

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



...this!

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

Programme title & Learning objectives		Stage 0 (mapping requires in YG/SL)		Stage 1 (mapping requires in HQ/TL)		Stage 2 (Transition Years A/B)		B. Assessment		C. Curriculum		Stage 3 (mapping requires in HQ/SL/TL)		D. Resources		Stage 4 (mapping requires in HQ)		E. Learning		F. Participants		G. Stakeholders		
		Stakeholders involved	Activities	Stakeholders involved	Activities	Stakeholders involved	Activities	Stakeholders involved	Activities	Stakeholders involved	Activities	Stakeholders involved	Activities	Stakeholders involved	Activities	Stakeholders involved	Activities	Stakeholders involved	Activities	Stakeholders involved	Activities	Stakeholders involved	Activities	
Programme title & Learning objectives	Programme title & Learning objectives																							
Key Learning Objective	Explain a positive introduction to higher education	Y	Y	Understand how GCE/IB study relates to HE and future career opportunities				Y	Y	Explain academic, social, economic and personal benefits of progressing to HE			Y	Investigate course and placement options, and social and leisure opportunities in HE		Y			Y	Provide students to increase awareness of study options, social and leisure opportunities and career opportunities for students		Y	Provide students to increase awareness of study options, social and leisure opportunities and career opportunities for students	
	Understand how GCE/IB study relates to HE and future career opportunities	Y	Y	Understand how GCE/IB study relates to HE and future career opportunities				Y	Y	Understand how GCE/IB study relates to HE and future career opportunities			Y	Investigate course and placement options, and social and leisure opportunities in HE		Y		Y	Provide students to increase career options and placement opportunities on year 11		Y	Provide students to increase career opportunities and placement opportunities on year 11		
	Understand how GCE/IB study relates to HE and future career opportunities	Y	Y	Understand how GCE/IB study relates to HE and future career opportunities				Y	Y	Understand how GCE/IB study relates to HE and future career opportunities			Y	Investigate course and placement options, and social and leisure opportunities in HE		Y		Y	Provide students to increase career opportunities and placement opportunities on year 11		Y	Provide students to increase career opportunities and placement opportunities on year 11		
	Understand how GCE/IB study relates to HE and future career opportunities	Y	Y	Understand how GCE/IB study relates to HE and future career opportunities				Y	Y	Understand how GCE/IB study relates to HE and future career opportunities			Y	Investigate course and placement options, and social and leisure opportunities in HE		Y		Y	Provide students to increase career opportunities and placement opportunities on year 11		Y	Provide students to increase career opportunities and placement opportunities on year 11		
Programme title & Learning objectives																								
Key Learning Objective	Identify link between HE and careers	Y	Y	Choose GCE subjects that correspond with their personal and career interests				Y	Y	Explain differences between HE providers and study opportunities within subject areas			Y	Investigate courses and placement options that align with personal interests and career					Y	Provide students to increase awareness of study options, social and leisure opportunities and career opportunities for students		Y	Provide students to increase awareness of study options, social and leisure opportunities and career opportunities for students	
	Understand how HE providers and careers align	Y	Y	Understand how HE providers and careers align				Y	Y	Understand how HE providers and careers align			Y	Investigate courses and placement options that align with personal interests and career					Y	Provide students to increase awareness of study options, social and leisure opportunities and career opportunities for students		Y	Provide students to increase awareness of study options, social and leisure opportunities and career opportunities for students	
	Understand how HE and careers connect	Y	Y	Understand how HE and careers connect				Y	Y	Understand how HE and careers connect			Y	Investigate courses and placement options that align with personal interests and career					Y	Provide students to increase awareness of study options, social and leisure opportunities and career opportunities for students		Y	Provide students to increase awareness of study options, social and leisure opportunities and career opportunities for students	
	Understand how HE providers and careers align	Y	Y	Understand how HE providers and careers align				Y	Y	Understand how HE providers and careers align			Y	Investigate courses and placement options that align with personal interests and career					Y	Provide students to increase awareness of study options, social and leisure opportunities and career opportunities for students		Y	Provide students to increase awareness of study options, social and leisure opportunities and career opportunities for students	
Programme title & Learning objectives																								
Key Learning Objective	Imagine themselves as a future university student	Y	Y	Explore how personal circumstances, interests and hobbies relate to university and employment opportunities				Y	Y	Explain confidence in their capacity to progress onto HE			Y	Investigate challenges they will face in HE and make a successful transition to HE university					Y	Provide students to enhance the challenges of higher education and make a successful transition to HE university		Y	Provide students to enhance the benefits of university and successfully progress to the university	
	Understand what is like to be a HE student	Y	Y	Understand what is like to be a HE student				Y	Y	Understand what is like to be a HE student			Y	Investigate challenges they will face in HE and make a successful transition to HE university					Y	Provide students to enhance the benefits of university and successfully progress to the university		Y	Provide students to engage with students and the university	
