



Evaluating & Researching University  
Participation Interventions

# Mapping activities to NERUPI Framework

11 June 2025

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# Welcome

- This session is being recorded
- We will be using live captions
- Please feel free to use the chat and the virtual feedback during this event
- Discussion and break out sessions will be included in this session
  - Please have cameras and Mics on if possible during discussion
  - if that's not possible please join in via the chat (let the group know you're there)
- Please turn-off cameras and Mics during presentations
- Powerpoints and some recordings will be made available on the NERUPI website after the event – we will let you know when they are ready



If you have colleagues who can't attend do share the presentations and website resources with them

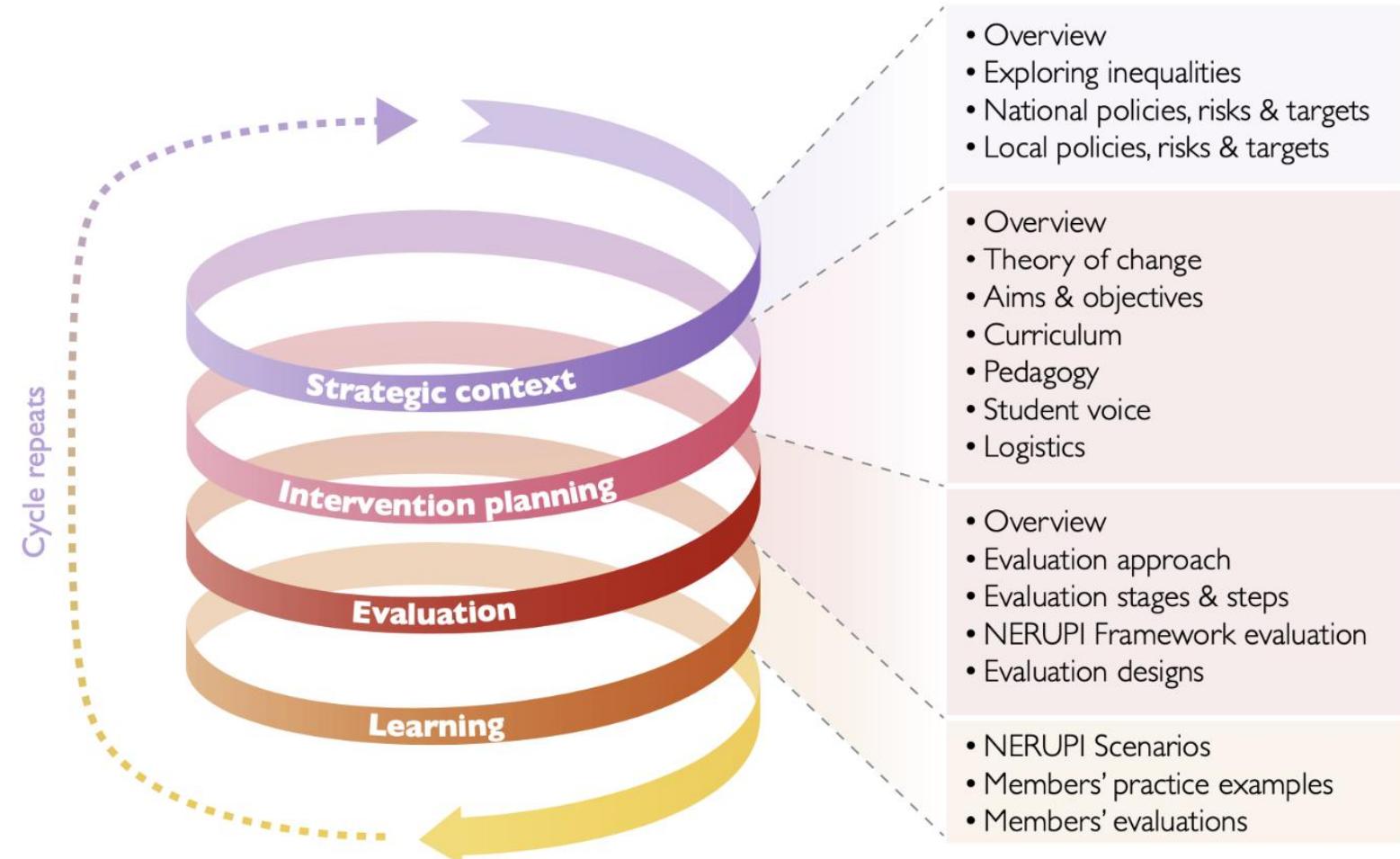
# NERUPI Framework

- Overaching set of Aims and Objectives informed by theory, research and practice
- Choice of appropriate methods according to context of intervention
- Can encompass specific intervention-based aims
- A common language for planning and reporting
- Encourages reflexivity to inform practice and theory
- Designed to underpin a mixed methods & action focused approach

# Reflexive planning cycle

**Theory & Practice**  
reflection and action directed at the structures to be transformed

=  
**PRAXIS**





## Discussion

What stops some people  
accessing & succeeding in  
higher education?

