

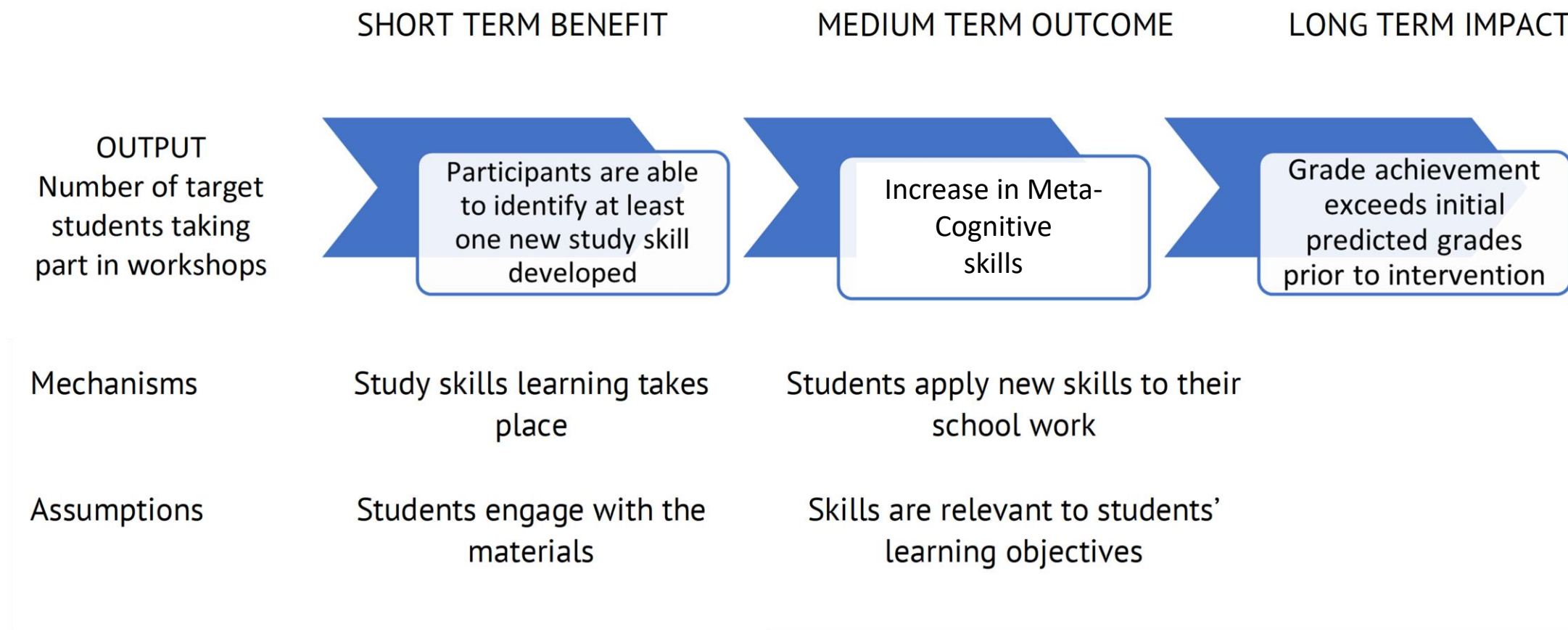
# The NERUPI Question Bank

**4th October 2023**

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# Using ToC to develop evaluation questions



... Testing how different aspects play out to be included in your evaluations

## Some Available Templates (activity level)

### Eight Questions: Building A Theory of Change

Here you will find a series of questions devised by Professor Liz Thomas to help you in developing a Theory of Change (ToC) using a logic chain and if-then narrative statements.

You can work through them on your [own](#) but they are discursive questions and you may find it better to do this as a group activity.

Further Theory of Change resources and examples are available in the [NERUPI Inductive Cycle Toolkit](#) for members.

Scroll through the questions and write your answers in the text boxes below.

**Q1: Define the longer term impact the intervention is aiming to achieve.**  
Think about the ultimate success, student success or organisation goal your programme or activity is aimed to achieve or contribute to. For example, this may be about increasing the number of students from your target groups progressing to HE, staying in HE, being awarded firsts and 2:1s or taking up postgraduate study.

LONGER TERM IMPACT

**Q2: Identify the key content of your intervention.**  
What is or should be included in your programme or activity? Which are the key elements for achieving the impact you are working towards?

