

Putting NERUPI into practice when working with Service Children

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A bit about me

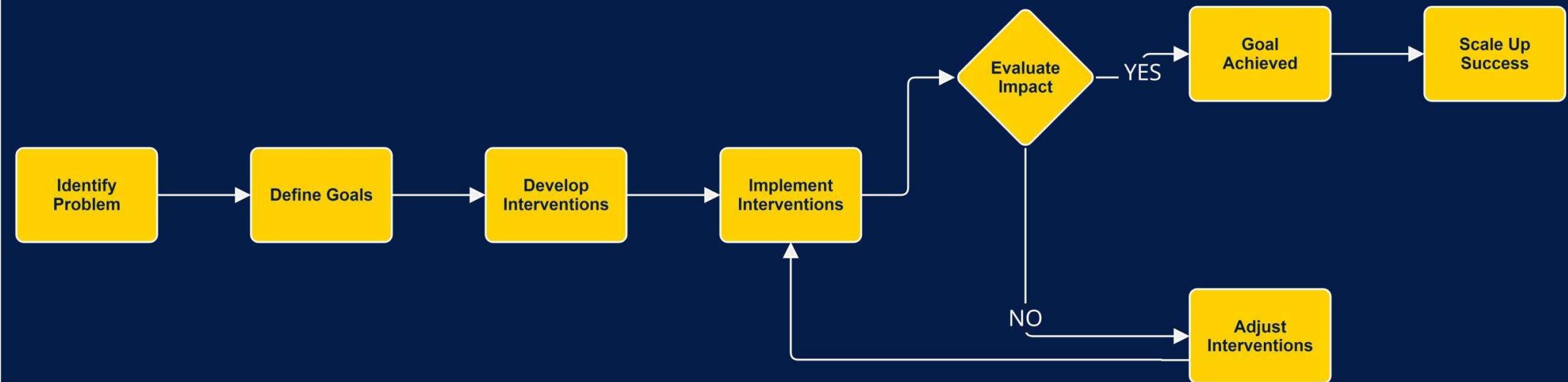
- Head of Schools and Colleges Engagement for ARU
- Lead and author of 'access' element of APP
- Champion for Service Children being added to our contextual offer making criteria
- Lead for East Anglia SCiP Hub
- Collaborator for Creative Forces Days Evaluation Toolkit
- Collaborator for NERUPI Evaluation Toolkit
- Volunteer for the Armed Forces Region of HCPT



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Theory of Change Process



The NERUPI Framework can help with all parts of this process, including developing an intervention-level Theory of Change



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THE Awards 2023
UK SOCIAL MOBILITY AWARDS
TEF 2023 Gold

Service Children progress to Higher Education at lower rates than peers!*

Frequent Relocations

Disrupted education, inconsistent academic progress

Lack of Continuity in Support

Varied levels of school resources, inconsistent educational experiences

Emotional and Social Challenges

Stress from parental deployment, difficulty making new friends

Limited Access to Information

Less awareness of higher education opportunities, challenges in finding financial aid

Financial Constraints

Navigating scholarships and aid can be difficult

* Ministry of Defence. (2020). **Service Children's Progression to Higher Education**. London: Ministry of Defence.



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Define Goals

Improve educational outcomes and progression to Higher Education for Service Children

Build a Strong Community

Bringing together practitioners, researchers, policymakers, and funders to share challenges, solutions, resources, and successes.

Enhance Support

Providing practical tools, training, guidance, and resources to improve the quality and scale of support for service children.

Influence Policy

Using robust research to inform and influence policy decisions that affect service children.

Develop Evidence-Based Practices

Creating a strong evidence base to support effective practices and interventions.

Place Service Children at the Heart

Ensuring that the voices and needs of service children are central to all activities and initiatives.



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Applying the NERUPI Framework

NERUPI Pillar Application to Service Children

Know Provide tailored information about higher education opportunities specifically for service children and their families. Consider hosting these online or creating online resources.

Choose Offer guidance to help service children make informed decisions about their educational pathways. Facilitate exploration of career pathways linked to their unique skills, experience and identity.

Become Develop mentoring opportunities that connect service children with role models who have similar backgrounds. Consider online connections for widening access initiatives.

Practise Create workshops and preparatory courses to help service children develop the skills needed for university success, such as Summer programmes or bridging courses.