## Contingent choosers

**finance a key concern, no background of HE, some forms of support not available, difficult to access information**

## Embedded choosers

**finance not a problem, expected to go on to university, extensive support, easy access to information, ethnic mix not an issue**



*Resource differences and collective efforts and investments made or not within families become translated into individual 'ability'..... (Ball 2010, p.162).*

**Economic capital**



**Cultural capital – what you know**

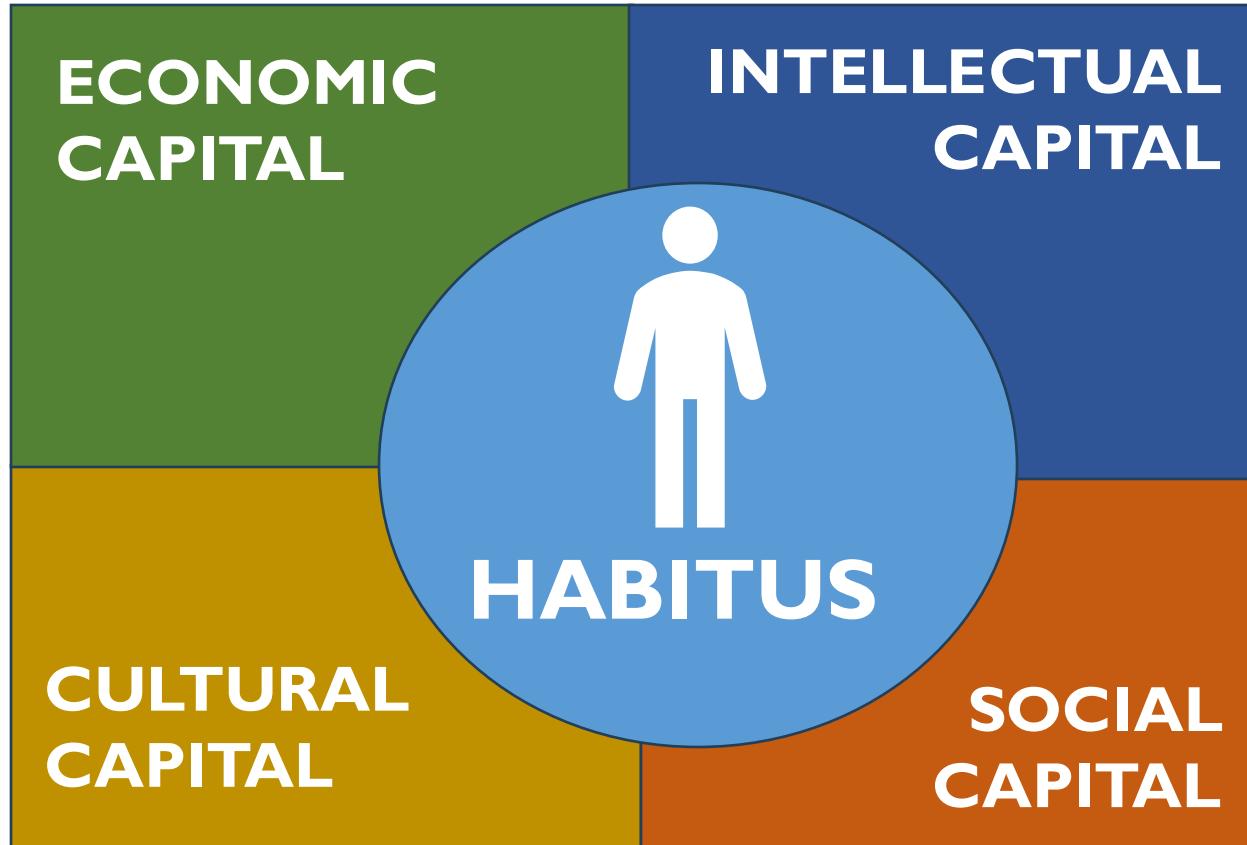


**Social capital -who you know**



Pierre Bourdieu

# Habitus



field



Rules of the game

# The NERUPI Framework

SOCIAL & ACADEMIC CAPITAL		HABITUS	SKILLS CAPITAL	INTELLECTUAL & SUBJECT CAPITAL	ECONOMIC CAPITAL
PROGRESSION CURRICULUM		STUDENT IDENTITIES	SKILLS CURRICULUM	KNOWLEDGE CURRICULUM	ECONOMIC RESOURCES CURRICULUM
KNOW	CHOOSE	BECOME	PRACTISE	UNDERSTAND	SUSTAIN
Develop students' knowledge & awareness of the benefits of higher education & graduate employment	Develop students' capacity to navigate Higher Education sector & make informed choices	Develop students' confidence & resilience to negotiate the challenges of university life	Develop students' study skills & capacity for academic attainment	Develop students' understanding by contextualising subject knowledge	Develop students' capacity for critically informed financial decision making & managing financial resources