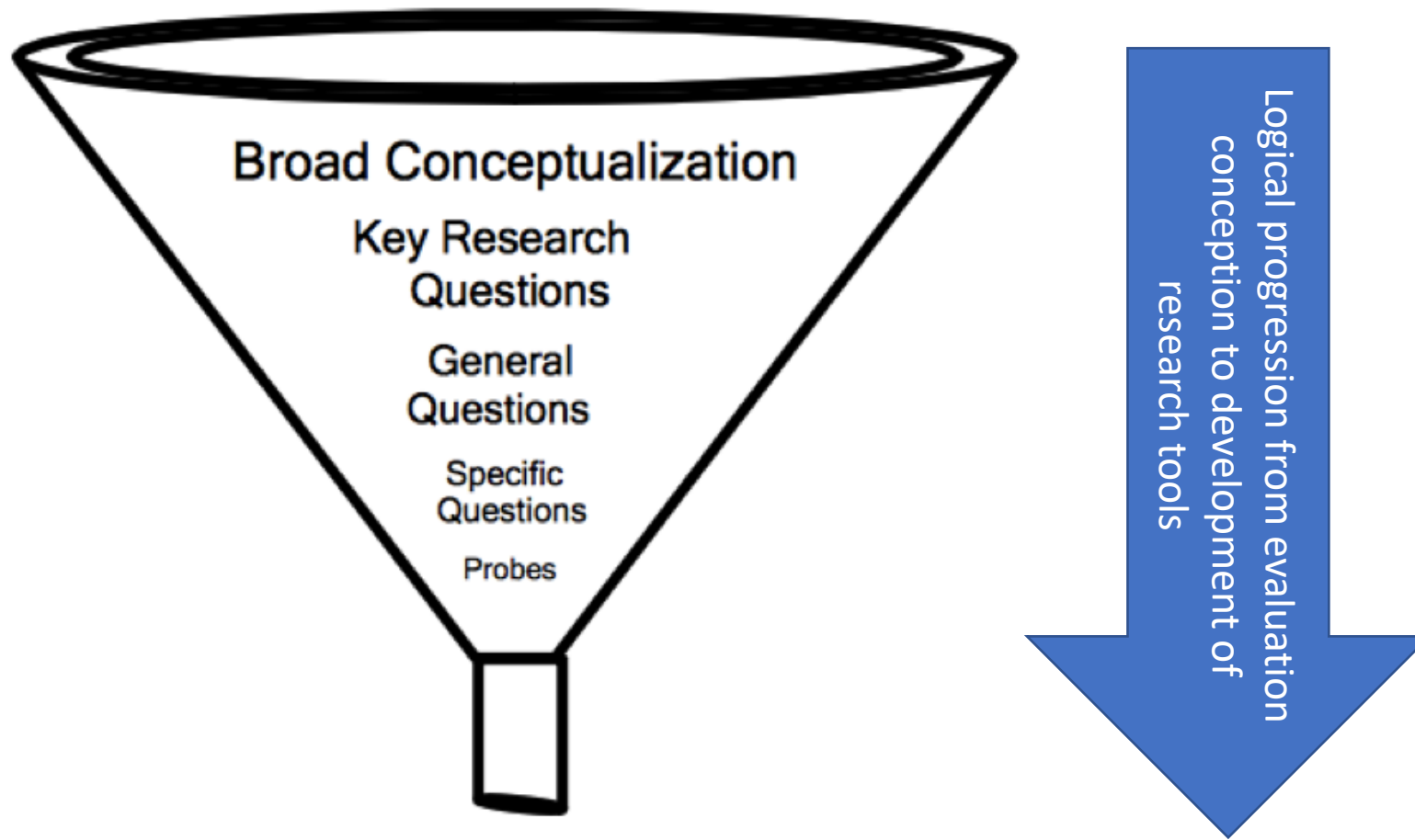
INTERVENTION

<https://www.nerupi.co.uk/members/resources/logic-chains-and-narrative-statements>

Activity title:					
Activity description					
Beneficiaries					
Location/setting					
Stakeholders					
Delivery Team					
Rationale/purpose					
Risks addressed <del>complexity</del> COMPLEXITY					
NERUPI Aim(s):	KNOW	CHOOSE	SCOPE	REALISE	UNDERSTAND
NERUPI Objective(s):					
Activity-specific Objective(s):					
Assumptions					
Inputs					

<https://www.nerupi.co.uk/members/resources/nerupi-activity-evaluation-planning-sheet>