Understand Facilitate discussions and activities that help service children understand the university environment and culture. Reflect on the location for these opportunities.



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Applying the NERUPI Framework

Creative Forces Days (CFDs)

Service children: To engage with and participate in a university experience, which allows them to explore their identity and reflect on their future. **Schools:** To build capacity to understand and support their Service children. **Teachers:** To network and reflect on how best to support their Service children.

NERUPI Pillar **Level Two Aim / Objective**

Know Explore academic, social, economic and personal benefits of progressing to Higher Education

Choose Explore differences between study opportunities within subject areas

Become Increase confidence in capacity to progress onto Higher Education

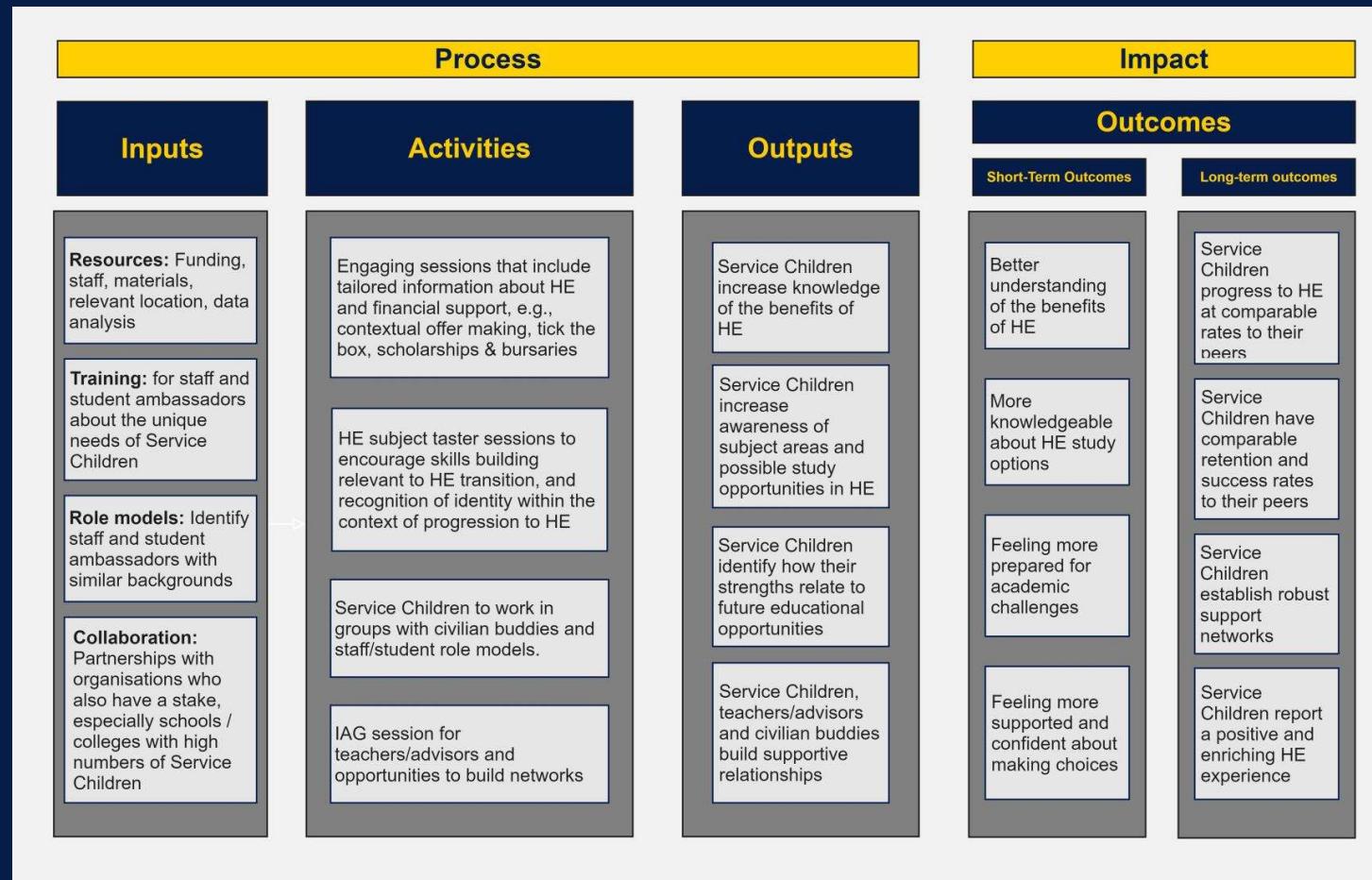
Practise Develop study skills through educational projects which encourage active learning



