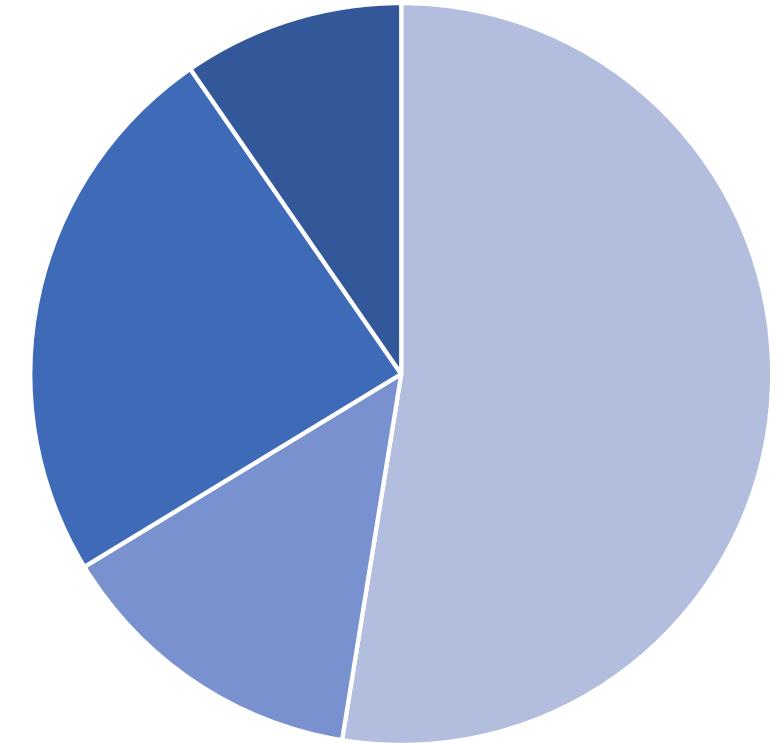


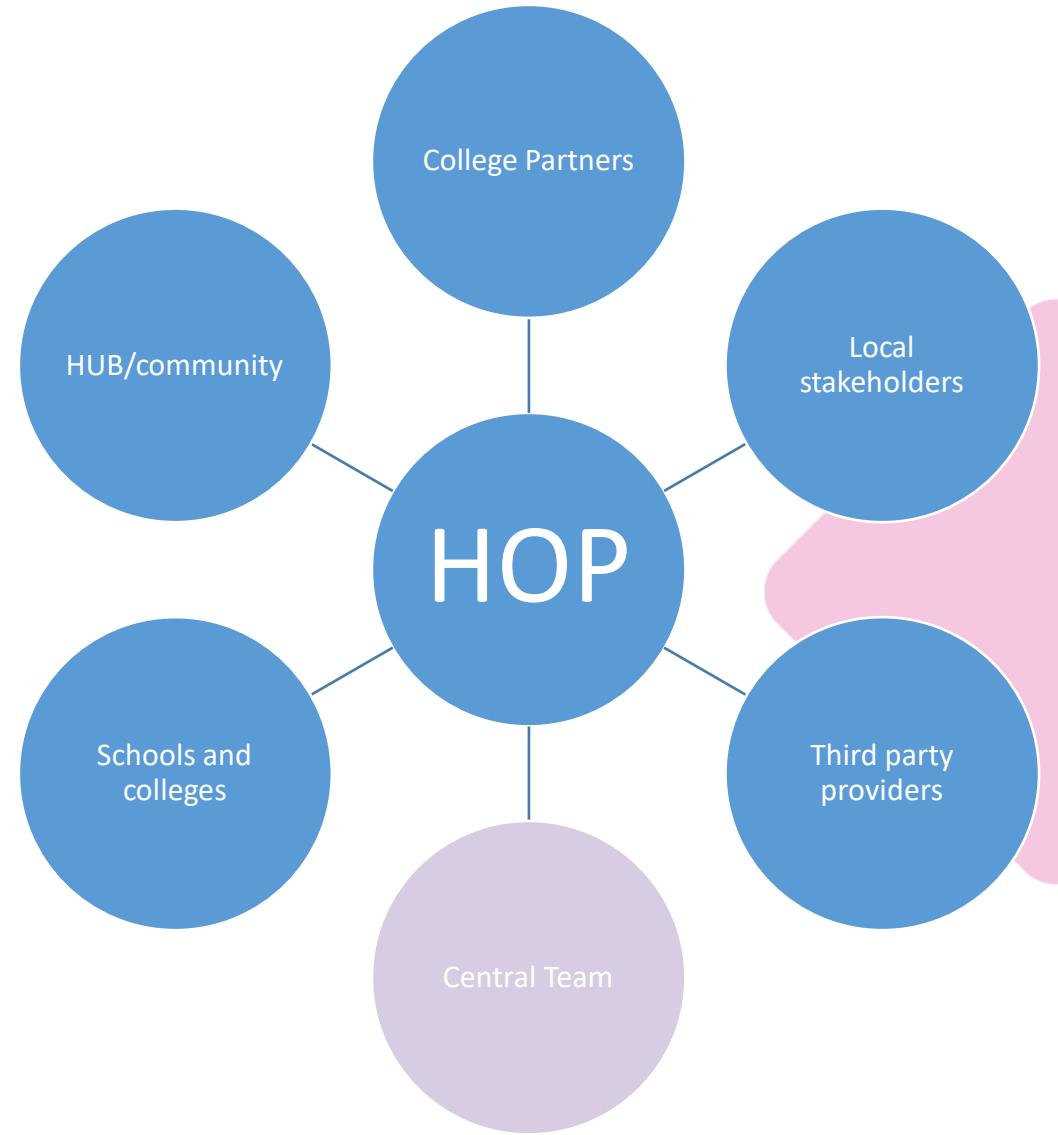
Experiences of Using NERUPI to Inform Our Progression Framework

