

# The NERUPI Reflexive Planning Cycle

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**Annette Hayton**  
Senior Research Fellow, University of Bath  
NERUPI Convenor



# The NERUPI Framework

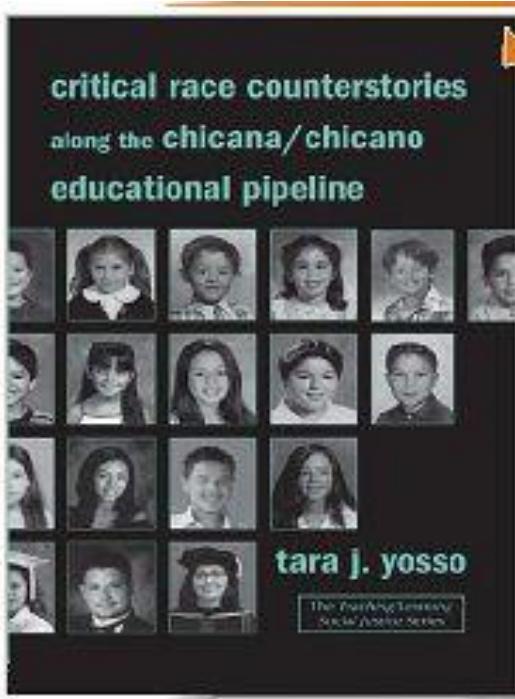
- Overaching set of Aims and Objectives informed by theory, research and practice
- Choice of appropriate methods according to context of intervention
- Can encompass specific intervention-based aims
- A common language for planning and reporting
- Encourages reflexivity to inform practice and theory
- Designed to underpin a mixed methods & action research approach

# 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



Bourdieu's capitals, habitus and field

Freire's notion of 'praxis'