	Understand what is like to be a HE student	Y	Y	Understand what is like to be a HE student				Y	Y	Understand what is like to be a HE student			Y	Investigate challenges they will face in HE and make a successful transition to HE university					Y	Provide students to engage with students and the university		Y	Provide students to engage with students and the university	
	Understand what is like to be a HE student	Y	Y	Understand what is like to be a HE student				Y	Y	Understand what is like to be a HE student			Y	Investigate challenges they will face in HE and make a successful transition to HE university					Y	Provide students to engage with students and the university		Y	Provide students to engage with students and the university	
Programme title & Learning objectives																								
Key Learning Objective	Develop skills that students will need to develop future applications	Y	Y	Identify skills and capacities they will need to develop to achieve future applications				Y	Y	Develop study skills through educational programs which encourage active learning			Y	Enhance academic skills that develop rapidly for critical thinking, independent research and problem solving		Y	Y	Provide students to identify and develop skills and capacities needed to achieve academic success			Y	Provide students to consolidate study skills and capacity for academic and graduate success		
	Understand how to use prior knowledge	Y	Y	Understand how to use prior knowledge				Y	Y	Develop study skills through educational programs which encourage active learning			Y	Develop study skills through educational programs which encourage active learning		Y	Y	Provide students to develop prior knowledge and skills for academic success			Y	Provide students to consolidate prior knowledge and skills for academic success		
	Understand how to use prior knowledge	Y	Y	Understand how to use prior knowledge				Y	Y	Develop study skills through educational programs which encourage active learning			Y	Develop study skills through educational programs which encourage active learning		Y	Y	Provide students to develop prior knowledge and skills for academic success			Y	Provide students to consolidate prior knowledge and skills for academic success		
	Understand how to use prior knowledge	Y	Y	Understand how to use prior knowledge				Y	Y	Develop study skills through educational programs which encourage active learning			Y	Develop study skills through educational programs which encourage active learning		Y	Y	Provide students to develop prior knowledge and skills for academic success			Y	Provide students to consolidate prior knowledge and skills for academic success		
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Key Learning Objective	Develop skills that students will need to develop future applications	Y	Y	Develop skills that students will need to develop future applications				Y	Y	Develop study skills and capacity for academic success			Y	Develop study skills and capacity for academic success		Y	Y	Provide students to develop skills and capacity for academic success			Y	Provide students to develop skills and capacity for academic success		
	Understand how to use prior knowledge	Y	Y	Understand how to use prior knowledge				Y	Y	Develop study skills and capacity for academic success			Y	Develop study skills and capacity for academic success		Y	Y	Provide students to develop skills and capacity for academic success			Y	Provide students to develop skills and capacity for academic success		
	Understand how to use prior knowledge	Y	Y	Understand how to use prior knowledge				Y	Y	Develop study skills and capacity for academic success			Y	Develop study skills and capacity for academic success		Y	Y	Provide students to develop skills and capacity for academic success			Y	Provide students to develop skills and capacity for academic success		
	Understand how to use prior knowledge	Y	Y	Understand how to use prior knowledge				Y	Y	Develop study skills and capacity for academic success			Y	Develop study skills and capacity for academic success		Y	Y	Provide students to develop skills and capacity for academic success			Y	Provide students to develop skills and capacity for academic success		
Programme title & Learning objectives																								
Key Learning Objective	Develop their understanding through positive learning experiences	Y	Y	Develop their understanding through positive learning experiences				Y	Y	Develop their understanding of subject knowledge and apply it to real-life situations			Y	Develop their understanding of subject knowledge and apply it to real-life situations		Y	Y	Provide students to develop their understanding of subject knowledge and apply it to real-life situations			Y	Provide students to develop their understanding of subject knowledge and apply it to real-life situations		
	Understand how to use prior knowledge	Y	Y	Understand how to use prior knowledge				Y	Y	Develop their understanding of subject knowledge and apply it to real-life situations			Y	Develop their understanding of subject knowledge and apply it to real-life situations		Y	Y	Provide students to develop their understanding of subject knowledge and apply it to real-life situations			Y	Provide students to develop their understanding of subject knowledge and apply it to real-life situations		
	Understand how to use prior knowledge	Y	Y	Understand how to use prior knowledge				Y	Y	Develop their understanding of subject knowledge and apply it to real-life situations			Y	Develop their understanding of subject knowledge and apply it to real-life situations		Y	Y	Provide students to develop their understanding of subject knowledge and apply it to real-life situations			Y	Provide students to develop their understanding of subject knowledge and apply it to real-life situations		
	Understand how to use prior knowledge	Y	Y	Understand how to use prior knowledge				Y	Y	Develop their understanding of subject knowledge and apply it to real-life situations			Y	Develop their understanding of subject knowledge and apply it to real-life situations		Y	Y	Provide students to develop their understanding of subject knowledge and apply it to real-life situations			Y	Provide students to develop their understanding of subject knowledge and apply it to real-life situations		

