

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="1307 505 1512 717" style="background-color: #FFFACD; padding: 10px; border-radius: 10px;"> <p>Where is the impact/ what should we be prioritising</p> </div> <p>Other activities relevant to Aim</p> <ol style="list-style-type: none"> 1. Support to understand recruitment processes and how to share reasonable adjustments (1?, 2) 2. Opportunity to engage with autistic alumni to support in raising aspirations (3, 5) 3. Quiet careers fair to provide a supportive environment for autistic students to speak to employers (3,5)

Outcomes Key

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

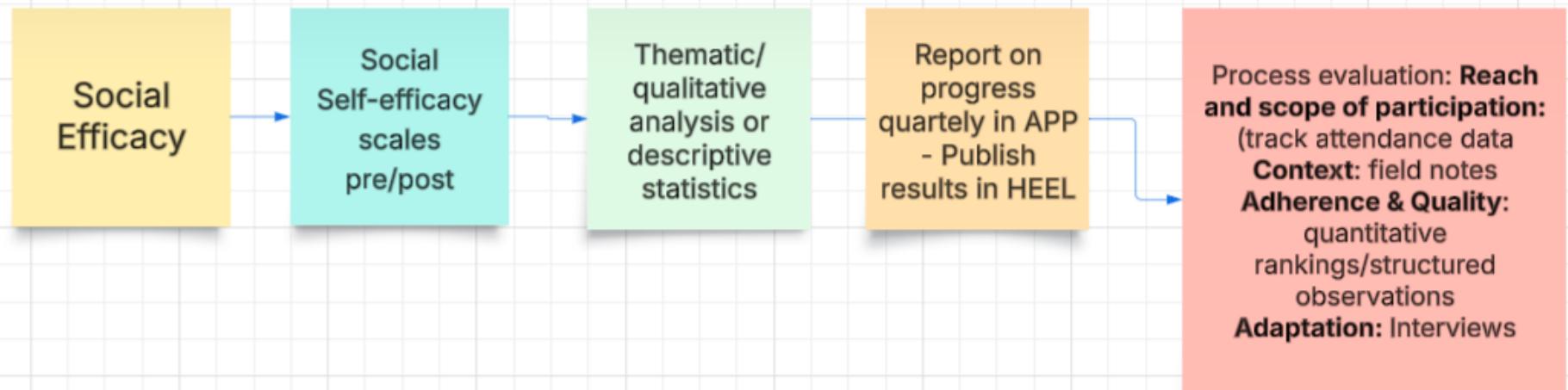
Key for Short term benefits / Medium term outcomes	
Short	Medium
<p>Participants</p> <ol style="list-style-type: none"> 1. Improved confidence when applying for employment opportunities and further study 2. Improved ability to navigate recruitment processes 3. Improved ability to communicate reasonable 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>Staff at BSU</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>Participants</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

Evaluation			
Short term benefits	Medium- term outcomes	Long-term impact	
<p>What we Measure/ How we Measure/Analysis/ How we Report/ Track Progress/</p> <p>1. Improved confidence when applying for employment opportunities and further study</p> <p>Tracking applications to GSU initiatives for students/grads who have engaged with the transition out programme. Via a tag on My Career</p> <p>Improved knowledge of where to look for support (signposting), once they have left university</p>	<p>improved ability to communicate reasonable adjustments to an employer</p> <p>1. Improved understanding of career opportunities</p> <p>Increased ability to navigate the workplace and communicate needs</p> <p>Evaluation Methods:</p> <p>Pre and post confidence on a scale, post-activity focus groups, application numbers for ring fenced opps</p> <p>click throughs, use figures for bespoke resources, engagement on MyC</p>	<p>1. Sustained positive attitude towards employment and career prospects</p> <p>2. Reach parity of B3 progression rates between Autistic (Category B) graduates and the wider BSU graduate population</p> <p>3. Increased employment of autistic graduates at any level (low, medium, high skilled)</p>	

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 	<p>Sustained attendance at sessions</p> <p>Participants rating / self assessment of their own self-efficacy</p> <p>Workshop leaders / staff / parents report changes in participants self efficacy</p>	<p>Registers</p> <p>- Surveys at end of project - Journals - Informal conversations with project staff</p> <p>- 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 <i>[evidence to be collected after the summer break]</i></p>	NAME NAME to create surveys and journal questions. 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>

Themes and Aims

Theme	Aim
1	<p>To improve young people's skills in a range of artistic mediums</p> <p>To improve young people's knowledge of HE pathways and creative careers</p>
Young People	

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

Theme	Aim
3	<p>To increase awareness of creative projects as a tool for Widening Participation</p>
Widening Participation Community	<p>To strengthen the relationships between BSU and the WP community</p> <p>To raise the profile of BSU's WP activities internally and externally</p>

Indicators/Sources of Evidence/Responsibility

Aim

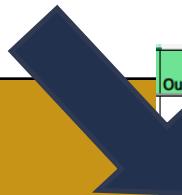
To improve young people's self-efficacy

The diagram illustrates a flow from the 'Aim' to the 'NERUPI Framework Aims' (Indicators), and then to the 'Sources of Evidence' and 'Who is responsible'.

Corresponding NERUPI Framework Aims		Indicators	Sources of Evidence	Who is responsible
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	Participants rating / self assessment of their own self-efficacy			
	Workshop leaders / staff / parents report changes in participants self efficacy			
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Outputs and Outcomes

Sources of Evidence	Who is responsible
Registers	NAME
- Surveys at end of project - Journals - Informal conversations with project staff	NAME to create surveys and journal questions.
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Outputs	Short Term Outcomes (with supplementary evidence)	Medium Term Outcomes	Long Term Outcomes
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Thank You