Young and Maton's ideas of knowledge

Nancy Fraser social justice

Sen and Walker's concepts of capability

Yosso cultural wealths

Identities and future selves

Critical pedagogies

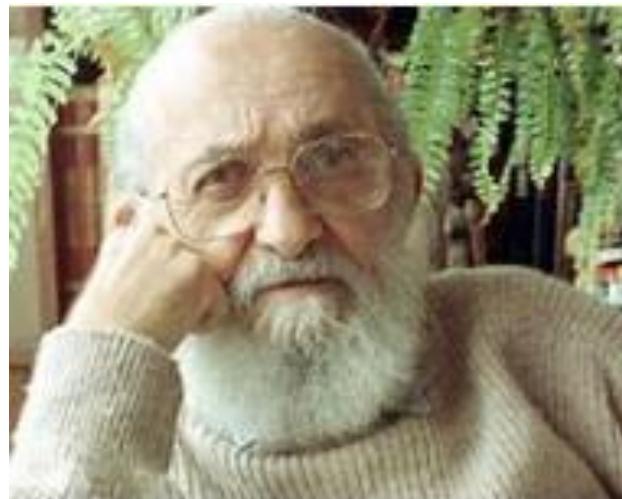


# Praxis & action research

reflection and action  
directed at the  
structures to be  
transformed

=

praxis

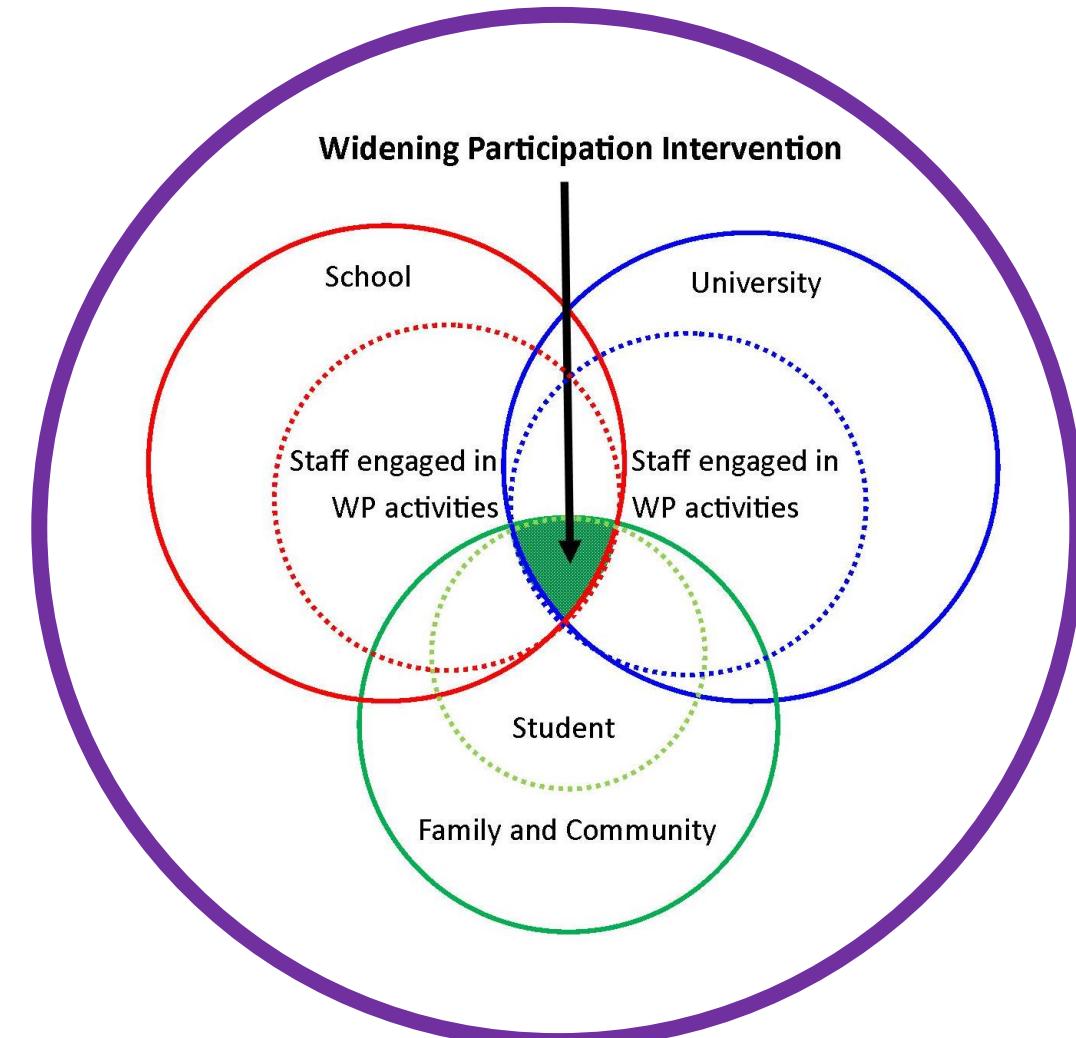


*Paulo Freire 1968*

- Theory & academic research – quantitative and qualitative
- Practice

# Praxis & action research

‘praxis-related research’  
aims to change things in praxis:  
developing an inquiry culture in a **field setting**, developing a critical approach  
among participants, empowering  
participants to take action, building their  
sense of **solidarity**, drawing on and  
developing their life experiences, opening  
communicative space between them, and  
so on, all of which can contribute  
to changes in currently established  
modes of praxis.



# Communities of Praxis

*‘.... requires a shift away from individual professionals carrying the responsibility to redress generations of disadvantage and inequality to methodologies and practices that bring people together across ‘communities of praxis’ to make a difference.’*

Professor Penny- Jane Burke (2020)



equity

effectiveness

# Communities of Praxis

## Praxis Team

- more than a delivery team, evaluation team or course team
- a range of skills and experience

**plan, develop, deliver & learn from interventions  
designed to overcome inequalities**

## Interested Parties (stakeholders)

- include any individual or group who might affect or be affected
- can help to improve the intervention
- increase the relevance of the evaluation
- ensure the evaluation is responsive to the context

