

Bath Spa University: Two Mapping Examples

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Bath Spa University

- Background in creative arts and teacher education
- Granted full university status in 2005 and now offers a wide range of courses
- Two sites: Bath and London
- Numerous partner institutions: 11 UK and 3 international
- Around 26,000 UG and 2,500 PG students across BSU, BSUL and our educational partners
- Majority Home students – around 450 International
- Challenge of multiple sites and partners – all included in one APP despite diversity in A&P needs
- Typically perform well for Access so main focus of APP is on Success and Progression



Our APP

- Six intervention strategies comprising 26 interventions



NERUPI at BSU

- Employing the NERUPI Framework across interventions at BSU
- Created structured guidance based off NERUPI resources for teams to follow
- Teams can apply the guidance in adapted ways tailored to their context



Example 1: Autism Transition-Out Programme

Autism Transition-Out Programme

- Tailored transition programme for final-year students and graduates with Autism
- Includes coaching and employer activities
- Designed to boost self-confidence, career readiness, and engagement with the Graduate Support Unit
- Includes wrap-around staff training to boost staff confidence and capability



Aims and Activities

Aims and Objectives	Programme
<p>1. Aim: KNOW Develop students' knowledge of the benefits of HE and graduate employment</p> <p>(Level 6) Access information about postgraduate study and employment opportunities that align with their personal interests and career aspirations:</p> <ul style="list-style-type: none"> • Receive comprehensive information about postgraduate course options and funding (1) • Receive comprehensive information about postgraduate placement and other employment-related opportunities (2) • Receive opportunities to attend events and experiences which develop awareness of subject-specific career paths, aligned subject fields and more broad-based graduate pathways (3) <p>(Level 5) Receive comprehensive information about personal development and progression opportunities for graduates in their subject area</p> <ul style="list-style-type: none"> • Receive comprehensive information about the range of course and placement opportunities available to them (1) • Receive comprehensive careers information, advice and guidance (4) • Receive information through a variety of communication mediums (5) 	<p>Activities of Focus:</p> <p>1. 121 and group coaching that balances employment skills with managing the transition out of university (1?, 2?, 4)</p> <p>2. Engaging with disability friendly employers and finding structured work experience opportunities (2)</p> <div data-bbox="1323 496 1532 704" style="background-color: #fff9c4; padding: 10px; border: 1px solid #ccc; margin: 10px 0;"> <p>Where is the impact/ what should we be prioritising</p> </div> <p>Other activities relevant to Aim</p> <p>1. Support to understand recruitment processes and how to share reasonable adjustments (1?, 2)</p> <p>2. Opportunity to engage with autistic alumni to support in raising aspirations (3, 5)</p> <p>3. Quiet careers fair to provide a supportive environment for autistic students to speak to employers (3, 5)</p>