Claire Taylor and Jessica Gleeson

Background on HOP

Number of Target Schools	38
Colleges	7
Hub Schools	24
Number Uni Connect targets (As identified by OFS)	14460
Number of students on HEAT	12021





Learning from Phase One

- More cohesion between teams
- Needed an increased focus on ensuring increased accountability for evaluation
- Need to build a wider team approach to evaluation
- Need clearer and more defined objectives
- Addressing gaps

Planning for Phase Two

- Needed for something that was universally understood by all involved
- Learning from mistakes made in Phase One with language
- Learning Outcome led

Why use NERUPI?

- Praxis based approach
- Integrated approach- supports the design of the activities alongside the evaluation
- Levels
- Clearly defined Learning Outcomes

Rationale for HOP Progression Framework

- Ease of monitoring
- HEAT Typology



Type Descriptors

Activity Type is used by HEAT to collate similar activities for aggregate national reporting. Assign your activities accurately to a Type to ensure consistency across the HEAT membership. Please contact the HEAT Service for additional guidance if required.

Type (Required Field)	Location	What activities should this be used for?	Examples
Exhibition	Any	A light touch event for students, usually 1 day or less. Can be broadly subject specific, aimed at a group or an open audience with very limited interaction.	UCAS Convention Careers Fair/Information Stand National Care Leavers Group
General HE Information	Any (Except HE Campus)	A light touch activity delivered off a HE campus to a group of students on a range of progression subjects and HE related topics. Should not be used in conjunction with 'HE Campus' location.	Assembly Student Life Talk HE Finance Presentation Mailout
HE Campus Visit	HE Campus (FE Campus if applicable)	A visit to a HE Campus that does not primarily focus on HE subject input. Includes activities related to HE in FE on a FE Campus.	General Campus Visit or Talk Campus/Accommodation Tour Open Day/Applicant Day Awards Ceremony
HE Subject Insight	Any	Activity designed to provide an insight to a subject(s) or to increase awareness of a subject(s) at higher education. Can be a structured subject specific event.	Taster in Forensic Science Introduction to Humanities Discover Law STEM Day
Mentoring	Any	Activity with repeat interactions and sustained engagement designed with a range of outcomes. Involves a dedicated relationship between a mentor and student mentee(s). Can be face to face or online activities.	Work Experience (Professional Mentoring) Post Graduate Mentoring Pastoral Mentoring Group Mentoring and Tutoring Online Mentoring
Non-Student	Any	Activity aimed at staff in Higher Education, schools and colleges and/or parents/carers where students are not directly involved.	UCAS Advice for Teachers Parent/Carer Evening HE Advisors Day Teachers Conference
Skills and Attainment	Any	Activity designed to increase knowledge, skills and understanding. They have a clear aim and can be used to help, for instance, students with their Key Stage Curriculum, contribute to increasing attainment or personal development.	Revision Session Essay writing skills KS4 and KS5 Support UCAS Application Clinic Extended Project Qualification Employability Support
Summer School	HE Campus	One or more days of intensive activity aimed at providing a real insight into university life and all that it entails. May also be an Easter School. Residential and non-residential.	International Summer School Year 10 Residential Spring School University Transition Summer School
Other	Any	Only to be used when no other category is applicable.	<i>Please contact HEAT Central for additional guidance if required</i>

