the sector?	Membership of NERUPI provides opportunities to share evaluation case studies through the members' website, NERUPI seminars and the annual Convention.

Action research reflective cycle for WP



NERUPI Framework

- A set of **Aims and Objectives** for interventions informed by theory, research and practice
- Can encompass specific **intervention-based** aims
- A **common language** for planning and reporting
- **Choice of appropriate methods** according to context of intervention
- **Evidence to demonstrate impact and inform** practice and theory

Find out more: www.nerupi.co.uk

NERUPI Annual Convention

**Making Spaces in HE:
Exploring Possible Selves**
2-3 July 2019

Keynote Speakers
Prof Jacqueline Stevenson

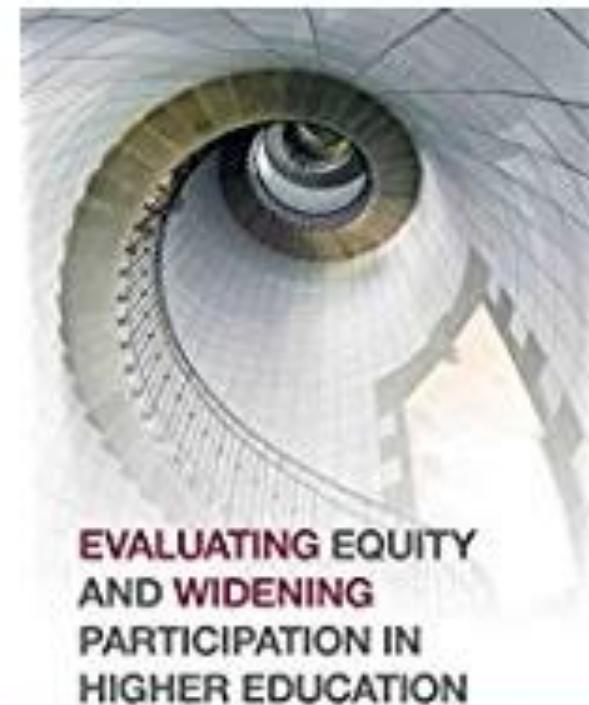
Sheffield Hallam

Richard Shiner
Office for Students

NERUPI Open Event
Introduction to the NERUPI Framework

14 June 2019

NERUPI Members Event
Widening Participation and Graduate Progression
15 May 2019



NERUPI *network*
Evaluating & Researching University
Participation Interventions