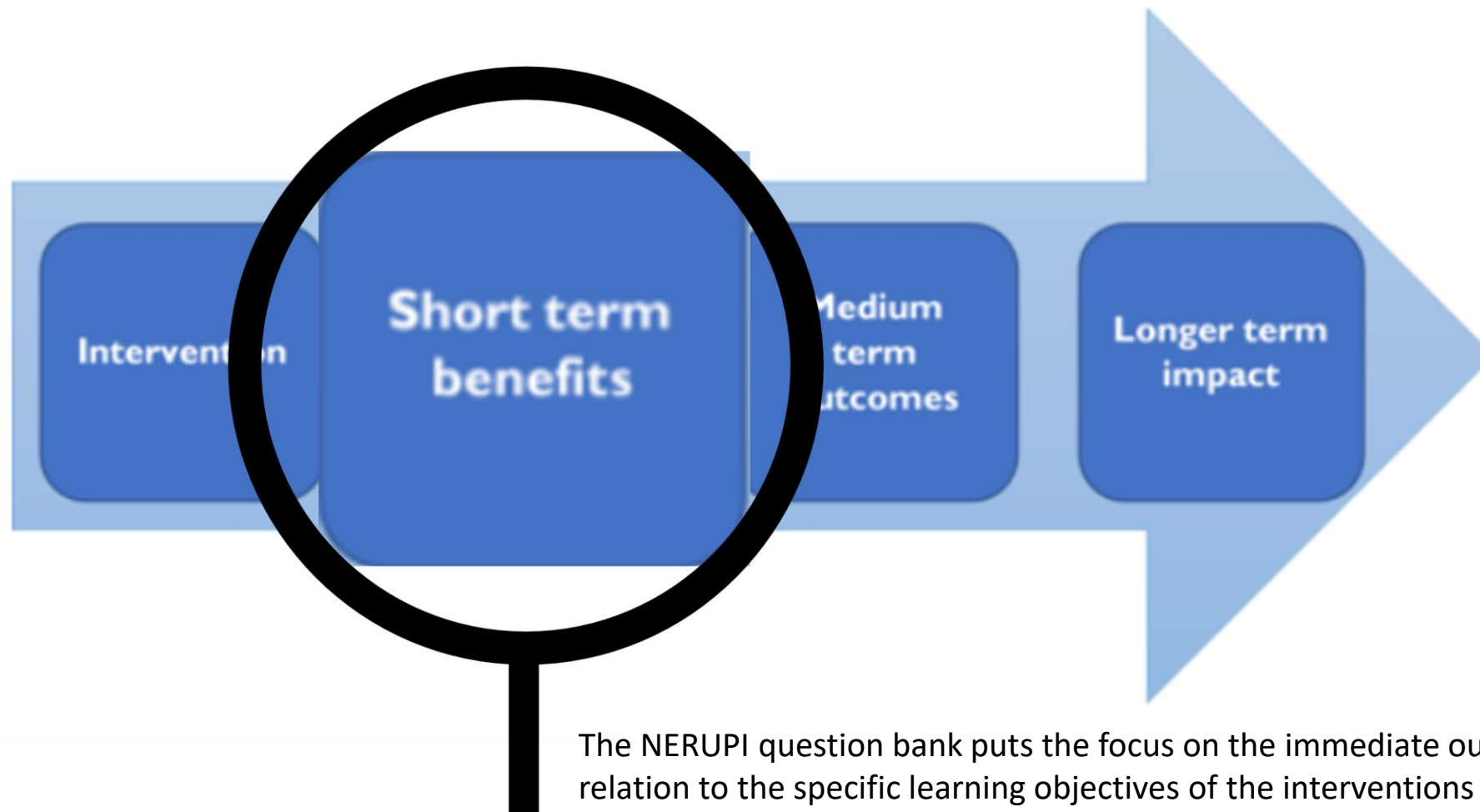
# Protocol Funnel



The Protocol Funnel

International Program for Development Evaluation Training (IPDET) Handbook, World Bank

# Focus on short term benefits



# Different types of questions

## Question Types

- Exploratory
- Predictive
- Evaluative (pre- and post-)
- Process

**Exploratory:** Learn more about a topic, probe on the main factors involved

How does participation in our activity affect students' attitudes?

E.g. Do you feel that x (e.g. the summer school) has positively or negatively affected you and if so how?

Open ended questions in surveys, Interviews and focus groups, Creative methods, Photo elicitation, Observational research

**Predictive:** Thinking about the potential future outcome of taking part in an activity

What difference does our intervention make to intention to progress in education?

E.g. As a result of x (e.g. the summer school) are you more likely to y (e.g. apply to university). What do you feel you achieved by taking part in this activity?

Post activity questionnaires and surveys, tests of knowledge and understanding

**Evaluative (pre/post):** Documenting impact against a measure

Does attendance at our activity increase students' HE confidence a measurable way?