Rationale for HOP Progression Framework

...Development Level to demonstrate progression

OFSTED Education Inspection Framework
Quality of Education

Intent

'The provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment'.

Impact

'Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension'.

Rationale for HOP Progression Framework

...link to careers curriculum

GATSBY Benchmarks

The Careers & Enterprise Company recommends 8 benchmarks to assist schools to help learners reach their full potential. DfE legislation (October 2018) expects all schools to meet the benchmarks by the end of 2020. The benchmarks for learning outcomes (linked to individual activities) are indicated in the framework.

- 1 A stable careers programme
- 2 Learning from career and labour market information
- 3 Addressing the needs of each pupil
- 4 Linking curriculum learning to careers
- 5 Encounters with employers and employees
- 6 Experiences of workplaces
- 7 Encounters with further and higher education
- 8 Personal guidance

Using the Gatsby benchmarks gives schools a clear strategic overview of a student's career needs, knowledge and skills at each stage of their learner journey. This framework will support students career journey.

It is not the remit of the programme to provide workplace experiences. However for activities required to address Gatsby 6, HOP may act as a signposting agency for partners such as the Careers Enterprise Company, local Authorities and the Local Economic Partnership (LEP).

Rationale for HOP Progression Framework

...use NERUPI Aims

NERUPI Framework

HOP use the NERUPI Framework to design interventions and for evaluation purposes. The framework, developed by academics at the University of Bath, aids 'effectively capturing and demonstrating impact'.

The NERUPI framework allows the development of provision to meet local need while providing a framework to compare the impact of interventions using a common set of objectives. Within this Progression Framework, learner levels and learning outcomes are mapped closely to the NERUPI Framework aims and objectives. NERUPI also incorporate the needs of adult influencers including teachers, parents and carers and learning outcomes for this group are included in the 'Non-Student' level of this Progression Framework.

HOP delivery is focused on the following NERUPI aims :

NERUPI Aim A	KNOW	Develop students' knowledge and awareness of the benefits of higher education and graduate employment.
NERUPI Aim B	CHOOSE	Develop students' capacity to navigate higher education and graduate employment sectors and make informed choices.
NERUPI Aim C	BECOME	Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression.
NERUPI Aim D	PRACTISE	Develop students' study skills and capacity for academic attainment and successful graduate progression.
NERUPI Aim E	UNDERSTAND	Develop students' understanding by contextualising subject knowledge.



Rationale for HOP Progression Framework

...use NERUPI Objectives

NERUPI Framework	HOP Progression Framework
Level One (Year 8 & 9)	Level One (Year 9)
Level Two (Year 10 & 11)	Level Two (Year 10 & 11)
Level Three (post 16)	Level Three (Year 12 & 13)
Across all levels	Non student

