

NERUPI

NERUPI Framework in Action

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NERUPI *evaluation*
FRAMEWORK

NERUPI Framework

The NERUPI Framework for evaluation of WFP interventions helps you to:

- Design / Plan
- Evaluate / Learn
- Report / Communicate / Re-design

Action research reflective cycle for WP

ANALYSIS

theory - OfS policy
– local context -
data - knowledge

COLLECT DATA

Monitoring – tracking
– related stats –
process - impact

ACTION

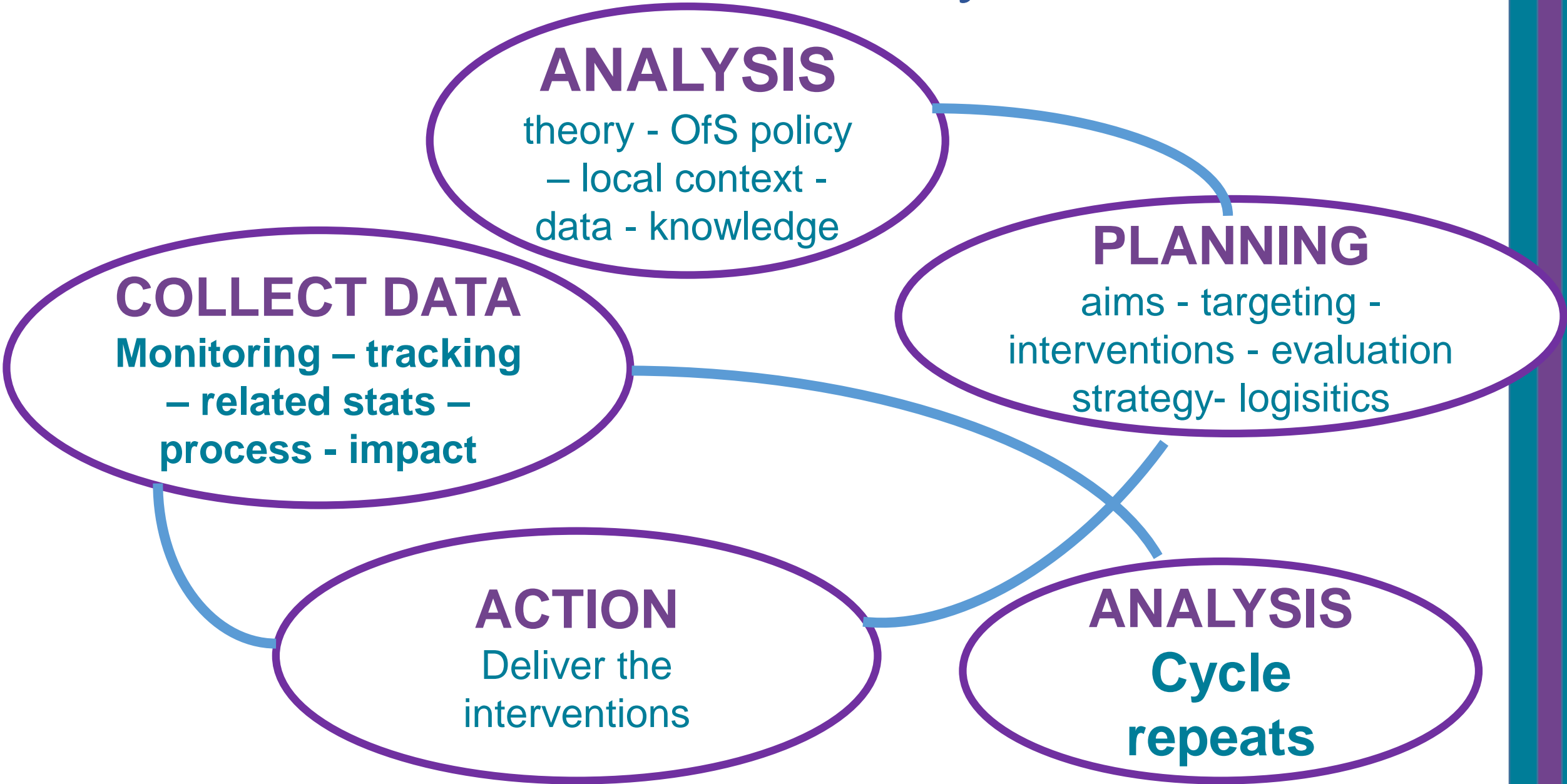
Deliver the
interventions

PLANNING

aims - targeting -
interventions - evaluation
strategy- logistics

ANALYSIS

**Cycle
repeats**



NERUPI Framework

It does this by providing:

