



Evaluating & Researching University
Participation Interventions

Introducing NERUPI

Friday 14 June 2019

Annette Hayton, NERUPI Convenor



Accountability, context & impact

Academic research has increased understanding of reasons for low participation and attainment of under-represented groups but:

- Descriptive – not focussed on making a difference
- Often not disseminated to practitioners or policy makers
- Hasn't informed planning, evaluation and monitoring

Monitoring for HEFCW, OfS, SMTs and Government has focussed on:

- value for money
- demonstrating the effectiveness of WP interventions

Practitioner research/evaluation has focussed on:

- the successful delivery of activities
- reporting to HEFCW, OfS, funders and SMT

Accountability, context & impact

NERUPI *evaluation*
FRAMEWORK

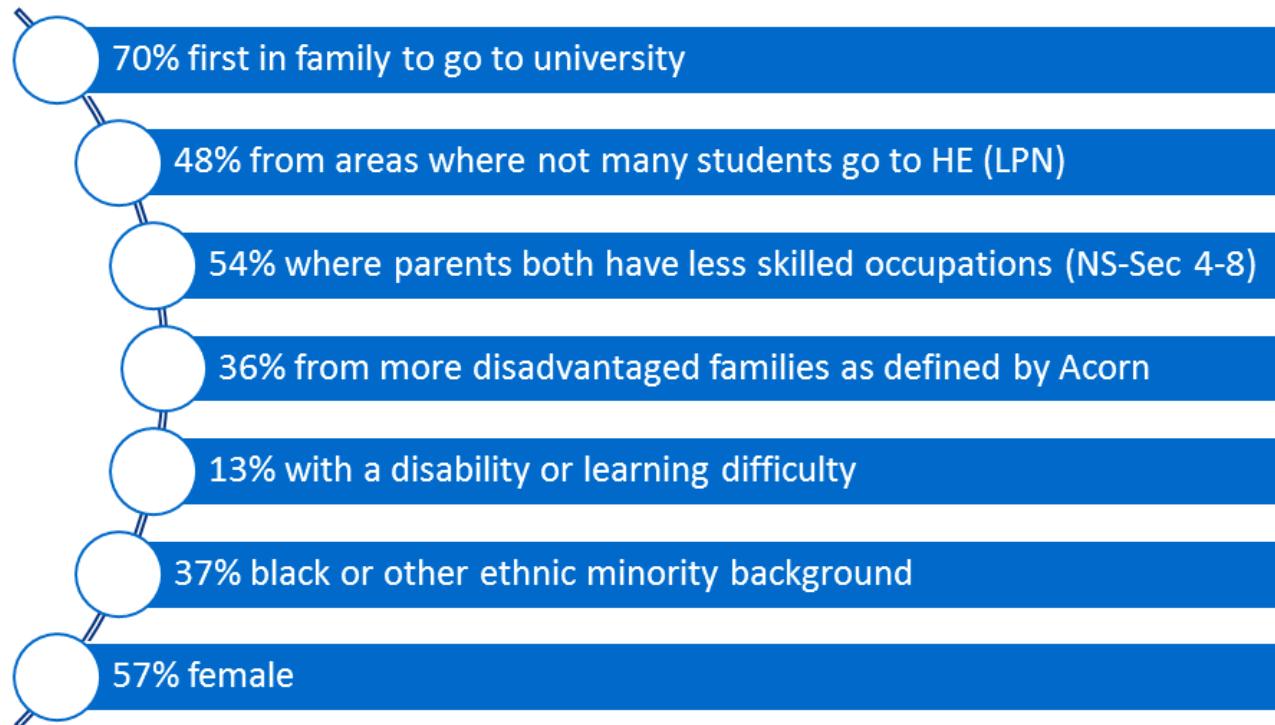


Pressure to
demonstrate:

- the effectiveness of interventions and value for money
- **Not unreasonable !**

BUT efforts for accountability, 'rigour' & comparability
OFTEN result in simplistic approaches to evaluation based on medical models
LOSE SIGHT of underlying reasons for inequalities
OF CONTEXT & complexity of successful interventions

Monitoring



Participant characteristics are monitored to assess and demonstrate success in attracting students who fulfil the targeting criteria.

