

NERUPI Evaluators

The NERUPI Framework & the OfS Equal Opportunities Risk Register

4 October 2023

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- To what extent do you use the NERUPI Framework for planning and evaluation?
- Have you mentioned it in your Access and Participation Plan?
- Are you planning to use it in the future?

NERUPI FRAMEWORK AIMS

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 & 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



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

Level 5: Top Level Objectives

	AIM	TOP LEVEL OBJECTIVE
KNOW	Develop students' knowledge and awareness of the benefits of higher education and graduate employment	Access information about postgraduate study and employment opportunities that align with their personal interests and career aspirations
CHOOSE	Develop students' capacity to navigate higher education and graduate employment sectors and make informed choices	Receive comprehensive information about personal development and progression opportunities for graduates in their subject area
BECOME	Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression	Maximise the benefits of university life and successfully progress to graduate employment
PRACTISE	Develop students' study skills and capacity for academic attainment and successful graduate progression	Consolidate study skills and capacity for academic and graduate success
UNDERSTAND	Develop students' understanding by contextualising subject knowledge	<p>Situate existing knowledge within wider fields of knowledge and apply to other contexts</p> <p>Situate existing knowledge and interests within the context of post-graduate study and employment</p>

Aim 1 Level 3: Objective & learning outcome

Aim 1 KNOW	Develop students' knowledge and awareness of the benefits of higher education and graduate employment		
Level 3 (age 16–18) 	Top-level objective	Enable students to:	Investigate course & placement options, and social & leisure opportunities in higher education
	Objectives or learning outcomes		Discover course and placement opportunities in higher education
			Find out about research areas, expertise and facilities in higher and new areas of development
			Explore social and leisure, and extra-curricular opportunities in higher education
			Discover career benefits of higher education and the employment opportunities for graduates.
			Find out about academic and information services, facilities and resources

Capability Framework

Enable students to:	NERUPI Framework sees it as the HEIs role to facilitate students to: <ul style="list-style-type: none">- support the transformative learning process- encourage reflexivity within the HEI
Engage Discover Identify Navigate	Active learning terms are used to: <ul style="list-style-type: none">- encourage critical pedagogies- develop student agency- embed these within the success measures