- A robust, praxis-based framework to rationalise your programme and activities
- Overarching aims and progressive objectives (or learning outcomes) to measure against
- A clear and simple framework and a common language to communicate with different audiences

NERUPI Framework

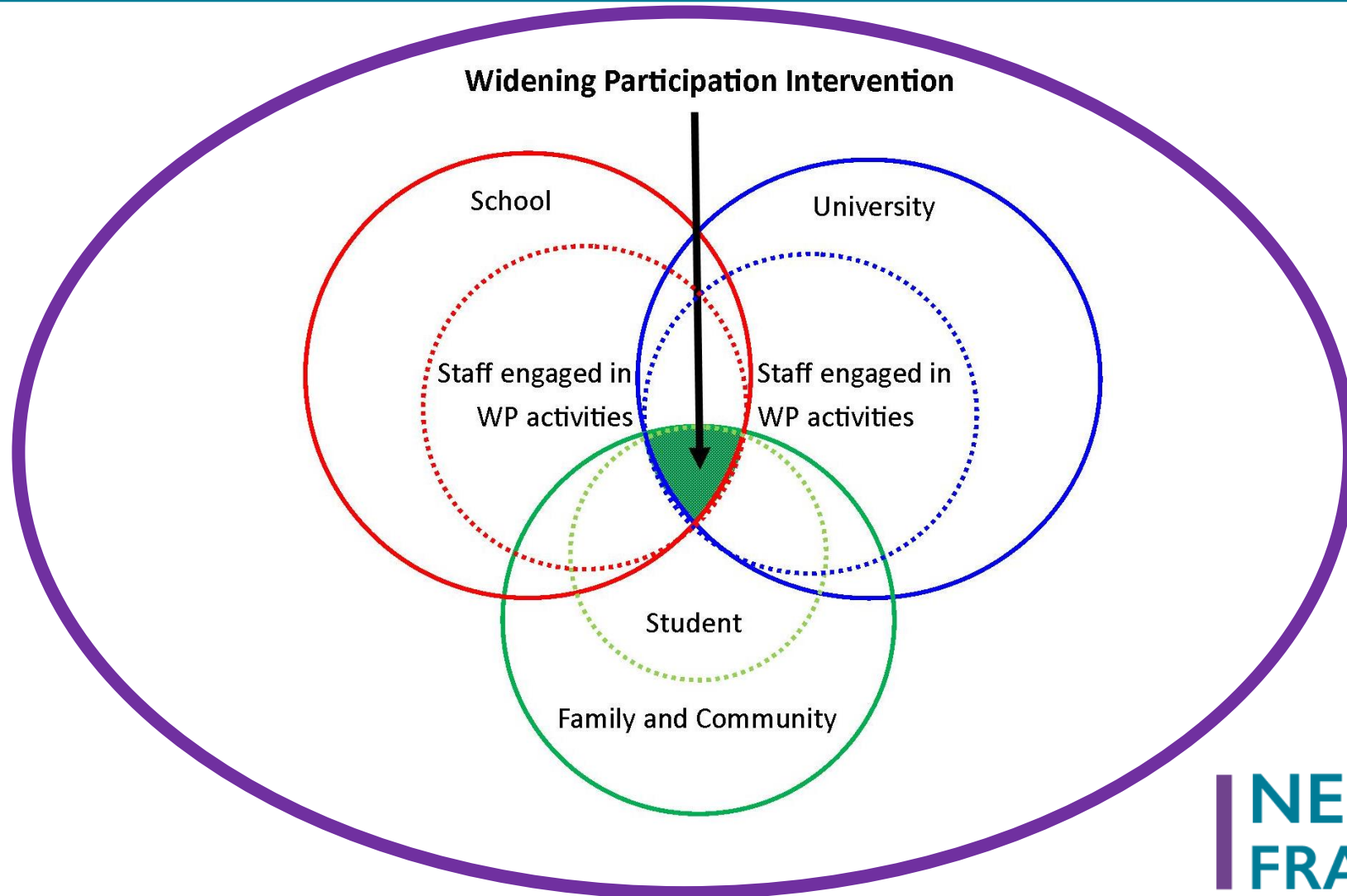
Further, the NERUPI Network supports you with:

- Designing your programme and activities
- Evaluation approaches and methods
- Producing research and evaluation reports
- Collaborative projects

Designing / Planning Programmes / Activities

- Mapping against objectives and levels
- Identifying gaps and opportunities
- Context and priorities
- Linking
- Bottom up – start with what you do – or top down – start with the Framework

Context & the field of HE progression



Considering the context

NERUPI: PRAXIS

Research

Insights from
Practice

National
Policy

Local
economy &
communities

HEI's
Mission &
APP targets

Local
Education

Evaluators &
researchers

Organisers of
interventions

HE staff &
students

Understanding
the challenge

Understanding the
processes involved in
bringing about the
change

NERUPI *evaluation*
FRAMEWORK

Designing / Planning Programmes / Activities

- What do we want? – aims and objectives
- Why do we want it? – underpinning evidence and research
- How do we get it? – interventions and specific elements of them
- How do we know when we've got it? – evaluation...

Evaluating and Learning

- Under each overarching aim and at each level, the Framework provides a set of objectives or learning outcomes
- These help you to focus on what the activity (or project, or programme) is about – what ‘change’ you want to see
- From my old teaching days: *‘by the end of this session participants will...’*

EXAMPLE - Level 2 (Access)

What do we want? Aims and Objectives

- **Aim (Know):** Develop students' knowledge and awareness of the benefits of higher education and graduate employment
- **Specific Objective:** Explore benefits of higher education in terms of personal development and cultural enrichment
- Need to drill down a bit, be more explicit. So, some questions for you...

QUESTIONS

What do we want? Aims and Objectives

- What does ‘personal development and cultural enrichment’ mean exactly...?
- What ‘change’ do we want to see – ‘*By the end of the session participants will...?*’
- What activity / elements might bring about this change?

PLANNING: implement intervention

Target group
characteristics

Aims

Defining your
interventions

Pedagogy

Curriculum

Understanding the
processes involved in
bringing about the
change

Organisation
& logistics

Embed
research and
evaluation

NERUPI *evaluation*
FRAMEWORK

EXAMPLE – Level 2 (Access)

How do we get it? Interventions and their Elements

- **Intervention:** Year 10/11 Summer School
- **Specific elements:** engaging with student mentors, ambassadors and other participants from different backgrounds and cultures; SU talk on extra-curricular / travel opportunities and the Extra-curricular Student Award Scheme ; International Night & Barbecue

How do we know when we've got it? Evaluating 'Change'

- **Change:** participant will better appreciate opportunities in HE for personal development and cultural enrichment such as extra-curricular activities, clubs and societies, international opportunities and mixing with students from different backgrounds and cultures
- **Evaluation methods...**

Questions

How do we know when we've got it? Evaluating 'Change'

- What evaluation methods could you use to capture this potential change?
- Which methods would be the most effective?

EXAMPLE - Level 5 (Student Success)

What do we want? Aims and Objectives

- **Aim (Choose):** Develop students' capacity to navigate Higher Education and graduate employment sectors and make informed choices
- **Specific Objective:** Access social and leisure, and extra-curricular opportunities, and pursue personal interests

EXAMPLE – Level 5 (Student Success)

How do we get it? Interventions and their Elements

- **Intervention:** ‘Your SU’ project in Year 1 for target groups
- **Specific elements:** engaging with SU student buddies; SU clubs and societies open evening; clubs and societies fee waivers and small grants fund for equipment, etc.; Extra-curricular Student Awards Scheme

How do we know when we've got it? Evaluating 'Change'

- **Change:** targeted students will engage more in SU clubs and societies and feel more confident about this; they will take part successfully in the ECSA Scheme
- Evaluation methods...

