

Framework approaches for evaluating widening participation & equity initiatives

Programme

- ♦ 10.00 Registration and Refreshments
- ♦ 10.30 Welcome
Annette Hayton
NERUPI Convenor, Senior Praxis Fellow, University of Bath
- ♦ 10.45 Framework approaches for evaluating widening participation
& equity initiatives
Professor Penny-Jane Burke
Director, Centre of Excellence for Equity in Higher Education (CEEHE),
University of Newcastle, Australia
- ♦ 11.30 The OfS Framework for Evaluating Outreach and NERUPI
Dr Anna Mountford Zimdars
Director of the Centre for Social Mobility, University of Exeter
- ♦ 12.15 Lunch
- ♦ 1.00 Improving practice through evaluation
Professor Jacqueline Stevenson
Head of Research, Institute of Education, Sheffield Hallam University
- ♦ 1.45 The NERUPI Framework
Annette Hayton, NERUPI Convenor
- ♦ 2.15 Applying the NERUPI Framework
Annette Hayton, NERUPI Convenor
Dr Andrew Bengry, Senior Lecturer, Bath Spa University
Dr Marian Mackintosh, WP Research and Evaluation Officer, University of Bath
*Small groups to explore how to apply the NERUPI Framework to your programmes
and developing a customised approach to meet the needs of their institution.*
- ♦ 3.45 Plenary and Next Steps
- ♦ 4.30 Book Launch
Evaluating Equity & Widening Participation in Higher Education
Edited by: Penny-Jane Burke, Annette Hayton and Jacqueline Stevenson
SPEAKERS: Rae Tooth, Head of Strategy and Change at the UK's Office for
Students. **Dr Sarah O'Shea**, Associate Professor in Adult, Vocational and Higher

Framework approaches for evaluating widening participation & equity initiatives

Professor Penny-Jane Burke

Director, Centre of Excellence for Equity in Higher Education, University of Newcastle, Australia

Our first session of the day will explore the complex factors that underpin the development and evaluation of meaningful equity and WP interventions. Drawing on the praxis-based Framework developed by CEEHE, Penny will explain the significance of including a social justice dimension in formulating, delivering and researching initiatives. She will explore the concept of praxis, clarifying how the inter-relationship of theory and practice can produce new insights that enrich theory and develop practice. The benefit of utilising transformative pedagogical approaches that develop a strong sense of agency will be discussed. The value of using critical and realist approaches to underpin research and evaluation in this complex area of WP and equity will be considered.

The OfS Framework for Evaluating Outreach and NERUPI

Dr Anna Mountford Zimdars

Director of the Centre for Social Mobility, University of Exeter

In this session Anna will consider how NERUPI relates to and supports the OfS Framework for evaluation and the self-assessment tool developed by the Centre for Social Mobility at the University of Exeter. OfS commissioned this work to understand and support the effective evaluation of the impact of outreach interventions on access to higher education. Effective evaluation is important not only to provide accountability of spending but also in order to support the development of appropriate outreach activities that have the best chance of maximising results in terms of non-traditional learners participating in higher education. The first phase of this OfS commissioned work was led by the University of Warwick. Phase 2, which is presented here for the first time, was developed through a collaborative approach with higher education institutions and third sector partners to inform the complex and challenging question of what constitutes effective evaluation of outreach.

Improving practice through evaluation

Professor Jacqueline Stevenson

Head of Research, Institute of Education, Sheffield Hallam University

Jacqueline will set the scene for our afternoon sessions by describing a range of approaches that can be taken to researching and evaluating WP and equity initiatives and how these connect to ways of theorising and redressing inequalities. Drawing on her extensive experience in this area she will provide examples of methodologies that have been deployed in the field giving us the opportunity to explore the benefits and limitations of the various approaches. The importance of designing evaluation and research that will impact positively on practice will be a key theme throughout.

Suggested pre-reading

Harrison, N. (2012) **The mismeasure of participation: how choosing the wrong statistic helped seal the fate of Aimhigher.** Higher Education Review, 45 (1). pp. 30-61. ISSN 0018-1609 Available from: <http://eprints.uwe.ac.uk/17900>

Burke, P.J (2016) **Access to and Widening Participation in Higher Education** in J.C. Shin, P. Teixeira (eds.), Encyclopedia of International Higher Education Systems and Institutions, DOI 10.1007/978-94-017-9553-1_47-1

Hayton, A and Bengry Howell, A (2016) **Theory, evaluation and practice in widening participation: A framework approach to assessing impact** London Review of Education, Vol 14 No 3 <https://www.ingentaconnect.com/content/ioep/clre/2016/00000014/00000003/art00004>