# Reflexive planning cycle

moves away  
from the  
**medical**  
model



diagnose  
treatment

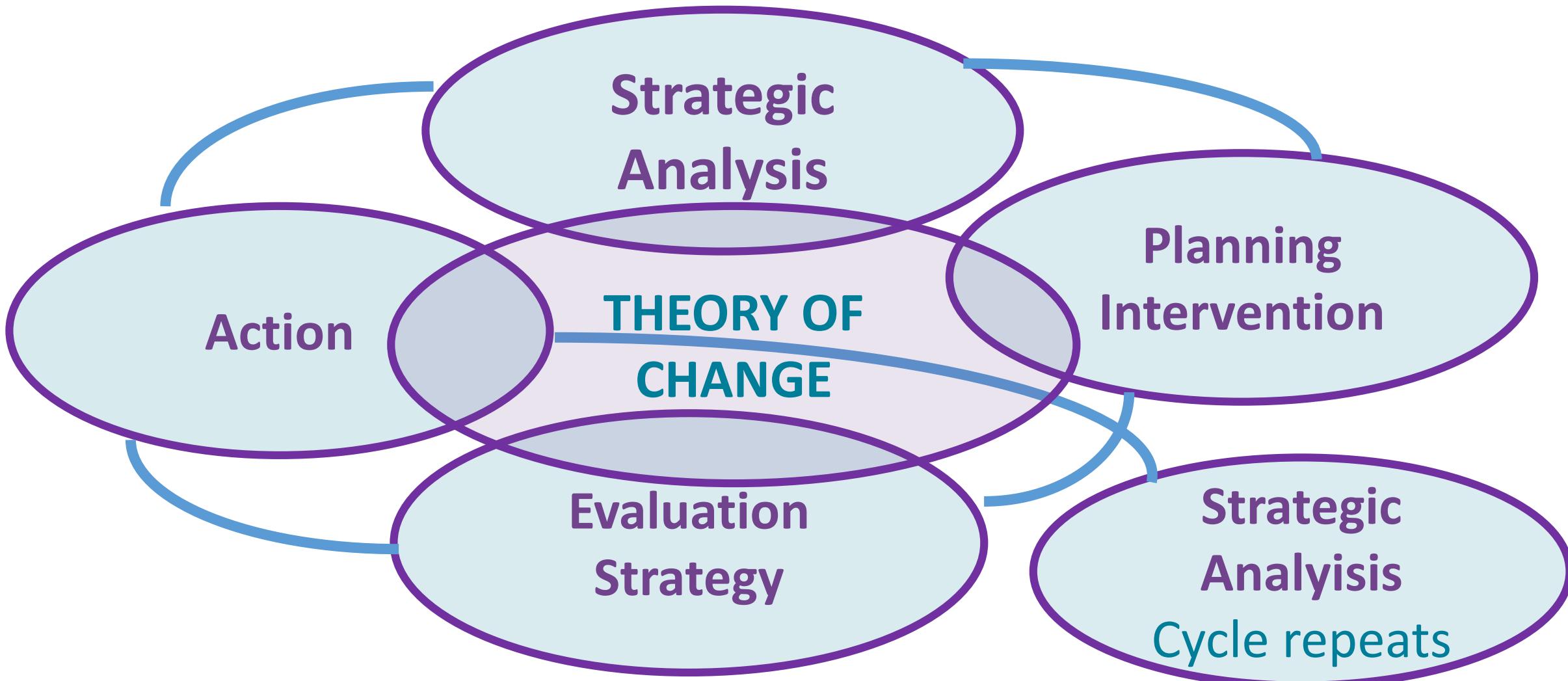
Focus on  
**inequalities**  
not individual  
needs