# NERUPI Framework by level

- Five overarching aims
- Seven levels
- Top Level objective for each level
- Specific learning outcomes for each objective

Level 0	Year 6-7
Level 1	Year 8-9
Level 2	Year 10-11
Level 3	Post-16
Level 4	Transition to HE
Level 5	Undergraduate
Level 6	Graduate progression

# NERUPI framework by level



Level 0	Year 6-7	KNOW	CHOOSE	BECOME	PRACTISE	UNDERSTAND	SUSTAIN
Level 1	Year 8-9	KNOW	CHOOSE	BECOME	PRACTISE	UNDERSTAND	SUSTAIN
Level 2	Year 10-11	KNOW	CHOOSE	BECOME	PRACTISE	UNDERSTAND	SUSTAIN
Level 3	Post-16	KNOW	CHOOSE	BECOME	PRACTISE	UNDERSTAND	SUSTAIN
Level 4	Transition to HE	KNOW	CHOOSE	BECOME	PRACTISE	UNDERSTAND	SUSTAIN
Level 5	Under-graduate	KNOW	CHOOSE	BECOME	PRACTISE	UNDERSTAND	SUSTAIN
Level 6	Graduate progression	KNOW	CHOOSE	BECOME	PRACTISE	UNDERSTAND	SUSTAIN

# Aim 1 Level 2: Objective & learning outcome

<b>Aim 1</b> <b>KNOW</b>	<b>Develop students' knowledge and awareness of the benefits of higher education and graduate employment</b>		
<b>Level 2</b> <b>(age 14–16)</b> 	<b>Top-level objective</b>	<b>Explore academic, social, economic and personal benefits of progressing to higher education</b>	
	<b>Objectives or learning outcomes</b>	Discover academic and social benefits of higher education	
		Understand economic benefits of higher education and career opportunities for graduates	
		Explore benefits of higher education in terms of personal development and cultural enrichment	
		Discover study and research opportunities in higher education	

# Discussion Groups

PopU

aka Poppleville

- converted from polytechnic to a university in 1992
- appears in the middle of university league tables
  - Inclusive entry requirements
  - diverse student body with strong local recruitment
- unexplained awarding and progression gaps



Popplebridge  
University

- Old university with strong research base.
- appears near the top of league tables.
  - Highly selective
- Subjects largely academic; traditional curriculum & pedagogy
- Majority white middle class student body.
- unexplained awarding and progression gaps



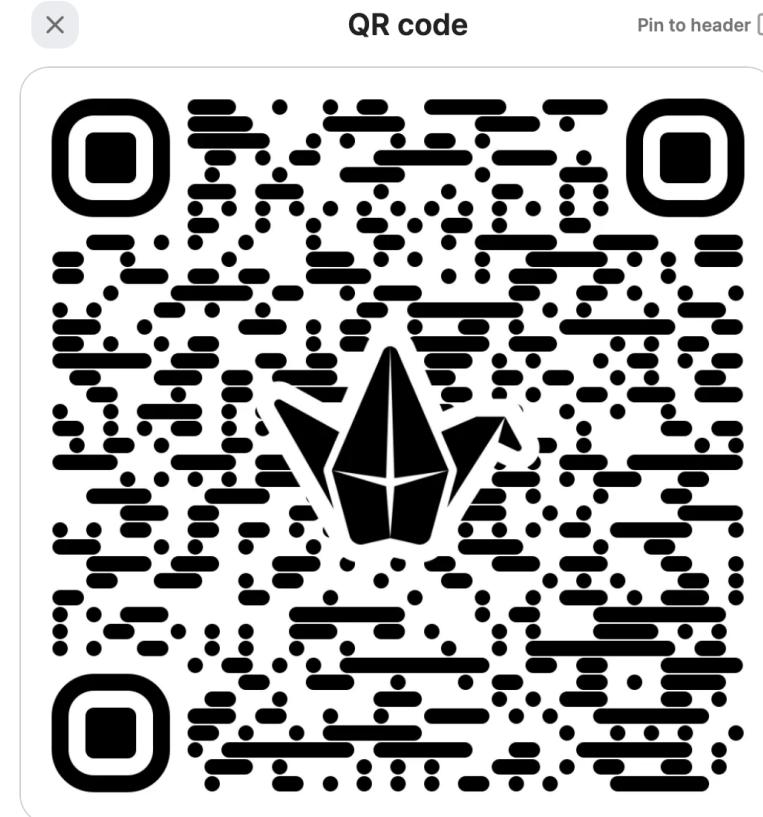
	<b>Popplebridge Access Activities</b>	<b>LEVEL</b>	<b>AIM</b>
1	<b>Progression partnerships with target 6<sup>th</sup> forms and colleges nationally to deliver programme of student conferences for Year group 12</b>		
2	<b>Attainment-raising programmes in Poppleton and the region Years 7-9</b>		
3	<b>Residential summer schools in partnership with the Sutton Trust Year for Year groups 12-13</b>		
4	<b>Careers-based subject tasters for Year 9s choosing GCSE</b>		
5	<b>Primary school reading initiative for Years 4 and 5</b>		
6	<b>Student finance session for Year 10 students and parents</b>		