E.g. How confident do you feel... (e.g. in your ability to progress to university) - repeated before and after participation in an activity

Pre and post questions, tests or surveys or other methods which use rating scales to quantify pre and post intervention changes (e.g. evaluation wheel)

**Process:** Understand the mechanisms at play in successful programmes

What are we doing that is working?

E.g. What's the best thing about this activity? How would you rate x,y,z?

Feedback forms, post activity surveys, interviews, focus groups

# Capturing the benefits



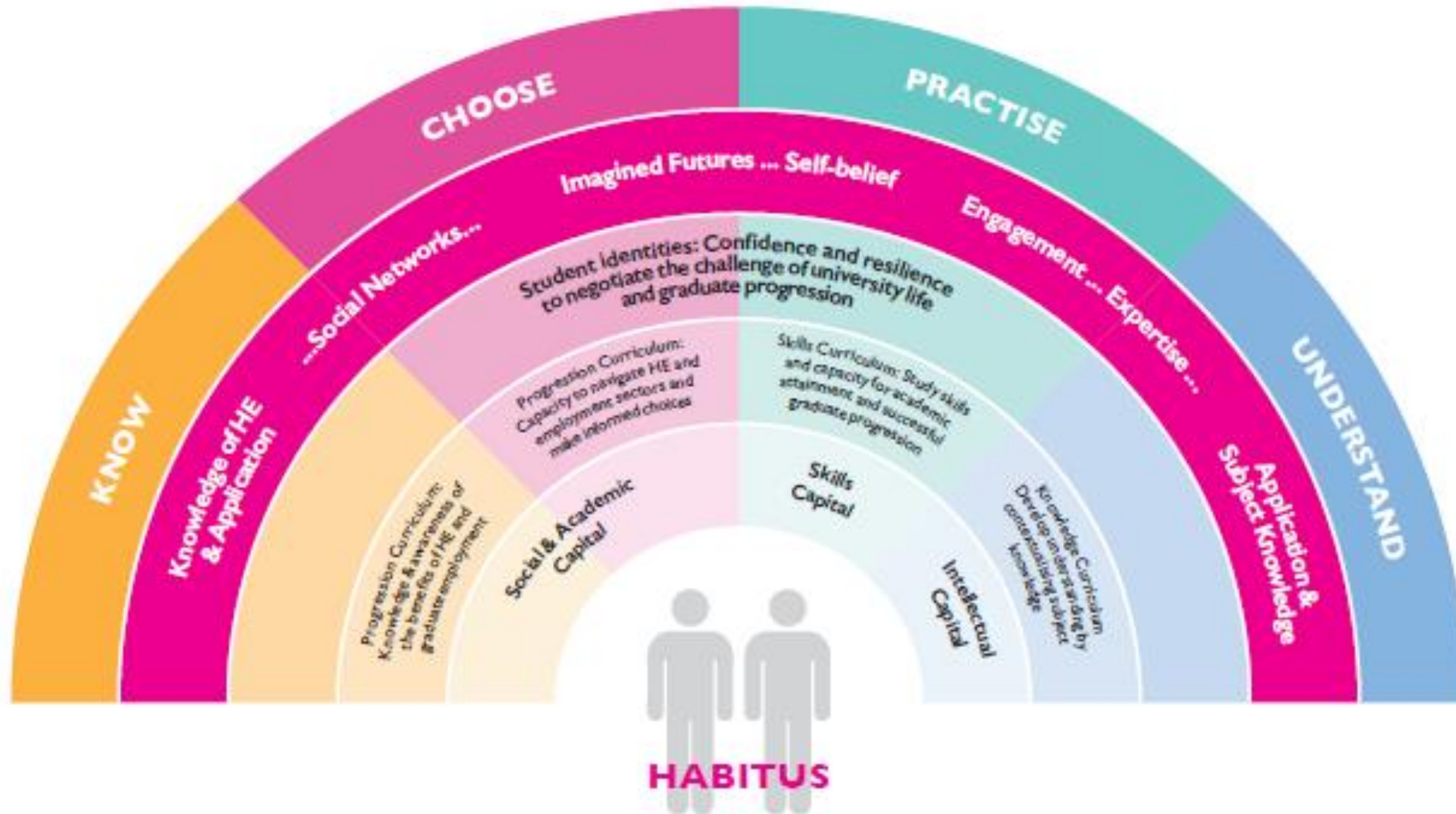
Knowledge & Expertise	Increased knowledge about a subject they have been learning about or proficient in a technical skill
Self-Belief (contextualised)	Feelings about the prospects for success in a specific context
Engagement	Degree of participation shown (level of interest, motivation)
Application	Ability to transfer knowledge/skills to a new situation
Imagine Future	Vision of themselves in a future situation
Social Networks	Linkages made and messages received from others