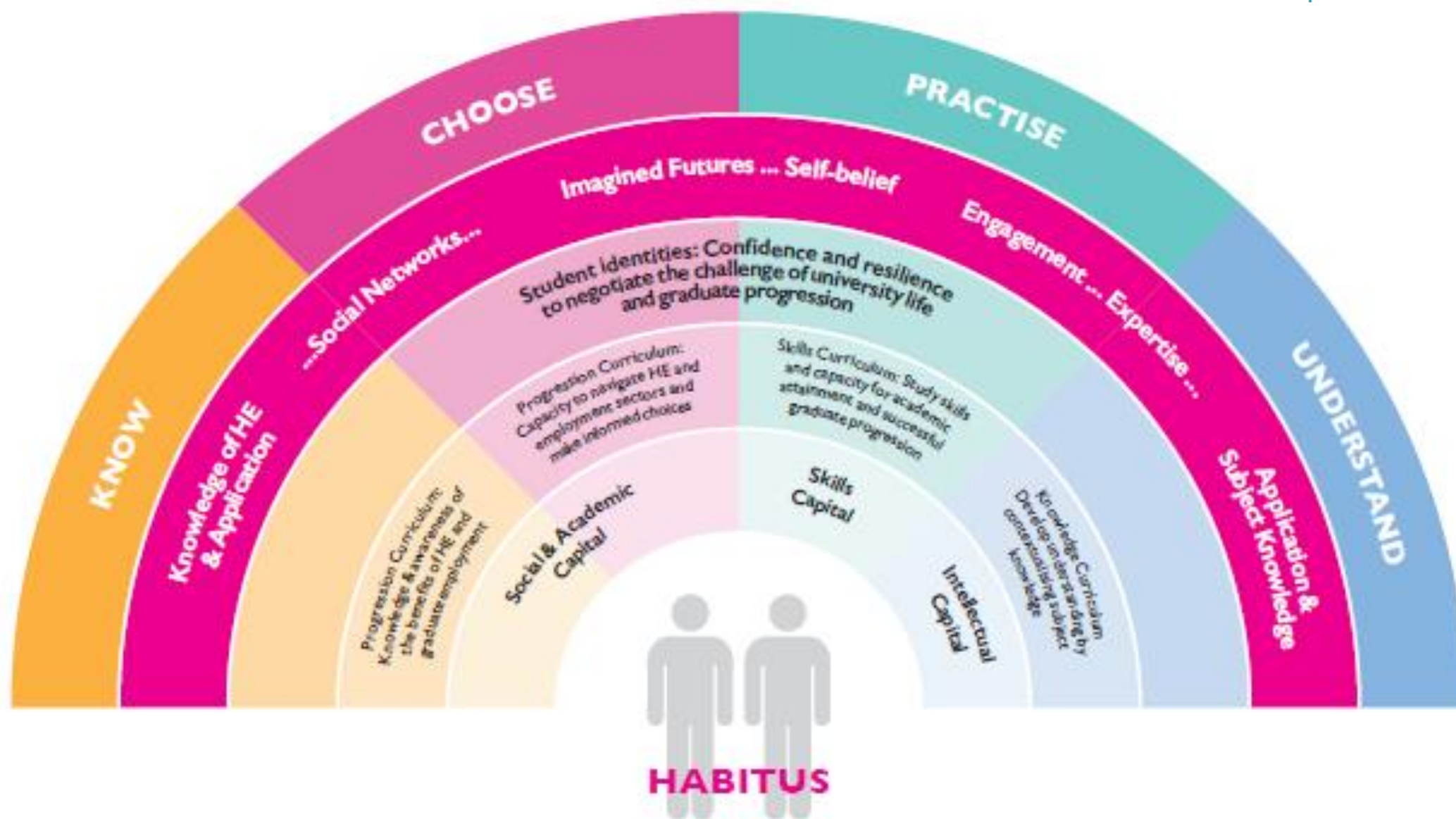
CAPABILITY FRAMEWORK

INDIVIDUAL FACTORS	ACTIONS	NERUPI AIM	ACTIONS	INSTITUTIONAL FACTORS
Imagined Futures Self Belief Application Engagement Expertise Social Networks	?	Develop students' knowledge and awareness of the benefits of higher education & graduate employment	?	Culture Structures & Policies Support Staffing Curriculum & Pedagogy
	?	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	?	