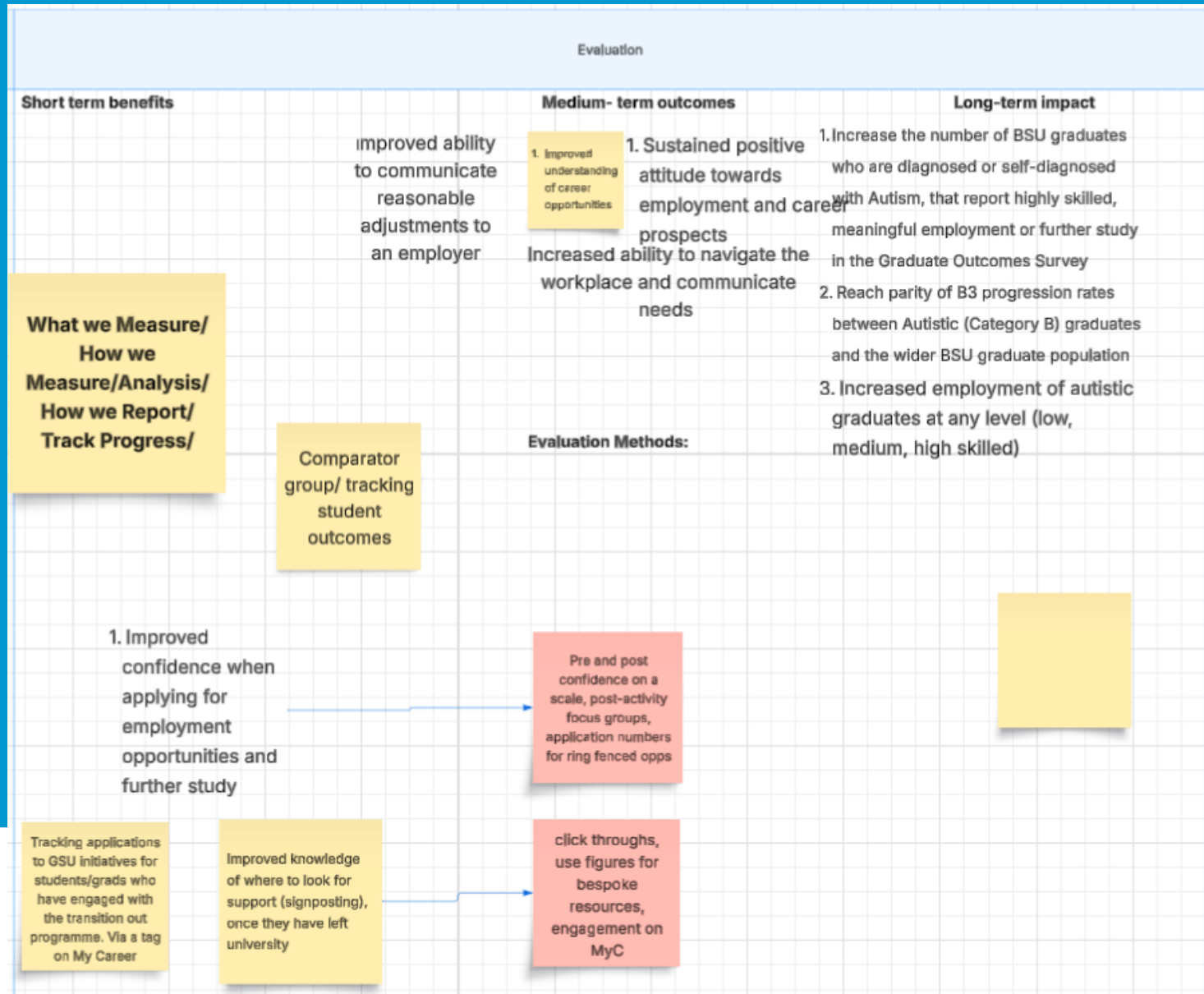
Outcomes Key

Potential MOAT Outcomes to consider
<p>Know Aim:</p> <ol style="list-style-type: none"> 1. Knowledge of Support (point 3 states this already) 2. Greater engagement with support available



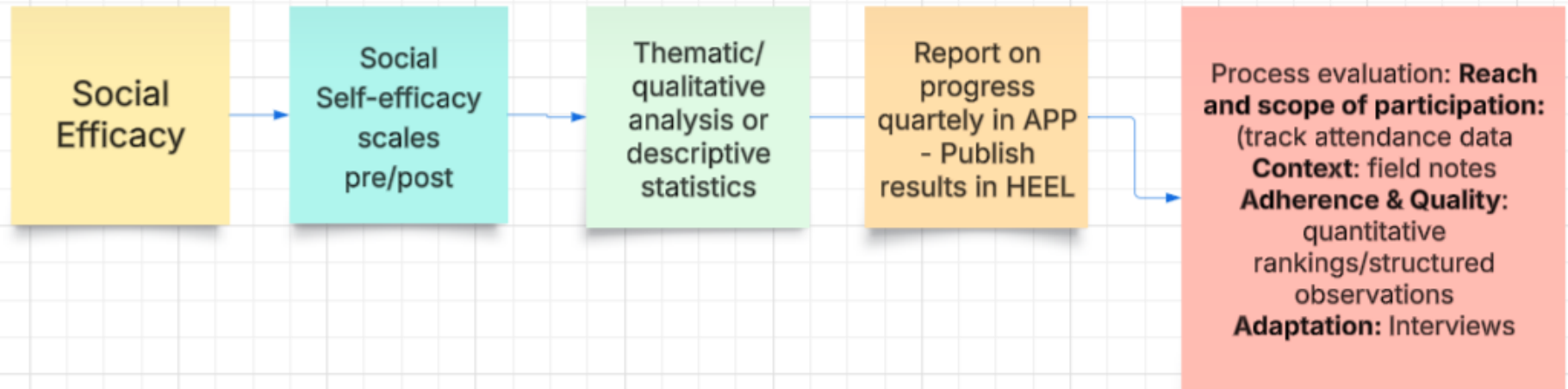
Key for Short term benefits / Medium term outcomes	
Short	Medium
<p><u>Participants</u></p> <ol style="list-style-type: none"> 1. Improved confidence when applying for employment opportunities and further study 2. Improved ability to navigate recruitment processes 3. Improved ability to communicate reasonable adjustments to an employer 4. Improved understanding of career opportunities 5. Improved 'feeling' around the transition out of university, how they will navigate this and their wellbeing 6. Improved knowledge of where to look for support (signposting), once they have left university 7. Self-efficacy, self-confidence and self-awareness improved 8. Autistic students' career readiness improves 9. Autistic students' graduate level outcomes improve 10. Autistic students believe that their career prospects are improving or improved <p><u>Staff at BSU</u></p> <p>Improved confidence in working with autistic students on existing C&E initiatives</p> <ol style="list-style-type: none"> 1. Improved knowledge of resources and signposting for autistic students and graduates 	<p><u>Participants</u></p> <ol style="list-style-type: none"> 1. Sustained positive attitude towards employment and career prospects 2. Increased ability to navigate the workplace and communicate needs 3. Increased knowledge of how to access career and wellbeing support and advice once transitioned out of university 4. Increased employment of autistic graduates at any level (low, medium, high skilled)