# BECOME

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Evaluating & Researching University  
Participation Interventions





# Application to the NERUPI objectives – an example

Level 4 – transition to higher education

HABITUS	STUDENT IDENTITIES	BECOME		Imagined future	Expertise	Social Networks
			<b>Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression</b>	<div>Positive induction into student life and the campus/environment at (name of HEI)</div> <div>Develop personal strategies for maximising the benefits of higher education</div>	<div>Becoming familiar with learning and teaching approaches in at (name of HEI)</div>	<div>With academic staff, other university employees and students</div> <div>Mutual support networks</div> <div>Academic and personal support mechanisms at HEI</div> <div>Information, advice and guidance at HEI</div>

# Application to the NERUPI objectives – an example

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Open ended:

How much do you know about the following aspects of higher education? [Nothing A little A lot]

Agreement scale (pre/post):

How much do you think you'd enjoy being a student? Do you feel confident about how you'd cope starting at university? Why/why not?

How students are taught at [HEI]  
What the university expects of its students  
The requirements of my course

I feel confident about meeting people and making new friends  
I am confident other students would support me to succeed at university

# How do you capture the benefits for your participants?

Type	Notes	Collection
Imagined Future	i.e. Beliefs about ability to succeed in a future situation (e.g. as a student)	Individual perspective from self-report measures)
Self-belief	i.e. Beliefs about ability to influence one's future (locus of control, mindset)	Individual perspective from self-report measures)
Engagement (e.g. with academic work)	i.e. Motivation towards academic work and relevant actions	Could be self-reported or include observation measures and reports from those close to the students
Expertise	i.e. Becoming knowledgeable about a topic or proficient in a skill	Objective tests or performance in study-related tasks
Application	i.e. Situating and adapting new information to better understand new situations/the world	Measures of achievement of tasks which demonstrate how learning was applied
Social Networks	i.e. Social capital/networks and linkages for information and support	Finding out from participants or those around them

We shouldn't just rely on self-report measures but surveys and questionnaires are useful to show if the activity delivered what was intended – focused on institutional learning

# Development of the Question Bank

- Individual discussions with practitioners
  - Collection of institutional/regional/national surveys and questions
  - Analysis of the themes and application to the NERUPI framework
  - Discussion with working group members (Uni Connect)
  - Sense checking, testing and revisions
  - On-going refinements
- **A working document**  
**= We need you your feedback & improvements**

# The NERUPI Question Bank

Level	Theory	Curriculum	Key word	Aims	Objectives	Enable students to:
Level Five (Student success in HE)	HABITUS	STUDENT IDENTITIES	BECOME	Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression	Maximise the benefits of university life and successfully progress to graduate employment	Engage with student services and the Students' Union to foster personal wellbeing and development
Level Five (Student success in HE)	HABITUS	STUDENT IDENTITIES	BECOME	Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression	Maximise the benefits of university life and successfully progress to graduate employment	Engage pro-actively with the changing demands of their studies and develop pro-active support-seeking behaviours to ensure their success

