

Matching WP activities to NERUPI aims

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- London Met since 2002
- We started in 1848!
- 14,000 UK-based students (24,000 total)
 - 71% mature students
 - 66% global majority learners
 - 54% IMD quintile 1 and 2
 - 95%+ UK students meet 1+ WP criteria
- Strong access record
- APP 25-29 – our very first access objective!

Why we used NERUPI

- Tiny team of 3 practitioners
- Varied professional / academic backgrounds
- Limited academic / evaluation support (before)
- Provided academic grounding
- Easy to input / read step-by-step
- Compatibility and consistency



Level 1 – Team programmes overview. From this to...

	Stage 0 (roughly equates to YG 5-6) Enable participants to:	Primary programme	Stage 1 (roughly equates to YG 7-9) Enable participants to:	Saturday Club
KNOW				
Programme Aim 1: Develop students' knowledge and awareness of the benefits of higher education and graduate employment				
Key Learning Objective	Experience a positive introduction to Higher Education	yes	Understand how GCSE study relates to HE and future career opportunities	yes
Sub-Objectives	Find out about HE	yes	Reflect on post-16 options and the benefits of HE	yes
	Explore a university campus or HE environment	yes	Understand how GCSE study relates to post-16 study	
	Speak to University Students (first hand info)	yes	Understand how HE relates to future career opportunities	yes
			Speak to University Students (first hand info)	yes
CHOOSE				
Programme Aim 2: Develop students' capacity to navigate higher education and graduate employment sectors and make informed choices				
Key Learning Objective	Identify link between HE and careers	yes	Choose GCSE subjects that correspond with their personal and career interests	yes
Sub-Objectives	Discover how school is linked to FE and HE		Consider GCSE qualifications within the context of academic, vocational and 'work-based' post-16 progression routes into HE	
	Discover how HE is linked with certain careers and occupations	yes	Consider routes through HE into careers, occupations and job families	yes

(You do not need to be able to read this)

Closer look and reflections

Gaps / assumptions = can we make improvements?


	Stage 1 (roughly equates to YG 7-9) Enable participants to:	Level 7 Up Transition Years 6-9	Sat Club Art and Design	
BECOME Programme Aim 3: Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression				
Key Learning Objective	Explore how personal circumstances, interests and characteristics influence academic and employment aspirations	Y	? - add	
	Reflect on personal circumstances, interests, characteristics and aptitudes and how they are influencing academic and employment aspirations	Y	? - add	
	Identify personal qualities, strengths and attributes that are required to realise future ambitions	Y	? - add	



Benefits of a single map

- Easy-to-read overview
- Shareable with other departments (and OfS)
- Used in annual reflexive cycle
- Strengths and gaps

Caveat – we can't do everything!

Level 2 - In-depth mapping of a single programme

 **NERUPI Network**
Evaluating & Researching University
Participation Interventions

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THE REFLEXIVE CYCLE TOOLKIT

Basics ▾ Strategic Context ▾ Planning ▾ Evaluation ▾ Learning ▾

NERUPI Framework mapping templates (including Framework templates mapped to EORR risks)


< RESOURCES

Type: Template

The NERUPI Framework is available as an Excel template which you can use to map your programme(s) to the NERUPI aims and objectives and create a planning document which gives an overview of the programme and its evaluation.


Download Excel document for mapping purposes: [NERUPI Framework V.20 mapping template \(2019-20\)](#).

Download Excel document for mapping purposes: [NERUPI Framework V.20 mapping template with evaluation summary \(2023-24\)](#).