Questions

How do we know when we've got it? Evaluating 'Change'

- What evaluation methods could you use to capture this potential change?
- Which methods would be the most effective?

Type of intervention	A/P	Monitor	Track	Process	Impact
Long-term or multi-activity outreach	A				
Residential (outreach)	A				
Mentoring, tutoring, PAL	A/P				
Campus visits	A				
One-off HE info, UCAS, taster	A				
HE Fair, Open day; School Assembly	A				
Subject specific support	A/P				
Academic Skills provision	P				
Support for specific groups e.g BAME, women in STEM, WWVC	A/P				
Employment & progression provision	P				
Residential (pre-sessional/undergrad)	P				
Third sector provider	A/P				

Level Four (Transition)

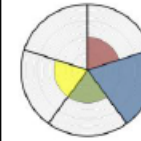
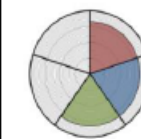
			Aims	Objectives <i>Enable students to:</i>	Activities	Evaluation							
SOCIAL AND ACADEMIC CAPITAL	KNOW PROGRESSION CURRICULUM	Develop students' knowledge and awareness of the benefits of higher education and graduate employment	Increase awareness of study options, social and leisure facilities, and career opportunities for students	Discover course options and placement opportunities at (name of HEI)									
			Discover social and leisure, and extra-curricular opportunities at (name of HEI)										
			Discover careers information, advice and guidance services at (name of HEI)										
			Discover academic and information services, facilities and resources at (name of HEI)										
			Investigate opportunities available to students and make informed choices that align with personal interests and career aspirations	Identify appropriate course and placement options at (name of HEI)									
	CHOOSE PROGRESSION CURRICULUM	Develop students' capacity to navigate Higher Education and graduate employment sectors and make informed choices	Identify appropriate academic skill development and personal support services at (name of HEI)	Identify appropriate social and leisure, and extra-curricular opportunities at (name of HEI)	Identify appropriate financial and budgeting support services at (name of HEI)	Identify appropriate careers advisory and student employment services at (name of HEI)							
			Embrace the challenge of Higher Education and make a successful transition to university	Experience a positive induction into student life and the campus/environment at (name of HEI)	Experience a positive introduction from academic staff, other university employees and students	Establish positive relationships with academic staff, other university employees and students	Become familiar with learning and teaching approaches in at (name of HEI)	Develop personal strategies for maximising the benefits of higher education	Access appropriate academic and personal support mechanisms at (name of HEI)	Access the information, advice and guidance needed to make a successful transition at (name of HEI)			
			Identify and develop skills and capacities needed to achieve academic success	Identify specific skills and capacities needed to succeed on their course and in their subject area	Map existing skills and identify areas for skill development	Engage with appropriate academic skills support and develop academic capacity	Identify and develop the skills to engage effectively with university learning and teaching formats	Develop the skills to communicate effectively in university settings.	Develop the skills to work independently, direct their own study and manage their workload	Develop the capacity to work collaboratively in a variety of group settings			
			(a) Situate existing knowledge within wider fields of knowledge and apply to other contexts	Experience a positive introduction to the HEI as a research and learning environment	Experience a positive introduction to the HEI's Library and information resources	(b) Situate existing knowledge and interests within the context of university course and subject area	Experience a positive introduction to Library subject resources, unit outlines, reading lists and academic literature	Experience an accessible and challenging curriculum offer relevant for a 21 st globalised world	Experience a positive introduction to degree programmes, unit outlines, assignment briefs etc.	Experience a positive introduction to research areas within their schools and faculties, department events and seminars	Access and experience appropriate attainment-raising interventions		
			UNDERSTAND KNOWLEDGE CURRICULUM	Develop students' understanding by contextualising subject knowledge and supporting attainment raising									

NCOP FutureHY Progression Framework



Level 1 (Year 9)