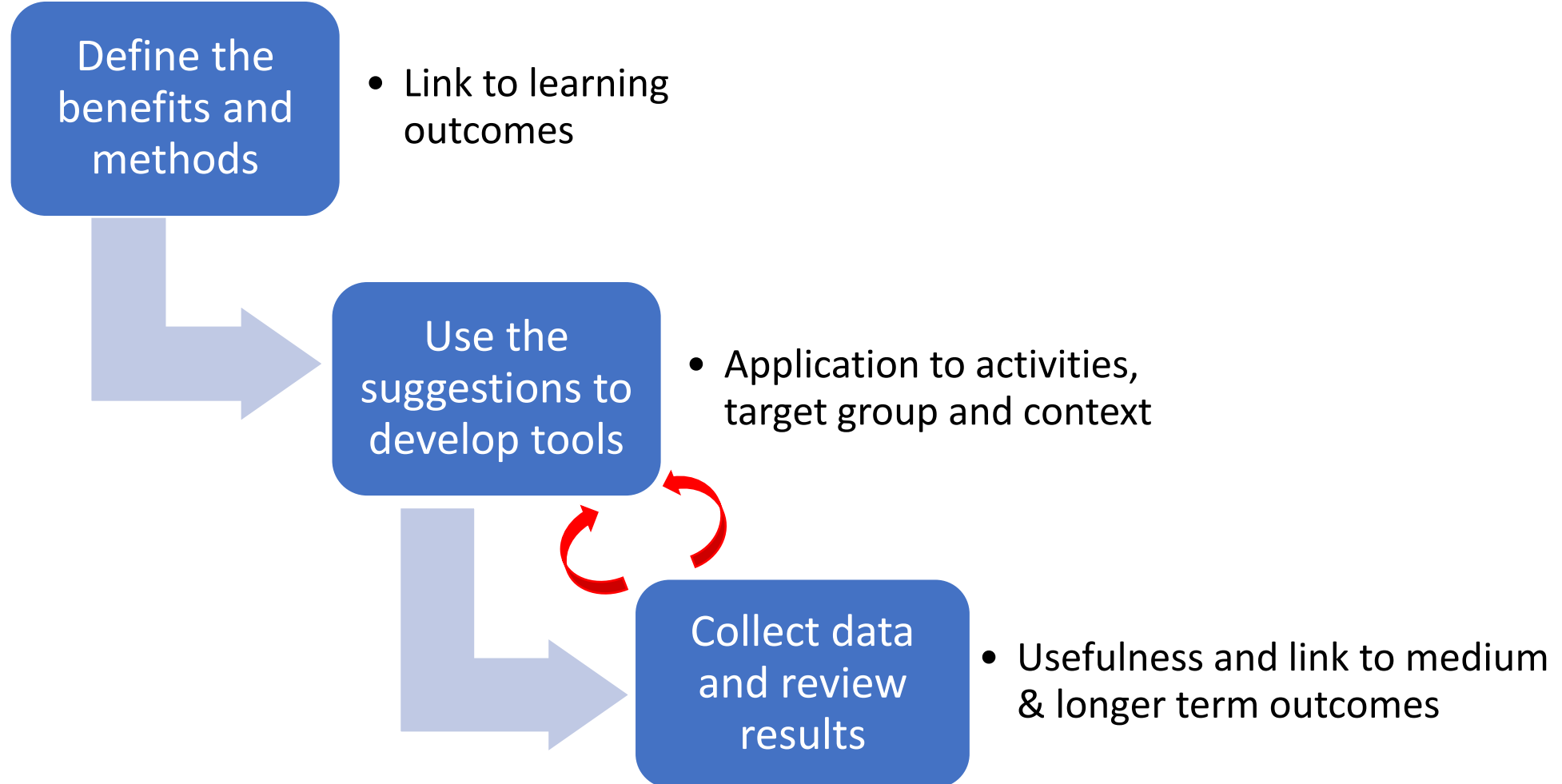
## Question Types

- Exploratory
- Predictive
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- Process

Key word	Aims	Objectives	Enable students to:	Predictive
BECOME	Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression	Maximise the benefits of university life and successfully progress to graduate employment	Engage reflexively with support services and other student to articulate and reflect upon academic identity, belonging and personal development	<p>Star Rating scale:</p> <p>Instructions: Please indicate if [the activity] has assisted you in the following areas by providing a star rating (5 star = assisted you greatly):</p> <div> <span>☆</span> <span>☆</span> <span>☆</span> <span>☆</span> <span>☆</span> </div> <div> 1 2 3 4 5 </div> <p>My understanding of the support available relevant to me</p> <p>My confidence that I would access support if I needed it</p>
BECOME	Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression	Maximise the benefits of university life and successfully progress to graduate employment	Engage pro-actively with the changing demands of their studies and develop pro-active support-seeking behaviours to ensure their success	<p>Agreement scale:</p> <p>Instructions: Following this activity, how much do you agree with the following statements about yourself?</p> <div> Strongly disagree Disagree Neither agree/nor disagree Agree Strongly agree </div> <p>I am more likely than before to access the support services available to me</p> <p>I am more confident than before that I'll get good grades</p>