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

Resource list Toolkit guide Events News Log out  

THE REFLEXIVE CYCLE TOOLKIT

Basics ▾ Strategic Context ▾ Planning ▾ Evaluation ▾ Learning ▾

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

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 \(2023-24\)](#)



Related resources



Programme planning: mapping aims and objectives

In-depth mapping of a single programme

NERUPI Framework Level 1 (pre-GCSE and equivalent study / year group 8-9)		Go To: Aim_KNOW Aim_PRACTISE
Objectives <p><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></p>	Programme <p><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></p>	Short Term Benefits
Aim: KNOW Develop students' knowledge and awareness of the benefits of higher education and graduate employment	Upward Bound - 2 year (60 x Saturdays, plus residential) programme, Careers days x 2 (Year 9 and 10). HE talks	Which evaluation method(s)?
Enable students to understand how GCSE study relates to higher education and future career opportunities		
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)?

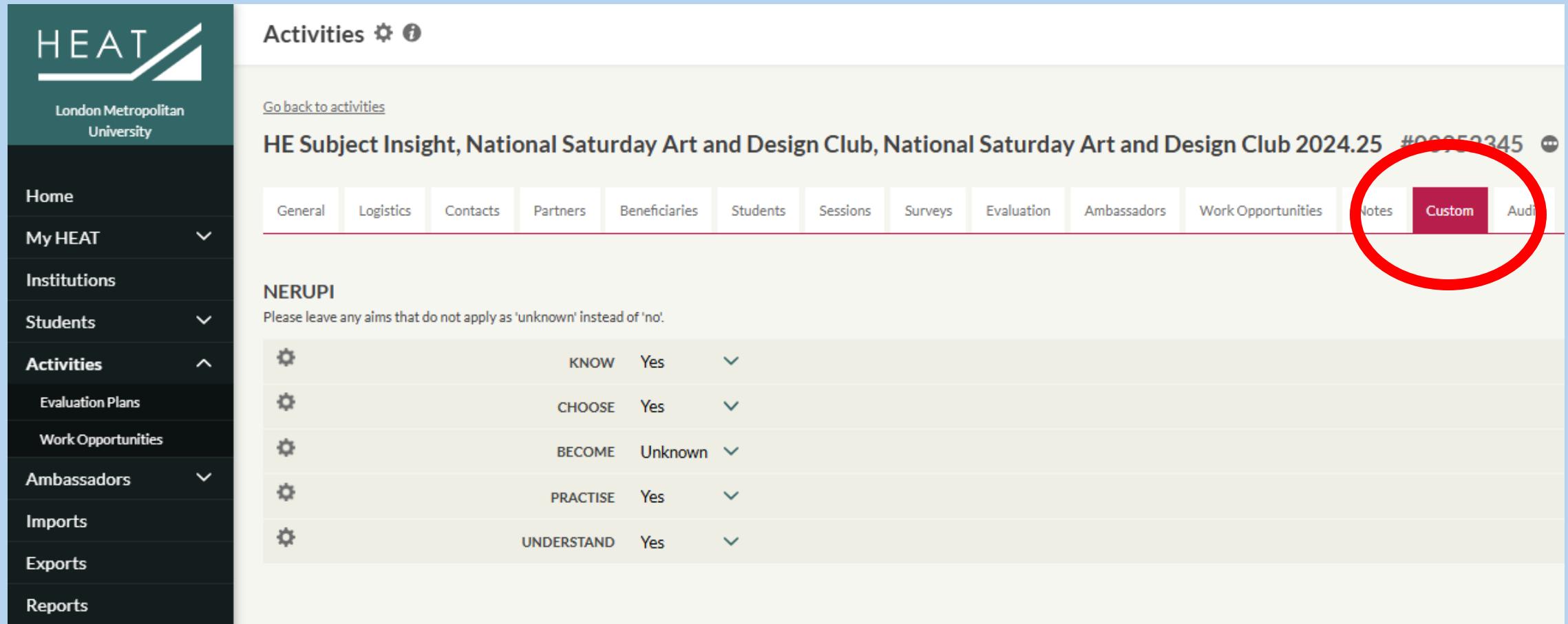
Mapping a single programme – Upward Bound



Mapping a single programme – Upward Bound

Aim: KNOW	Short Term Benefits	Medium Term Outcomes	Long Term Impact
Develop students' knowledge and awareness of the benefits of higher			
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
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



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** Audi

NERUPI

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

	KNOW	Yes	▼
	CHOOSE	Yes	▼
	BECOME	Unknown	▼
	PRACTISE	Yes	▼
	UNDERSTAND	Yes	▼

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

IN THIS SECTION

- Overview >
- Widening Participation >
- [The Theories](#)
- The NERUPI Framework >
- Praxis Teams & Stakeholders >
- Framework >

MORE ON THIS TOPIC

- Capability theory >
- Ecological Systems Theory >
- Capitals, habitus and field >
- Praxis >

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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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