Practical Support

Year 12 / 13

INTRODUCTORY

DEVELOPMENTAL

CONSOLIDATORY

Learning Outcomes	NERUPI L3	GATSBY	Example of Activity	HEAT Typology	Example Indicator for Evaluation
LO3:1 Learners will compare student finance, budgeting support and student employment opportunities across a range of universities	B	7, 8	Student Finance Update talk, 300 learners / Personal Statement workshop, 30 learners	General HE Information	'List the universities you have researched and make a statement about each institution in the area of: Finance / Support for Budgeting / Student Employment.'
LO3:2 Learners will begin the UCAS process and generate and submit a strong university application					'Share a draft UCAS application with a member staff who can support you. What feedback did they give and how will you use it?'
LO3:3 Learners will anticipate challenges they may face in HE and know what skills they need to make a successful transition to university (Soft Skills)					'List and describe the steps you must take to get to university. List the challenges you may face at university and how will you deal with them.'
LO3:4 Learners will identify and practise the skills they need to live independently					'List and describe how you have begun to use independent living skills.'
LO3:5 Learners will participate in challenging educational activities which are stimulating and motivating	C, D	8	Goal Setting workshop Independence workshop, 300 learners	Skills & Attainment	'Describe the activity you have taken part in. Could you describe this as stimulating and motivating? If so, how?'
LO3:6 Learners will improve skills of independent learning, self-directed study and enterprise					'List and describe any skills you have gained in independent learning, self-directed study and enterprise. How will you use these?'
LO3:7 Learners will improve project-planning skills and expertise in designing, implementing and evaluating a small-scale project					'Share your plans for designing, implementing and evaluating a small-scale project. Why was this useful?'
LO3:8 Learners will know the career benefits of HE and employment opportunities for graduates	A, B	2, 5	School / Partner Colleges, LEP, employers to provide employability skills advice and information e.g. volunteering opportunities and soft skills	Exhibition	'Describe the career benefits of higher education and the additional employment opportunities for graduates.'
LO3:9 Learners will evaluate different types of HEIs in terms of personal interests and career aspirations					'From your shortlist of the higher education institutions, explain how each of these institutions can support your personal interests and your career aspirations.'

Learning Outcomes		NERUPI L3	GATSBY	Example of Activity	HEAT Typology	Example Indicator for Evaluation
LO3:10	Learners will discuss course and placement options and social, leisure and extra-curricular opportunities in HE					'List and describe the course, placement, social, leisure and extra curricular opportunities at (HEI) How is this information useful?'
LO3:11	Learners will know about academic and information services, facilities and resources at a HE Provider	A, C	7	Open Day / Applicant Day with SCLS / Ambassadors	HE Campus Visit	'List and describe the academic, information services and resources you are interested in at (HEI). How is this information useful?'
LO3:12	Learners will know about research areas, expertise and facilities in HE and new areas of development					'List and describe the research areas, expertise, facilities and new areas of development at (HEI). How is this information useful?'
LO3:13	Learners will have a positive first-hand experience of student life and a university environment					'Describe any positive experiences you had of student life and the university environment at (HEI). How will you use this experience?'
LO3:14	Learners will apply existing subject knowledge within wider fields of knowledge					'What extra knowledge did you gain through this activity? How will you use it in the wider world?'
LO3:15	Learners will link existing knowledge and interests to university degree programmes and academic disciplines	E	4, 5	3rd party, industry professional delivery of a workshop e.g. Russell Group	HE Subject Insights	'How do the universities, courses and academic areas you have chosen fit in with your interests?'
LO3:16	Learners will access and experience appropriate attainment-raising interventions					'How will this activity help you to succeed in (subject)?'
LO3:17	Learners will begin to deal with challenges they may face in HE and plan to make a successful transition to university (Mentoring)	D	3, 7, 8	Mentoring with HOP Engagement Team and Student Ambassadors	Mentoring	'Describe any challenges you could face when making the change from school to university. How will you tackle these?'
LO3:18	Learners will access the information, advice and guidance they need to make a successful transition to HE					'List and describe any info, advice or guidance you have received about making the transition from school to university. How will you use this?'