Process Evaluation



Did they have a good time?

Were they safe?

Can organisation be improved?

Did they like the lunch?

Was the session engaging?

How was it for the staff and ambassadors?

Tracking: HEAT

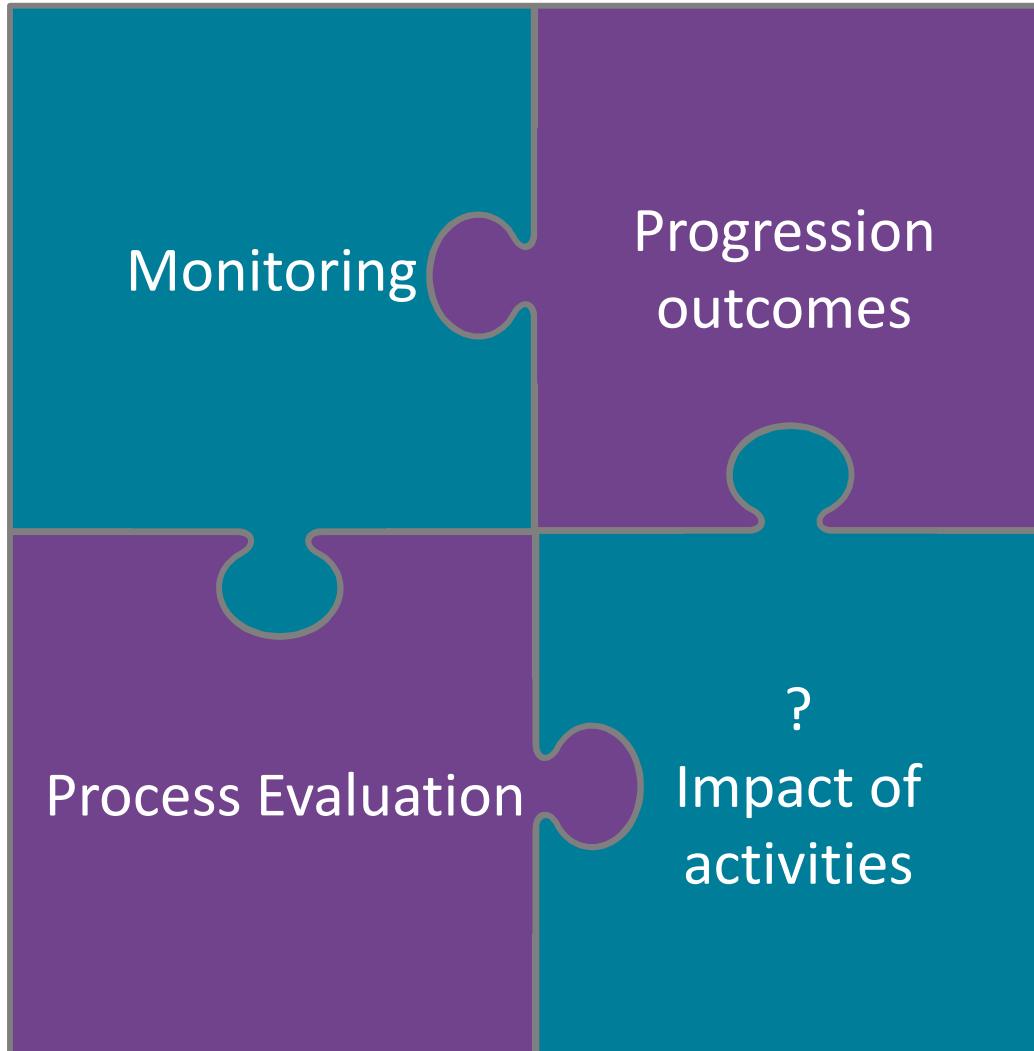
Bath admitted 600 students who participated in outreach with other HEAT member universities

Participants in Bath outreach activities were much more likely to go to a high tariff university than disadvantaged students nationally

Twice as many participants from low progression areas went on to university compared with the average for LPN students in the counties surrounding the university.