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Develop Interventions



Know Explore academic, social, economic and personal benefits of progressing to Higher Education

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Applying the NERUPI Framework

Creative Forces Days at ARU Campuses

Time Activity

| | |
|-------|--|
| 9.30 | Arrivals |
| 9.50 | Welcome Talk & Pre-Evaluation |
| 10.20 | Human Bingo |
| 10.40 | Room transition |
| 10.50 | Subject Taster Session |
| 11.20 | Room transition |
| 11.30 | Take Your Place – Careers and Skills Cube Never Such Innocence – Making badges / Fingerprint Keyrings |
| 12.30 | Room transition |
| 12.40 | Lunch time |
| 1.10 | Free time to explore with buddy & student ambassadors |
| 2.00 | Reflection Talk & Post-Evaluation |
| 2.30 | End |



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Applying the NERUPI Evaluation Toolkit

| NERUPI Pillar | Level Two | Measure |
|---------------|---|--|
| Know | Explore academic, social, economic and personal benefits of progressing to Higher Education | Participant Question (pre/post) "I am aware of the benefits of University/Higher Education" |
| Choose | Explore differences between study opportunities within subject areas | Teacher Question (post) "As a result of the Creative Forces Day my students have an increased knowledge of the academic and social benefits of higher education" |
| Become | Increase confidence in capacity to progress onto Higher Education | Participant Question (pre/post) "I know about the different subject areas you can study at university and the different types of higher education course" |
| Practise | Develop study skills through educational projects which encourage active learning | Participant Question (pre/post) "I can imagine myself as a university student when I am older" |
| | | Participant Question (pre/post) "I feel confident talking to an adult at my school about what jobs or careers I can do when I am older" |
| | | Participant Question (pre/post) "I have what it takes to succeed in the job or course I am aiming for in future" |

Reporting 2023-24

What did the students say?

- 82% reported being more aware of the benefits of higher education.
- 77% agreed that they know about the different subject areas you can study at university due to engaging in the CFD.
- 88% reported that they enjoyed the activities with highlights being exploring the campus, getting hands on experience of a university subject, and creating their own badge in reflection of their identity.

“My favourite part of the university visit today was learning what options and choices I have if I attend uni”