Evaluation Methods Mapped to Outcomes



More Simplified

Evaluation Methods:



Example 2: Young Artists Summer Programme

Young Artists Summer Programme

- Week-long non-residential summer school for local learners aged 13-16 during summer holidays
- Highly targeted on learners in under-represented groups using set of criteria that needs to be met – if places not filled in initial round then pool is opened wider
- Learners participate in a range of practical arts-based sessions in BSU's Locksbrook Campus (our arts campus)
- Designed to build confidence and technical ability in creative arts subjects so learners see HE and creative arts as an option for their future

Theme: Young People

Aim	Corresponding NERUPI Framework Aims	Indicators	Sources of Evidence	Who is responsible
To improve young people's self-efficacy	<p>BECOME: Impact points range from level 0-4, reflective of the age range of participants and their existing understanding of HE</p> <ul style="list-style-type: none"> - Enable students to develop confidence in their potential to progress onto and succeed at university - Enable students to become familiar with a university setting and learning and teaching approaches at BSU - Enable students to engage with students from a variety of social, cultural and ethnic backgrounds to establish positive relationships and form mutual support networks - Enables students to participate in challenging educational activities which are stimulating and motivating 	Sustained attendance at sessions	Registers	NAME
		Participants rating / self assessment of their own self-efficacy	<ul style="list-style-type: none"> - Surveys at end of project - Journals - Informal conversations with project staff 	NAME to create surveys and journal questions.
		Workshop leaders / staff / parents report changes in participants self efficacy	<ul style="list-style-type: none"> - workshop staff observations documented in daily session notes - Informal conversations with participants documented in session reflection forms - informal conversations with parents / emails from parents - referring teachers / youth workers report changes to participants self efficacy <p><i>[evidence to be collected after the summer break]</i></p>	NAME to manage reflection sessions / notes. Workshop staff to record observations. NAME to follow up with parents / teachers / youth workers.

Theme: Young People

Outputs	Short Term Outcomes (with supplementary evidence)	Medium Term Outcomes	Long Term Outcomes
	<p>Young people feel positive about themselves.</p> <p>Young people feel positive about their future.</p>	<p>Young people are confident to pursue opportunities in HE.</p> <p>Young people have increased capacity to make informed decisions about HE</p> <p>Young people have increased knowledge about student life in HE</p> <p>Young people have increased knowledge of academic life in HE</p> <p>Young people have increased social self-efficacy</p>	<p>Young people apply to HE</p> <p>Young people enrol in HE</p>

Theme	Aim
<div>2</div> <p>Bath Spa University/Civic</p>	To increase numbers of participants from underserved communities engaging in BSU activities
	To increase access to Lockbrook Campus for the wider community.
	To increase the visibility of BSU within the wider community
	To improve the perception of BSU within the wider local community



Indicators/Sources of Evidence/Responsibility

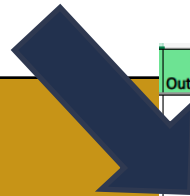
Aim
To improve young people's self-efficacy

Corresponding NERUPI Framework Aims	Indicators
BECOME: Impact points range from level 0-4, reflective of the age range of participants and their existing understanding of HE	Sustained attendance at sessions
- Enable students to develop confidence in their potential to progress onto and succeed at university	
- Enable students to become familiar with a university setting and learning and teaching approaches at BSU	Participants rating / self assessment of their own self-efficacy
- Enable students to engage with students from a variety of social, cultural and ethnic backgrounds to establish positive relationships and form mutual support networks	Workshop leaders / staff / parents report changes in participants self efficacy
- Enables students to participate in challenging educational activities which are stimulating and motivating	

Sources of Evidence	Who is responsible
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Outputs and Outcomes

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Registers	NAME
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Outputs	Short Term Outcomes (with supplementary evidence)	Medium Term Outcomes	Long Term Outcomes
	Young people feel positive about themselves. Young people feel positive about their future.	Young people are confident to pursue opportunities in HE. Young people have increased capacity to make informed decisions about HE Young people have increased knowledge about student life in HE Young people have increased knowledge of academic life in HE Young people have increased social self-efficacy	Young people apply to HE Young people enrol in HE

Thank You