Participants in Bath outreach activities were awarded an average of two grades higher in their GCSEs *than students in the same schools who had the same attainment at KS2 who had not taken part.*

Jigsaw



Guidance

Evaluation of an HE outreach activity means assessing the impact of the activity on its participants, measured against its intended objectives.

NERUPI

Framework developed by the University of Bath which sets out defined aims and outcomes which are the key to effective evaluation.

Footnote iv The NERUPI framework provides a very rigorous theoretically-informed methodology for linking WP aims and objectives to impact evidence

The NERUPI Framework

Designed to maximise the impact of Widening Participation interventions providing:

- a robust theoretical and evidence-based rationale for the types of intervention that are designed and delivered
- clear aims and learning outcomes for interventions, which enable more strategic and reflexive design and delivery
- an integrated evaluation process across multiple interventions to improve data quality, effectiveness and impact

Key theoretical influences

Freire's notion of 'praxis'

Young and Maton's ideas of knowledge

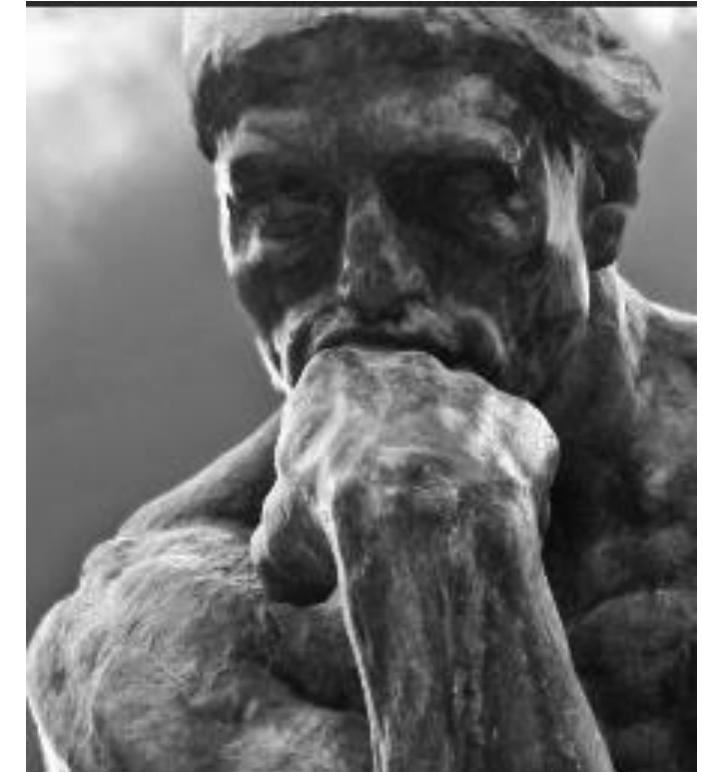
Nancy Fraser social justice

Sen and Walker's concepts of capability

Yosso cultural wealths

Identities and future selves

Critical pedagogies



Bourdieu's Theories

Bourdieu – Field, Capitals and Habitus

- Cultural model of Widening Participation that locates interventions within a context or **field** of engagement
- **Capitals:** economic, cultural or social which impact on opportunities to engage with education, careers etc.
- **Habitus:** cultural identity& dispositions related to family & community

Theoretical basis for a great deal of academic research into widening participation e.g Diane Reay,