Year 10 Service Child

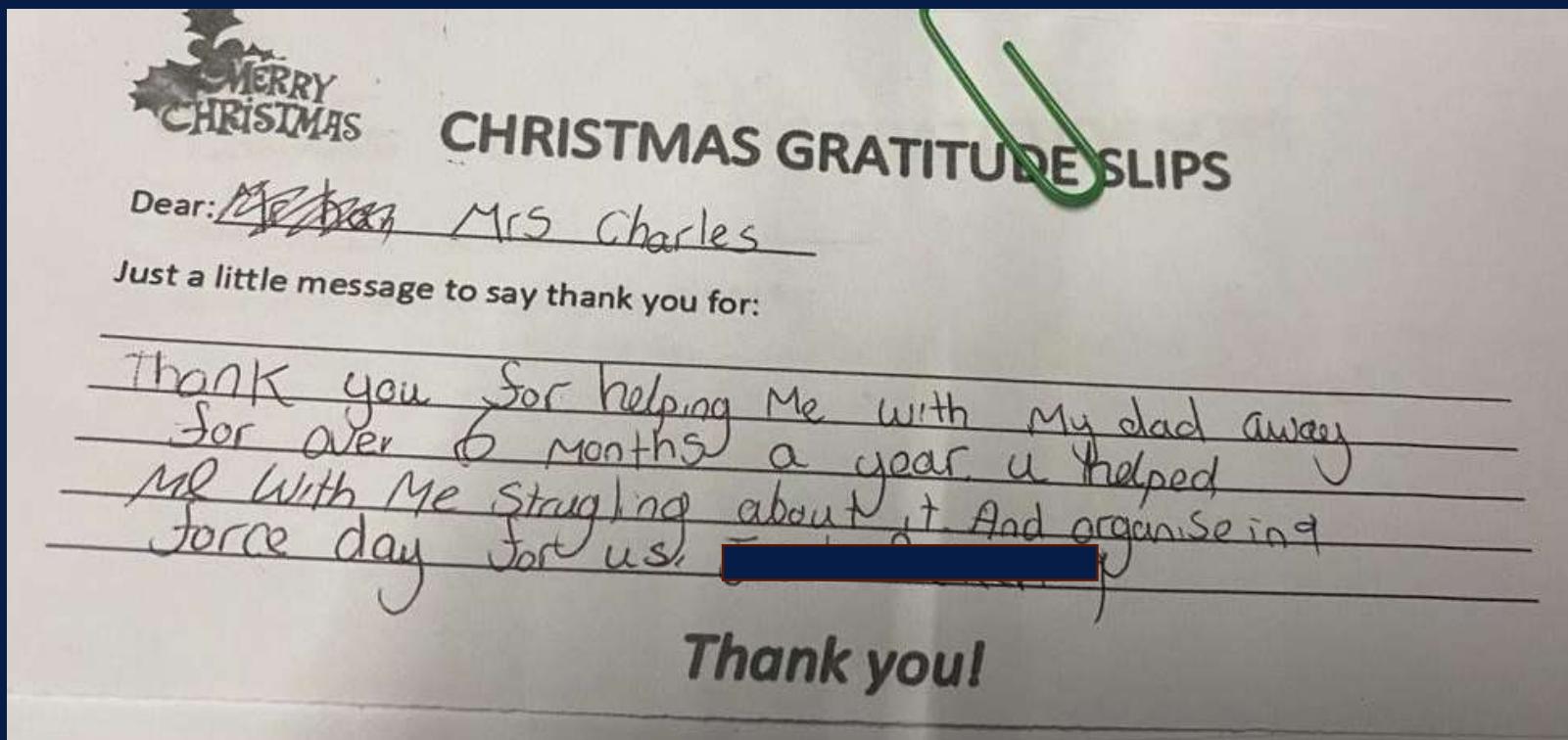
What did the teachers say?

- 77% agreed that Creative Forces Day engaged their students and developed students' familiarity with a university environment.
- 85% agreed that the day increased their students' knowledge of academic and social benefits of higher education.

“Wonderful event! Staff were super kind, welcoming and supportive! Activities were engaging, appropriate and encouraged curiosity!”

Secondary School Teacher

Reporting



Reporting

Short report templates

- School/colleges
- Parents/carers
- Senior leaders
- SCiP Alliance Hub Network for best practice sharing

Successes

- ARU Contextual Offer Making
- ARU APP
- Well-connected Hub network
- Collaborative working
- Responding to NEON's call to action and having Service Children included in EORR

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Questions to the panel and discussion

Using the NERUPI Framework with Service Children programmes



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Group Activity 1 – 20 minutes

Popplebridge

Your Task: Develop a clear and persuasive argument for Popplebridge to include Service Children in their widening participation strategy.

Identify the Challenges: Discuss the specific barriers service children face in accessing higher education. Consider factors such as frequent relocations, emotional stress, and lack of continuity in education.

Propose Solutions: Think about how Popplebridge can address these challenges. What specific interventions or support mechanisms could they implement? How could they adapt existing programmes to better support Service Children? Could the NERUPI Framework help?

Make the Case: Consider the benefits not only for the students but also for the university and the wider community.

Expected Outcomes: Present a summary of your case, including key points and proposed interventions.

Padlet for recording your case!



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Group Activity 2 – 20 minutes

Popplebridge

Your Task: Plan either a primary or secondary intervention strategy for Popplebridge to support Service Children with accessing higher education.

Choose Your Focus: Decide whether your group will develop a primary or a secondary intervention strategy.

Identify NERUPI Aims and Objectives.

KNOW: What information do service children need about higher education?

CHOOSE: How can we help them make informed choices about their education and career paths?

BECOME: How can we support their personal development and sense of belonging in higher education?

PRACTISE: What skills do they need to develop to succeed in higher education?

UNDERSTAND: How can we help them connect their existing knowledge to higher education contexts?

