

IMPLEMENTATION OF NERUPI ON A PRACTICAL LEVEL

UEA'S APPROACH TO EVALUATING SUMMER SCHOOLS

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BACKGROUND

- Residential events aimed at years 9, 10 and 11 – separate event aimed at Looked After Children & Care Leavers
- Targeted to young people from Norfolk and North Suffolk
- Promoted through high schools and social workers
- Participants invited to attend a reunion

PLANNING

We carefully consider the following:

- Progressive framework, mapped to NERUPI framework for relevant age group
- Criteria of students we are targeting
- Communications
- Data collection
- Evaluation



Examples to follow...

Y9

Activity	NERUPI objective
"I am a person who..." part I: Knows things... - Getting to know you - Areas of interest map - What I want to know from this event	N8
Subject taster workshop - Opportunity for Q&A after? - Av. 15 students per session (need to know min/max numbers to run)	N10
Activities: Routes to Uni: what do I know, where am I stuck? Action plan to make that next decision. (20 mins)	N6
Work/Career: where do I want to end up? What skills will I need to get me there? *Challenge like SSR activity (20 mins)	N8
Gathering information: Questions to keep asking... Talk to people on the stands.	N6

Y10

Activity	NERUPI objective
What could your summer schools be about? <i>Looking at what students would like to gain from the summer school</i>	N13
Student finance workshop	N11 & N13
Study skills workshop (maximise your potential/ learning performance)	N14
Taster lecture (1 of 2)	N15 & N16

Y11

Activity	NERUPI objective
Introduction to poster presentations – Topic allocations	N12-N14
Interactive workshops, separated into faculty streams – science, humanities, social sciences & health and medicine	N15-N16
SU induction – overview of all things Student Union (advocacy, campaigns, gigs, opportunities etc.)	N10-N13
Going to Uni session (look at pathways in, entry requirements etc.) & student finance	N13



Application (1)

Selection (2)

Acceptance (3)

1. APPLICATION

- Application criteria is scored to select the most eligible candidates
- Guaranteed places for LAC, Young Carers, Estranged, GRT, Refugee & Asylum Seeker
- Nuanced scoring between Disability, POLAR, Gender and Ethnicity
- Excludes out of area students

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Summer School Application Form 2019

Hello there! Complete the form below to apply for a place on one of our amazing summer school events!

Are you an estranged student?
Some students are irreconcilably estranged from their parents, which means that they have not had verbal or written contact with any living biological or adoptive parents for a significant period of time, and this will not change.

☐ Yes
☐ No

Are you a refugee or asylum seeker?

☐ No
☐ Yes - I'm a refugee
☐ Yes - I'm an asylum seeker

Do you / have you previously received free school meals?
If you're not sure about this, check with your parent/guardian or your school.

☐ Yes
☐ No

We welcome students with disabilities to attend our summer schools, and aim to meet your needs wherever possible. Please select as many options as apply to you.