The NERUPI Framework

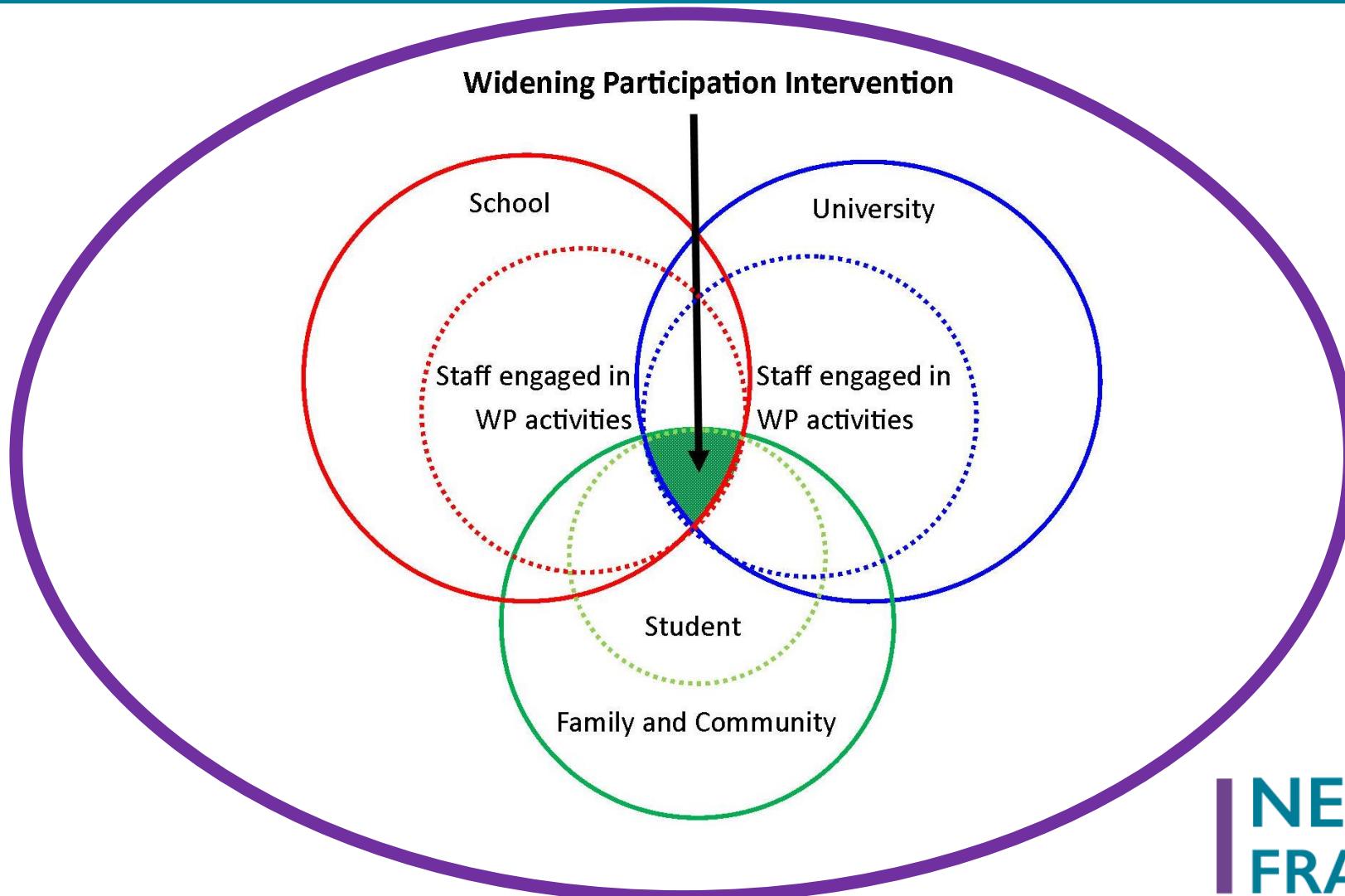
SOCIAL AND ACADEMIC CAPITAL		HABITUS	SKILLS CAPITAL	INTELLECTUAL & SUBJECT CAPITAL
PROGRESSION CURRICULUM		STUDENT IDENTITIES	SKILLS CURRICULUM	KNOWLEDGE CURRICULUM
KNOW	CHOOSE	BECOME	PRACTISE	UNDERSTAND
Develop students' knowledge and awareness of the benefits of higher education	Develop students' capacity 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