**curriculum &**  
**pedagogy**  
not inputs and  
dosage

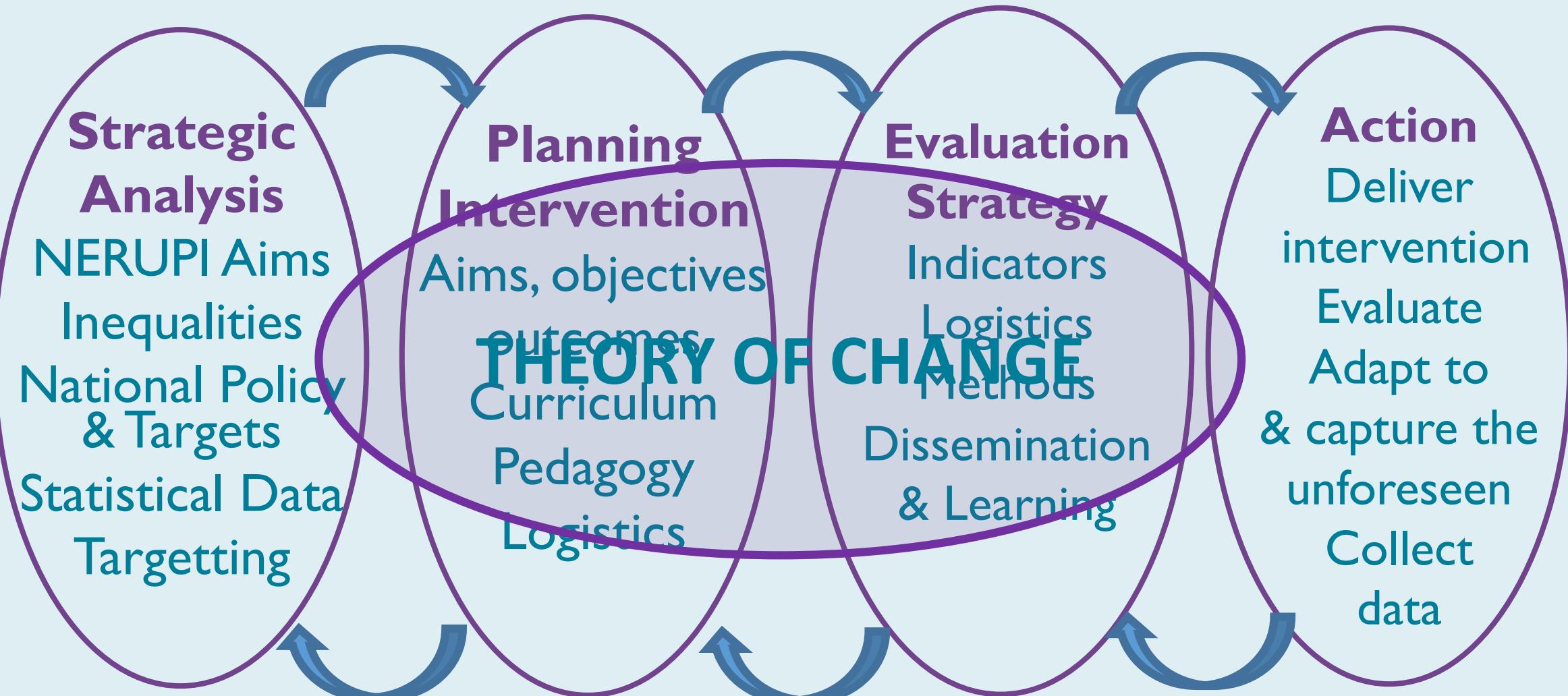
insights from  
research, theory  
& practice  
**integral**

importance of  
**context**  
recognised

# Reflexive planning cycle



# reflection and context



# NERUPI toolkit principles

- Articulate clearly with NERUPI aims and objectives
- Reflect the theoretical underpinnings of the NERUPI framework
- Support non-experts as well those with experience of evaluation
- Flexible and adaptable to range of contexts and interventions
- Action research approach
- Imaginative in use of a range of methodologies
- Capable of informing evaluation of outcomes and processes
- Embeds indicators into the delivery of activities
- Proportionate to intensity of interventions and expected impact
- Appropriate to the type and context of delivery

**Easy to access and use**

# NERUPI toolkit next steps

- Change indicators for:
  - participants
  - HEIs

## Online resources

- question bank
- learning packages
- theory tutorials

- Methods Guides e.g.
  - Case Studies
  - Focus Groups
  - Questionnaires & surveys
  - Creative methods
  - Reflective diaries
  - Structured observation
  - Teacher feedback

**Easy to access and use**

# Questions for discussion

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- Could you/have you formed praxis teams at your institution? What would hinder this approach?
- What sort of initiatives would benefit from praxis teams?
- What are the disadvantages of a praxis team?
- Who are your most significant 'interested parties'?
- Why focus on inequalities rather than needs?
- Why use curriculum and pedagogy rather than inputs?
- Is there anything particular you would like developed as part of the toolkit resources?