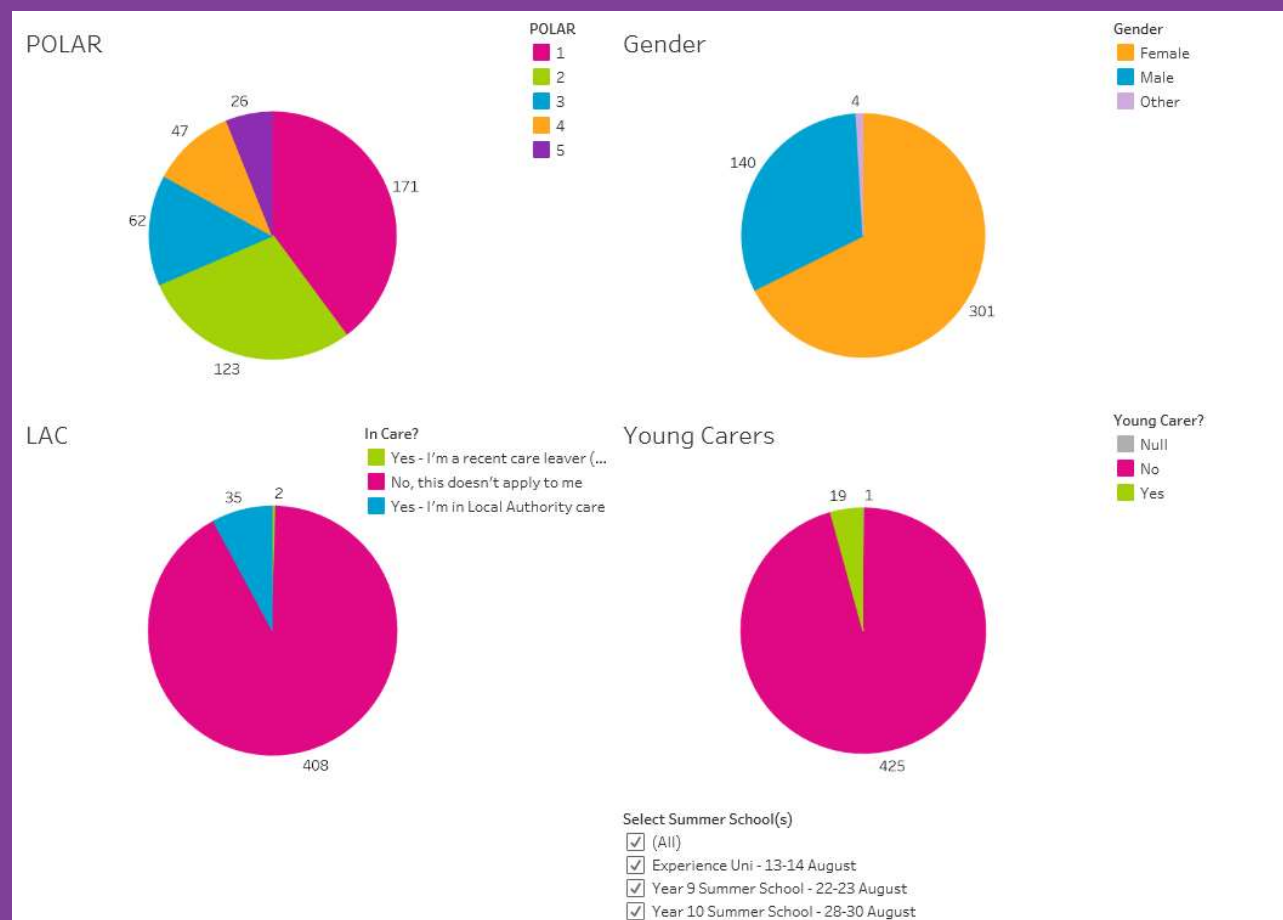
☐ No disability
☐ I have a social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder
☐ I am blind or have a serious visual impairment uncorrected by glasses
☐ I am deaf or have a serious hearing impairment
☐ I have a long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy
☐ I have a mental health condition such as depression, schizophrenia or anxiety disorder
☐ I have a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D
☐ I have a physical impairment or mobility issues, such as difficulty using your arms or using a wheelchair or crutches
☐ I have a condition relating to breathing, shortness of breath, such as asthma
☐ I have a disability, impairment or medical condition not listed above
☐ I prefer not to say

Please choose one option that best describes your ethnic group or background *

Select an Option 

2. SELECTION

Once applications have closed, data is filtered through Tableau to select the most eligible candidates



3. ACCEPTANCE – PARENTS/CARERS & YOUNG PEOPLE



EVALUATION PLANNING

- UEA Evaluation team plan against communications schedule
- Create the Tableau workbook for reporting
- Use programme and NERUPI objective mapping against evaluation framework
- Nuance survey language depending on age and desired outcomes

PRE & POST EVALUATION

- Students who accept their place are sent an email to provide programmes, transport information and the pre-event survey
- Following the event, we send a feedback survey that has been designed around NERUPI objectives
- Surveys incentivised for students who complete both pre and post evaluation surveys

INITIAL REPORT ON FINDINGS

- Evaluation team provide an initial report on findings so targeting and scoring can be adjusted accordingly, and any areas for improvement are highlighted
- Report includes details of criteria breakdown and impact on skills, knowledge and concerns
- Workshop feedback is captured in terms of usefulness; this is not a big focus in the surveys.

Y9 Skills



Recommendations for action

- Consider targeting for Y9 Summer Schools
- Consider ways of recruiting more boys
- Consider how the area of skills could have more impact on attendees
- Consider ways to increase impact on boys' knowledge and concerns
- Other more specific areas to review are included in the main body of the report and figures are coloured blue where attention may be needed

EXTRACTS FROM REPORT

	Positive impact on plans to go to university ⁽¹⁾	BASE	Positive impact on confidence ⁽²⁾	BASE
Y9	72.7%	11	43.8%	16
Y10	60.9%	23	57.7%	26
Y11	33.3%	6	50.0%	10
OVERALL	60.0%	40	51.9%	52

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REUNION EVENT & FOCUS GROUPS

Later in the year (late November / early December), we invite all attendees back to campus for a reunion event

Students are invited to take part in a focus group if choosing to attend the reunion.

Student selection depends on numbers and trying to balance demographics of those who choose to be part of a focus group.

Focus groups help shape future programmes and provide more context around the evaluation data.

HAVE A GO...

- In small groups, look at some activities aimed at KS4 students
- Map where these activities fit within the framework
- Think about what questions you would ask pre and/or post survey to measure impact

CHALLENGES

- Non-disclosure of criteria / prefer not to say
- A growing number of non-binary and transgender students
- Low numbers of Y11 students
- Low participation in surveys – or completing pre or post and not the corresponding survey
- So many variables!

THANK YOU

 #EVERWONDERED

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