Aim, objective & learning outcome

Aim 1	Develop students' knowledge and awareness of the benefits of higher education and graduate employment	
Level 2 (age 14–16)	Top-level objective	Explore academic, social, economic and personal benefits of progressing to higher education
	Objectives or learning outcomes	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 at the (University of Bath)

Context & the field of HE progression



Network: Aims

- Develop members' expertise and capacity in evaluating widening participation interventions
- Explore innovative and rigorous approaches to evaluation
- Generate collaborative research and evaluation projects
- Enable members to meet OfS requirements to
 - Improve practice through better evaluation
 - Evaluate robustly
 - Draw on expertise and relationships beyond your organisation

(OfS Regulatory Notice 1: Access and Participation Plan Guidance for 2019-20
page 12)

Membership Benefits & Costs

- Free attendance at expert workshops combining presentations with practical sessions to develop members' own evaluation resources
- Access to resources from the members only section of the NERUPI website
- Engagement in working groups to develop members' expertise and capacity in evaluation approaches and methods
- Participation in the annual NERUPI Convention

Costs

£1500 for HEIs with 3000 or more student FTE

£600 for HEIs less than 3000 student FTE

£600 for most third sector organisation

Find out more: www.nerupi.co.uk

Past Members Events

**The Capability Approach:
Beyond the Deficit Model for
Student Success**
11 March 2019

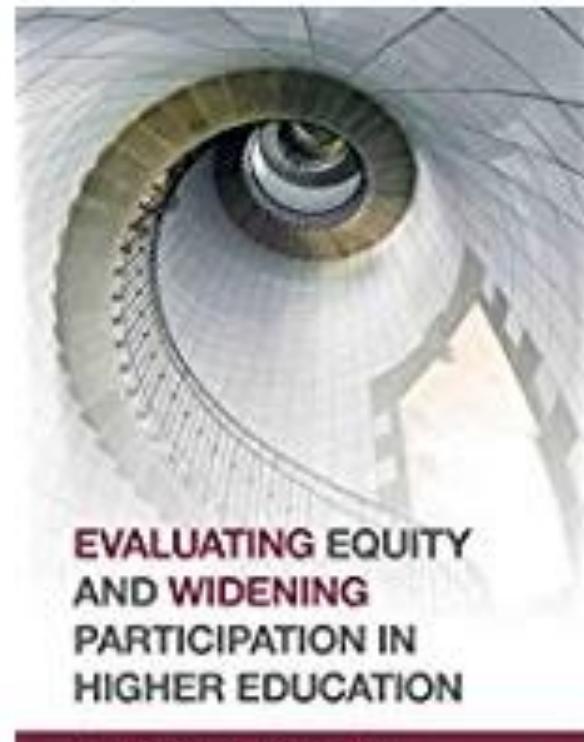
**Geographies of Widening
Participation and Insights
from NCOP**
5 April 2019

**Widening Participation and
Graduate Progression**
15 May 2019

**NERUPI Annual
Convention**
**Making Spaces in
HE: Exploring
Possible Selves**
2 July 2019

**Alex Wardrop
Julian Crockford**

**Jacqueline Stevenson
Andrew Bengry**



Members Events 2019-20

19 September 2019

**Developing and Implementing your
Evaluation Strategy**

**Dr Andrew Bengry, Bath Spa University,
Annette Hayton, NERUPI Convenor. Dr
Anna Anthony, Data Analyst, HEAT,**

14 November 2019

**Knowledge, Learning and Attainment
Professor Paul Ashwin, University of
Lancaster,**

14 January 2020

**Admissions, Choice and Student
Diversity
Professor Vikki Boliver, University of
Durham**

11 March 2020

**Exploring and Enhancing the impact of
Student Ambassadors and Mentors**

Dr Clare Gartland, University of Suffolk

21 May 2020

**Reducing the BAME Attainment Gap
Nona McDuff OBE, Kingston University,**

19 June 2020

**Collaborative Outreach: Extending the
Partnership Approach**

**Annual Convention
September 2020**