# How to use the Question Bank



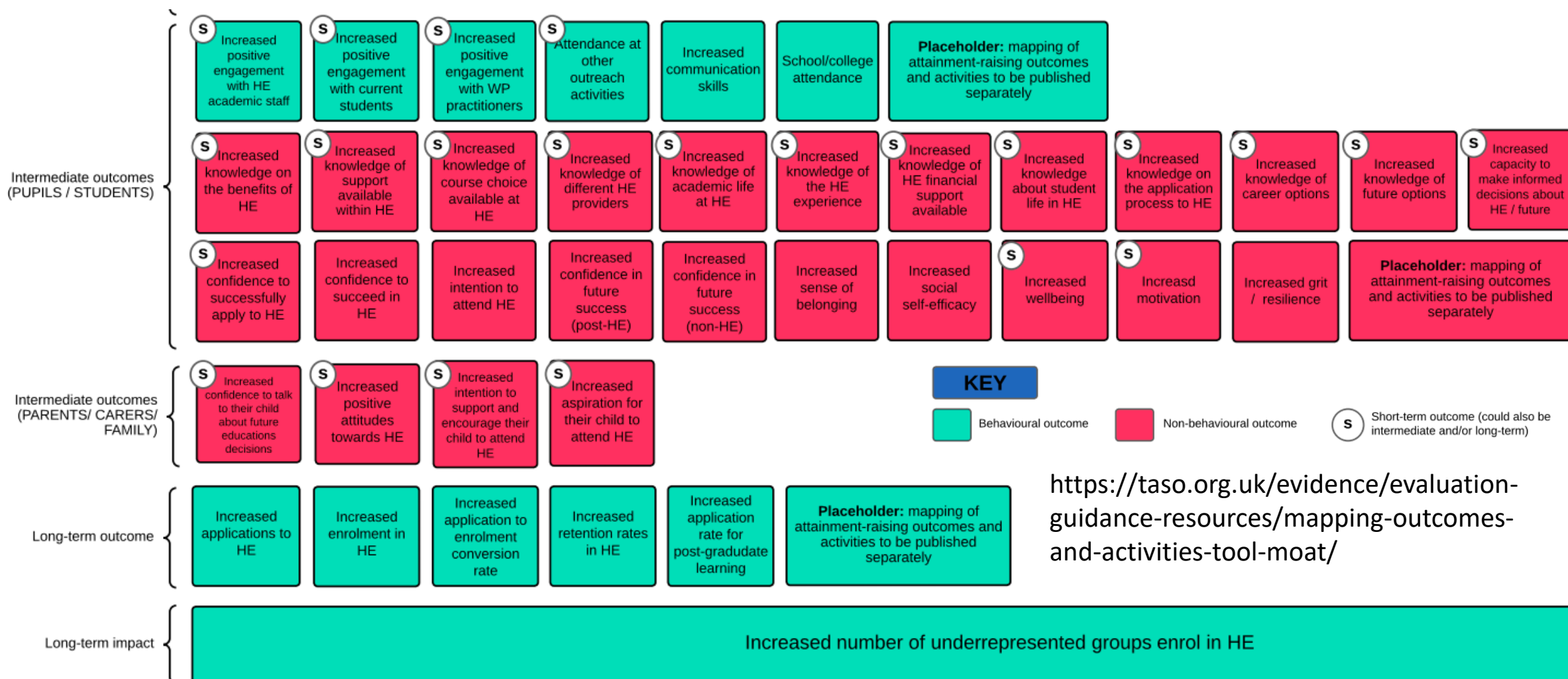
# What the question bank does

- **What the Question bank does:**
  - gives different suggestions relating to different learning aims mapped to the NERUPI framework
  - includes ideas for different types of evaluation questions
  - offers a format for different questionnaire designs (e.g. rating scales)
  - focusing on immediate/short term outcomes
- **What the Question bank doesn't do:**
  - measure progress towards the medium-long term outcomes and impact of the activity

# Mapping Outcomes & Activities Tool (MOAT)

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# Final scales included in the ASQ



Academic self-efficacy



Higher education expectations



Cognitive strategies



Knowledge of higher education



Sense of belonging (pre-entry)



Metacognitive strategies



Sense of belonging (post-entry)

# Measures for outcomes linked to attainment?

Timing:

Tool:

Research question:

Constructs:

**Immediate (post activity)**

NERUPI Question Bank

Did the activity generate the desired benefit(s) that aligns with the activity learning outcomes?

Engagement in learning

Self-belief

Imagined futures

Knowledge & expertise

Application of knowledge

Social capital

**Intermediate**

TASO survey scales for validation

Was there a shift in participants' prospects linked to factors correlated with improved attainment?

Academic self-efficacy

HE expectations

Knowledge of HE

Cognitive strategies

Metacognitive strategies

Sense of belonging – access/pre-entry and success/post-entry

**Longer term**

Tracking (e.g. NPD, HEAT)

Can we identify improvement in attainment above what might be expected?