HOP Progression Framework

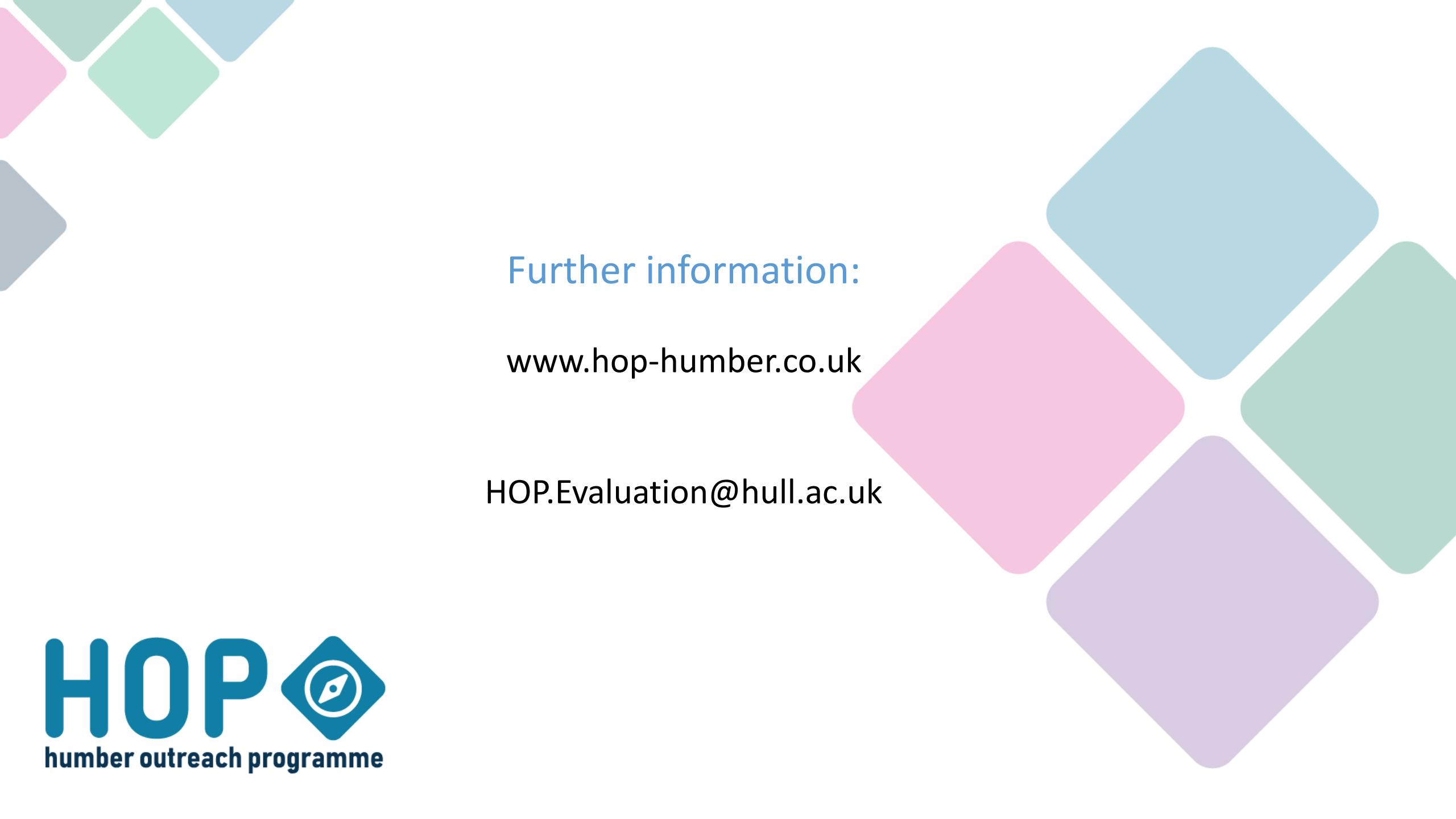
...how is this used?

- Mapping Exercise
- HOP Evaluation toolkit
Including online
- Built into HEAT monitoring systems
- Planning tool for new delivery

HOP Progression Framework

...feedback to date

- Useful for monitoring and evaluation
- Mapping Exercise – FE Colleges/Central Team and Third Party delivery – could identify gaps, duplication and strengths in delivery
- New delivery – good range of learning outcomes and development levels are useful. Linking learning outcomes to HEAT Typology is too restrictive.



Further information:

www.hop-humber.co.uk

HOP.Evaluation@hull.ac.uk