Theory of Change: Outline the steps and activities your intervention will include using the MIRO board template.

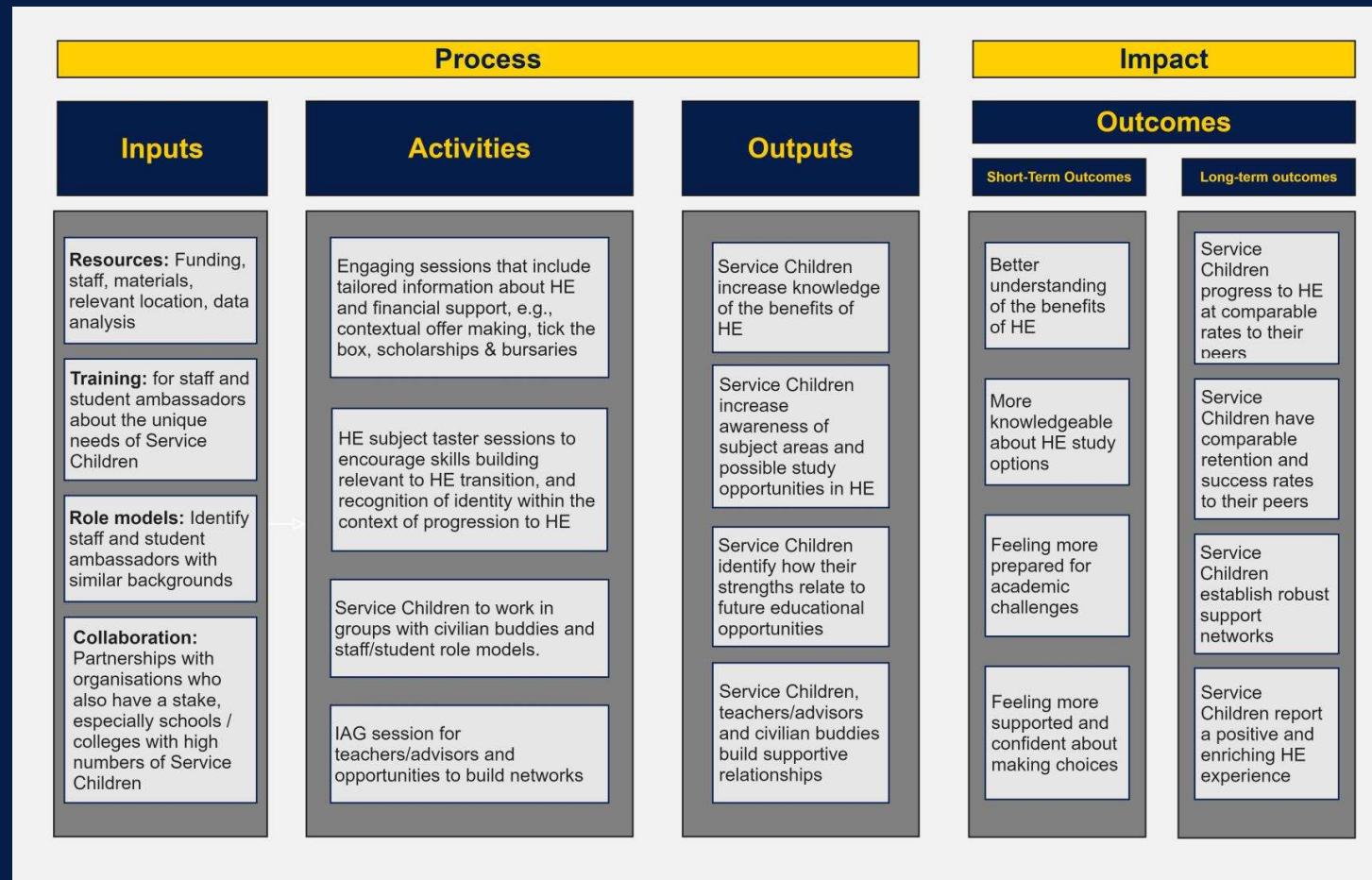
Expected Outcomes: Each group should have a clear and detailed plan for their chosen intervention strategy, including identified NERUPI aims and objectives and a completed Theory of Change template.



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THANK YOU



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Service Children's Progression
 