NERUPI Framework Level 3
(A-level and equivalent study - post-16)

Programme	NERUPI Aims and Objectives	NERUPI Objectives	NERUPI Outcomes
Programme 1
Programme 2
Programme 3
Programme 4
Programme 5
Programme 6
Programme 7
Programme 8
Programme 9
Programme 10
Programme 11
Programme 12
Programme 13
Programme 14
Programme 15
Programme 16
Programme 17
Programme 18
Programme 19
Programme 20



Related resources
Programme planning:
mapping aims and
objectives

In-depth mapping of a single programme

NERUPI Framework Level I (pre-GCSE and equivalent study / year group 8-9)		Go To:	Aim_KNOW
			Aim_PRACTISE
Objectives <i>The main objectives are in bold with specific objectives below. Remember that an intervention does not have to include all the NERUPI objectives. You can also include additional objectives relevant to your context.</i>	Programme <i>Write over the boxes below to give a brief overview of your programme and the individual interventions or activities within it which include the objective.</i>	<i>Tick the evaluation components you use and the evaluation methods.</i>	
Aim: KNOW Develop students' knowledge and awareness of the benefits of higher education and graduate employment		Short Term Benefits	
Enable students to understand how GCSE study relates to higher education and future career opportunities	Upward Bound - 2 year (60 x Saturdays, plus residential) programme,		
Enable students to reflect on post-16 options and benefits of higher education	Careers days x 2 (Year 9 and 10). HE talks	Which evaluation method(s)?	
Enable students to understand how GCSE study relates to post-16 study	Careers days x 2 (Year 9 and 10). HE talks	Which evaluation method(s)?	
Enable students to understand how higher education relates to future career opportunities	Careers days x 2 (Year 9 and 10). HE talks	Which evaluation method(s)?	
Additional objective	Which activity/ies within the programme?	Which evaluation method(s)?	


Mapping a single programme – Upward Bound







Mapping a single programme – Upward Bound

Aim: KNOW Develop students' knowledge and awareness of the benefits of higher		Short Term Benefits	Medium Term Outcomes	Long Term Impact
Enable students to explore academic, social, economic and personal benefits of progressing to higher education	Upward Bound - 2 year (60 x Saturdays, plus residential) programme,	y	y	y
Enable students to discover academic and social benefits of higher education	Careers days (Year 9 -10) x 2 HE talks Peer mentor (Year 12-13) workshops Near-peer interactions with student ambassadors	Careers day feedback Annual focus groups Biannual questionnaire (inc NERUPI question bank) HEAT tracking		
Enable students to understand economic benefits of higher education and career opportunities for graduates	Careers days x 2 (Year 9 and 10). Near-peer interactions with student ambassadors SCDM summer show	Careers day HE session feedback Biannual questionnaire (inc NERUPI question bank)		

Bonus quick win - HEAT


London Metropolitan
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Activities  [Go back to activities](#)HE Subject Insight, National Saturday Art and Design Club, National Saturday Art and Design Club 2024.25 #00052345 [General](#) [Logistics](#) [Contacts](#) [Partners](#) [Beneficiaries](#) [Students](#) [Sessions](#) [Surveys](#) [Evaluation](#) [Ambassadors](#) [Work Opportunities](#) [Notes](#) [Custom](#) [Audit](#)


NERUPI

Please leave any aims that do not apply as 'unknown' instead of 'no'.

Theory for practitioners

[Basics](#) [Strategic Context](#) [Planning](#) [Evaluation](#) [Learning](#)

Basics



The Theories



Research into unequal educational outcomes for different socio-economic groups has been a central area of inquiry for those interested in social justice and education. NERUPI draws on this vast body of research and theory into educational inequalities to inform our work in improving access, participation and progression in higher education. While research does not always offer practical solutions it can develop our understanding of complex areas such as the impact of class, 'race' or gender on educational attainment, improving our practice and

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- [The NERUPI Framework](#)
- [Praxis Teams & Stakeholders](#)
- [Framework](#)

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Research article

Theory, evaluation, and practice in widening participation: A framework approach to assessing impact

Abstract

The English higher education (HE) system is deeply stratified, with younger students from more privileged backgrounds comprising the majority of the student population. Over the last 15 years considerable investment has been made to widen participation but attempts to evaluate these initiatives and demonstrate impact have presented a major challenge for the HE sector. This paper explores the development and application of a framework for evaluating and researching university-led interventions. Drawing largely on the theoretical work of Bourdieu it provides a basis for designing and evaluating programmes and activities to develop student cultural capital and habitus, and foster agency and a sense of belonging in HE settings.

Keywords: WIDENING PARTICIPATION, EVALUATION, RESEARCH, IMPACT, REFLEXIVITY, BOURDIEU

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Questions?

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