Key stage attainment results against matched or constructed comparison group



# Question Bank Link

## Members area

<https://www.nerupi.co.uk/members/resources/nerupi-framework-question-bank>

### Related resources



Year 12s personal statements example



Outcomes evaluation and the NERUPI framework: a scenario



More on using the NERUPI question bank

# Group work



## In Pairs

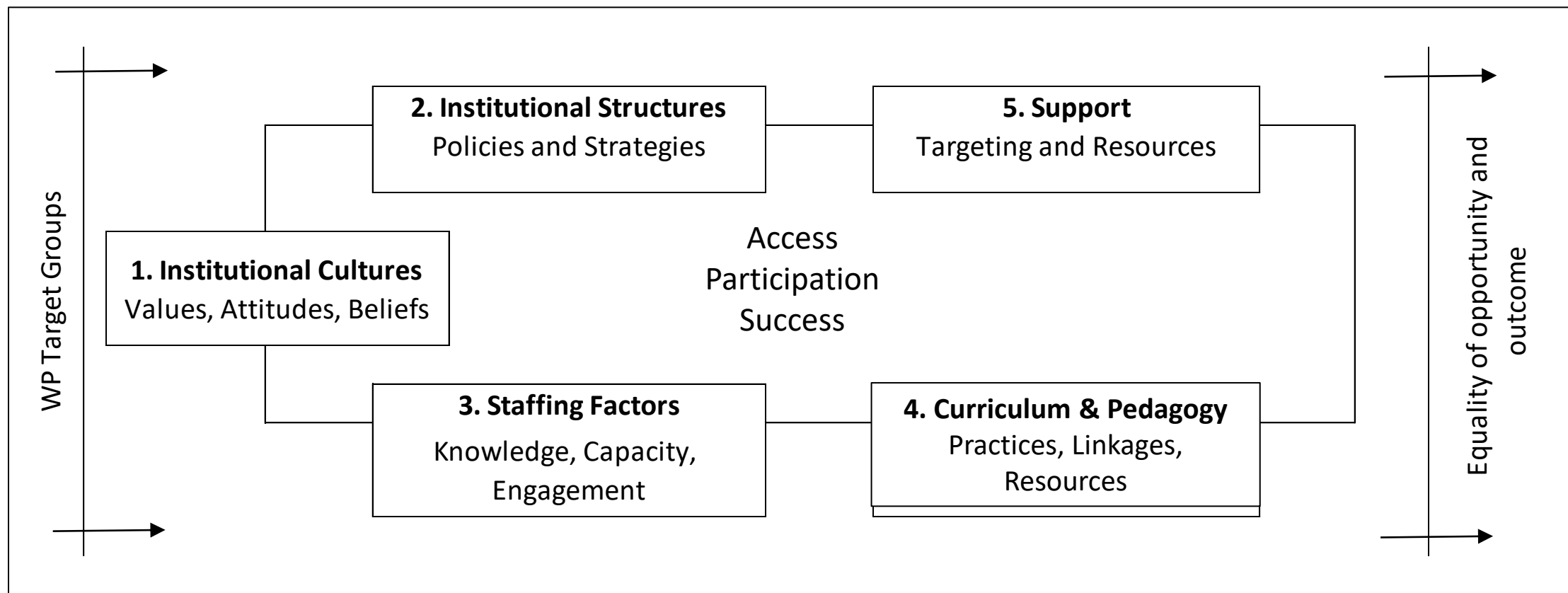
1. Briefly describe an activity that you deliver with one of your target groups
2. What are you hoping the participants will get out of it (i.e. how are they meant to benefit from taking part)?

## How would you categorise the benefit on the Padlet:

3. Knowledge & Expertise?; Engagement?; Imagined Futures?; Self-Belief?; Application?; Social Networks? Other outcomes?
4. What question(s) do you need to ask the participants to assess if the objective was met?

<https://padlet.com/nerupi/4th-october-group-activity-ampvfpiwlfmlb1ff>

# What about institution level changes?



# What about structural benefits – the institution level changes?

- **Institutional cultures:** How institutional values and ethos support access, teaching and learning (e.g. ethos of collaboration, research culture, contribution of students)
- **Policies and strategies,** e.g. equality and diversity, use of data and metrics
- **Staffing factors:** human resourcing (including student support roles), expertise and CPD of staff, framework of support and rewards
- **Curriculum and pedagogy:** principles of design, processes for supporting innovation in curriculum and pedagogy, participatory approaches, personalised learning/support opportunities, technological developments
- **Support mechanisms:** student support and materials/resources, pastoral and academic factors, academic skills support/study skills, peer to peer approaches, identification of needs/targeting

Work in Progress....

# Next Steps

We are looking for volunteers for a working group to consider the institutional factors and how to measure these

Date: 25th October 2023

Time: 14.00-15.30

Location: Online

Please express your interest by responding to the working group invitation we will send after this session.