Speaker Biography's

Penny Jane Burke is Global Innovation Chair of Equity and Director of the Centre of Excellence for Equity in Higher Education at the University of Newcastle, Australia. Penny is passionately dedicated to developing methodological, theoretical and pedagogical frameworks that support a critical understanding and the practice of equity and social justice in higher education. She was awarded a full-time Economic and Social Research Council PhD studentship from 1998 to 2001, and upon completion of her PhD (University of London), her first sole-authored book *Accessing Education: Effectively widening participation* was published (2002, Trentham Books), which argued for praxis-based approaches. She has continued to publish extensively in the field of equity and widening participation, including her authored books *Reconceptualising Lifelong Learning: Feminist interventions* (with Sue Jackson, 2007, Routledge), *The Right to Higher Education: Beyond widening participation* (2012, Routledge) and *Changing Pedagogical Spaces in Higher Education* (with Gill Crozier and Lauren Ila Misiasek, 2016, Routledge). *Evaluating Equity and Widening Participation in Higher Education* (with Annette Hayton, and Jacqueline Stevenson, Trentham, 2018). Penny is editor of *Teaching in Higher Education* and was recipient of the UK's prestigious Higher Education National Teaching Fellow award in 2008. Penny has held the posts of Professor of Education at the University of Roehampton and the University of Sussex and Reader of Education at the Institute of Education, University College London.

Annette Hayton is NERUPI convenor and was previously Head of Widening Participation Goldsmiths, University of London and at the University of Bath. She has many years of experience in managing activities designed to support successful progression to higher education. She aims to combine theory, research and practice, making praxis the foundation of her work to promote equity and foster progressive change within the education system. She is currently Innovative Practice editor for the journal *Widening Participation and Lifelong Learning*; and a member of the International Centre for Higher Education Management at the University of Bath. Her publications include: *Evaluating Equity and Widening Participation in Higher Education* (with Penny-Jane Burke and Jacqueline Stevenson, Trentham, 2018) 'Theory, evaluation and practice in widening participation: A framework approach to assessing impact' (with Andrew Bengry-Howell, *London Review of Education*, 2016); 'Who you know, what you know and knowing the ropes: A review of evidence about access to higher education institutions in England' (with Geoff Whitty and Sarah Tang, *Review of Education*, 2015); *Access, Participation and Higher Education: Policy and practice* (with Anna Paczuska, Kogan Page, 2002); and *Tackling Disaffection and Social Exclusion: Issues for education policy* (Kogan Page, 1999)

Anna Mountford Zimdars is the Academic Director of the Centre for Social Mobility at the University of Exeter. Anna's main research is in the areas of: *Student Access, Progress, and Success in Higher Education*; *Higher Education Policy*. Her book *Meritocracy and the University* comparing university admissions in the United States and England came out in paperback in September 2017. Her most recent article published in the BJSE in 2018 has focused on the experience of disadvantaged students studying at elite US universities and is entitled *The power of unrecognisable habitus: inclusion and exclusion among 10 British low socio-economic status students abroad*. She has also undertaken research into the background of Pro-Vice Chancellors for Learning and Teaching in UK universities. Anna is currently leading a collaborative project with colleagues at Exeter and a range of university and third sector partners on evaluation standards in outreach activities commissioned by the [Office for Students](#); Anna and Joanne Moore are launching their project on contextual admissions for the Fair Education Alliance in July 2018. Anna co-edits the journal *Higher Education Review* with Dr Neil Harrison and Dr Colin McCaig.

Jacqueline Stevenson is Professor of Education and Head of Research in the Sheffield Institute of Education, Sheffield Hallam University. She is a sociologist of education with a particular interest in policy and practice relating to equity and diversity in higher education, widening participation, access and student success, pedagogic diversity and the stratification and marketization of higher education. Key areas of focus are the social and academic experiences of religious students, black and minority ethnic students' degree attainment and success, policy and practice relating to the higher education experience of refugees and other forced migrants, and the social and academic experiences of international students. She has undertaken research and evaluation for a range of organizations, including the Higher Education Funding Council for England, the Higher Education Academy, the Social Mobility Commission, the Office for Fair Access, Aimhigher, West Yorkshire Police, and a large number of both voluntary and community organizations and local authority departments. Jacqueline co-convenes the Society for Research into Higher Education's Access and Widening Participation Network and is a member of the Higher Education Race Action Group. She was previously Professor of Higher Education at Leeds Beckett University. Her most recent books are: *Possible Selves and Higher Education*, (with Ann-Marie Bathmaker and Holly Henderson, New Interdisciplinary Insights, 2018) and *Evaluating Equity and Widening Participation in Higher Education* (with Penny-Jane Burke and Annette Hayton, Trentham, 2018)