<u>Level 1 (Year 9)</u>		Social and Academic Capital					Habitus		Skills Capital		Intellectual Capital		
		Know PT1. Develop students' knowledge and awareness of the benefits of higher education and graduate employment			Choose PT4. Develop students' capacity to navigate Higher Education and graduate employment sectors and make informed choices		Become PT.7 Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression		Practise PT9. Develop students' study skills and capacity for academic attainment and successful graduate progression		Understand PT10. Develop students' understanding by contextualising subject knowledge and supporting attainment raising		
Activity	Description	Understand how GCSE study relates to Higher Education and future career opportunities			Choose GCSE subject choices that correspond with personal and career interests		Explore how personal circumstances, interests and characteristics influence academic and employment aspirations		Identify skills and capacities they will need to develop to achieve future aspirations		Consider how GCSE subject knowledge can be applied and developed in post-16 educational and employment contexts		Access and experience appropriate attainment-raising interventions
		Reflect on Post-16 options and benefits of Higher Education	Understand how GCSEs Relate to post-16 study	Understand how Higher Education relates to future career opportunities	Consider GCSE qualifications within the context of academic, vocational and 'work-based' post-16 progression routes into Higher Education.	Consider routes through Higher Education into careers, occupations and job families	Reflect on personal circumstances, interests, characteristics and aptitudes and how they are influencing academic and employment aspirations	Identify personal qualities, strengths and attributes that are required to realise future ambitions.	Reflect on existing skills, capacities and areas of expertise	Reflect on skills, capacities and expertise needed to progress towards future ambitions	Consider how GCSE subject knowledge can be developed and applied within a variety of post-16 settings	Relate GCSE subject knowledge to university subject areas	
1.1. Programme Launch Event	An interactive launch event for students in Year 9 to welcome them to FutureHY. Students will take part in activities about Higher Education and learn more about the programme.												
1.2. Campus Visit	A visit to a partner HE provider to familiarise Year 9 and 10 students with the HE environment.												
1.3. STEM for Girls Workshop	"People like me" sessions for female students in Year 9, designed to encourage them to consider STEM courses and careers. Delivered by NYBEP with female STEM Ambassadors from local employers												
1.4 Mentoring	A 10 week programme for students in Year 9 to help them make confident GCSE choices. Students will be mentored by undergraduates from our partner HE institutions.												
1.5. GCSE Option Support	A workshop or presentation to provide information and advice on choosing GCSE options												





WIN activities

Making decisions about your future takes some thought. WIN activities help you to consider the options and find out whether higher education is for you. WIN has five strands of activity to provide you with the support you need to make the right choice. You can take part in workshops, visits, trips, skills sessions, residentials and personalised careers advice.

"I have many friends who regret not going to university. For me this was the best decision that I have ever made."

"University has made me the person I am today because of the amount of independence that you gain from the experience."

"I didn't expect that some research I was involved in could help people's lives."

1 Finding out about higher education

- Explore what higher education can offer you
- Hear about funding support for students
- Find out about career opportunities for graduates



2 Making the right choice

- Benefit from individual careers advice and guidance
- Learn how to choose the right higher education course for you
- Learn how to write a UCAS application that reflects your strengths and abilities



3 Preparing for higher education

- Find out how to make the most of your experience in higher education
- Develop your independence through residentials and engaging activity sessions
- Get to know students from all walks of life

4 Improving your study skills

- Attend sessions that give you time and space to complete your assignments and coursework
- Take part in revision sessions to prepare for your exams and get the best grades



5 Following your interests

- Access subject specific workshops to explore your subject at a higher level
- Visit universities and colleges to investigate the next steps in your subject
- Share your interests and enthusiasm through student-led clubs at your college

UUK* figures from 2014/15 show that 90% of all graduates were in work or further study within six months of graduation.

Graduates only start repaying their loan once they are earning over £21,000 a year. (Source: Student Finance England)

UUK* reports show that graduates earn more than non-graduates over a lifetime even when the cost of tuition fees, student loans and taxes on earnings are taken into account.

UUK* reports show that graduates have greater life satisfaction than non-graduates independent of income; 77% with a degree as opposed to 66% with A-levels or equivalent.