KNOW	CHOOSE	BECOME	PRACTISE	UNDERSTAND	SUSTAIN
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<b>Popplebridge Access Activities</b>	
1	Progression partnerships
2	Attainment-raising programmes
3	Residential summer schools
4	Careers-based subject tasters
5	Primary school reading
6	Student finance session



<https://padlet.com/nerupi/popplebridge-access-activities-r02hoqh9lzhg56xc>

**KNOW**

**CHOOSE**

**BECOME**

**PRACTISE**

**UNDERSTAND**

**SUSTAIN**

Popleville Success & Progression Activities	LEVEL	AIM
<b>Curriculum transformation will embed inclusivity principles and practice in curriculum and pedagogy</b>		
<b>Our Student Engagement Team will lead on the development of a Wellbeing Transitions Module</b>		
<b>Our Study Skills &amp; Support Hub plans to offer English and Maths workshops as our data shows that mature students and students with vocational qualifications need additional support</b>		
<b>We will develop a guide to inform students about financial support and help students manage their money</b>		
<b>The careers service will provide support in securing placements for students from under-represented group</b>		

**KNOW**

**CHOOSE**

**BECOME**

**PRACTISE**

**UNDERSTAND**

**SUSTAIN**



## Popleville Success & Progression Activities

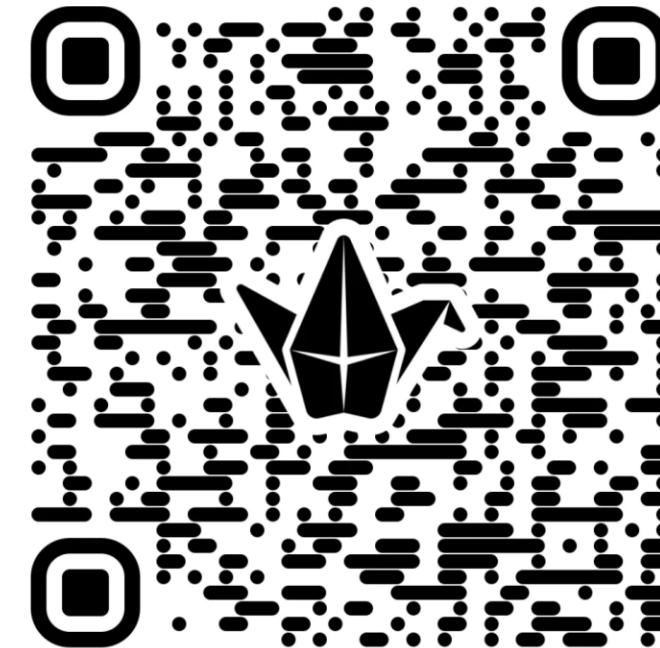
Curriculum transformation

Wellbeing Transitions Module

English and Maths workshops

Financial support guide

Support for securing placements



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KNOW

CHOOSE

BECOME

PRACTISE

UNDERSTAND

SUSTAIN

NERUPI AIM	ACTIVITY
Develop students' knowledge and awareness of the benefits of higher education & graduate employment	?
Develop students' capacity to navigate Higher Education sector and make informed choices	?
Develop students' confidence and resilience to negotiate the challenges of university life	?
Develop students' study skills and capacity for academic attainment	?
Develop students' understanding by contextualising subject knowledge	?
Develop students' capacity for critically informed financial decision making & managing financial resources	?