BECOME

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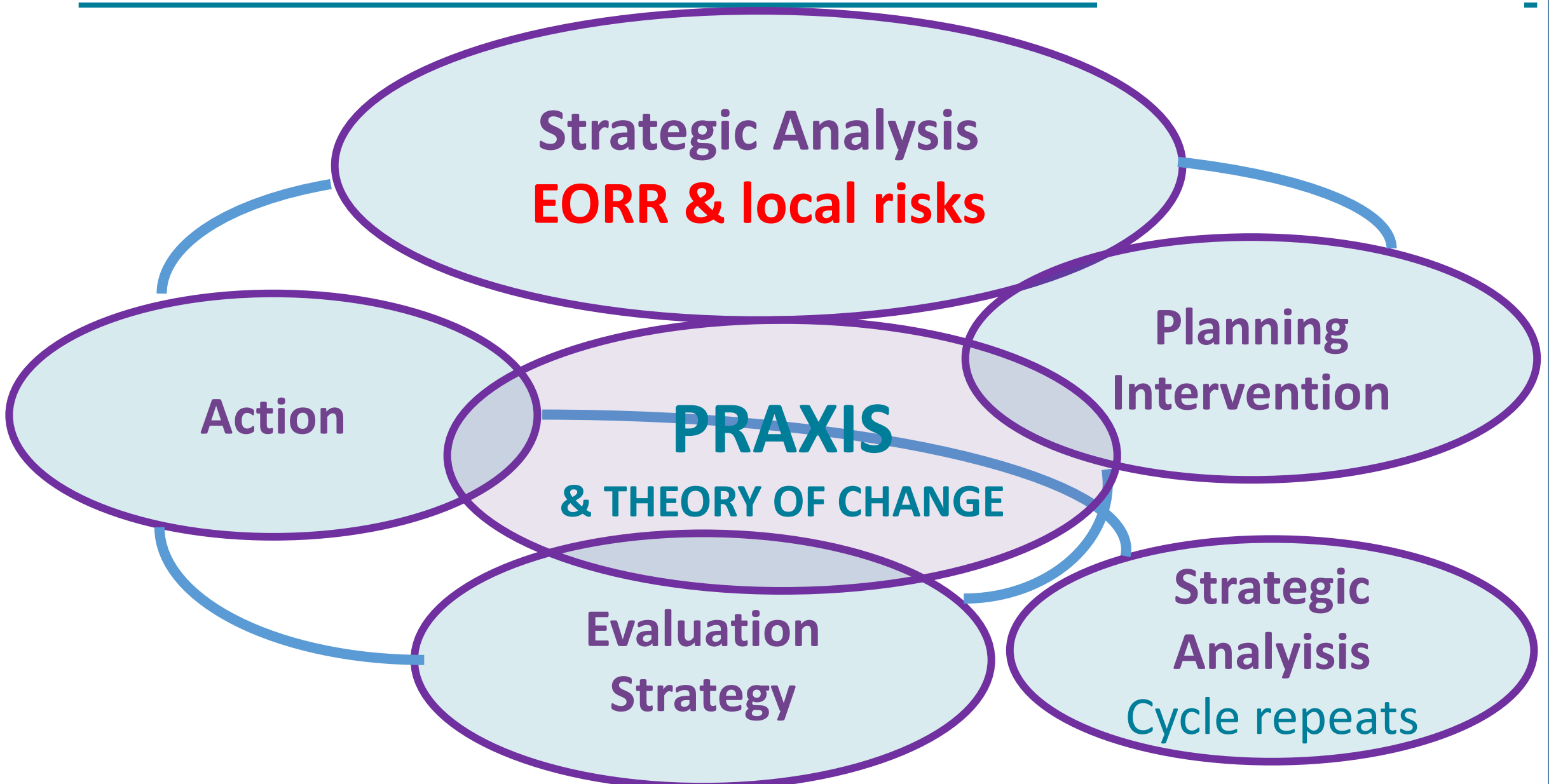
Evaluating & Researching University
Participation Interventions



REFLEXIVE CYCLE

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About the the OfS risk register



Developing the risk register

The EORR has been developed through an analysis of:

- data held by the OfS, the Department for Education and UCAS
- relevant research papers
- a literature [review conducted by TASO in December 2022](#) that sought to identify risks to equality of opportunity in higher education.

What do the risks show?

Each risk covers an area in which the evidence shows that certain student groups are likely not to experience equality of opportunity.

We have identified which groups are most at risk nationally.

Where possible, providers should use the EORR to interrogate their own data and explore:

- who is at risk within their student population
- how they may be affected
- how they can contribute to addressing the risk either within their own student population or nationally.

Equal Opportunities Risk Register

- How familiar are you with the EORR?
- To what extent do the risks reflect the major risks in your organization?



OfS EORR

EORR: Student Characteristics

Student characteristic

Related risk

Eligible for free school meals in the past six years



Risk 1 →

Risk 2 →

Risk 3 →

Risk 4 →

Risk 5 →

Risk 6 →

Risk 7 →

Risk 9 →

Risk 10 →

Risk 11 →

Risk 12 →

STUDENT CHARACTERISTICS

EORR: Risks

Access

Knowledge & skills

Information & Guidance

Perception of Higher Education

Application Success Rates

Limited choice of course type & style of delivery

On Course

Insufficient academic support

Insufficient personal support

Mental Health

Ongoing impact of Coronavirus

Cost pressures

Capacity issues

Progression from Higher Education



EORR Risk	EORR descriptor	NERUPI L3 OBJECTIVE	NERUPI LEARNING OUTCOMES
1.Application Success Rates	Students may not be accepted to a higher education course, or may not be accepted to certain types of providers within higher education, despite being qualified	Evaluate course, student finance & graduate opportunities and make informed choices that align with personal interests and career aspirations	<ul style="list-style-type: none"> • <i>Engage effectively with the UCAS process and generate and submit a strong university application</i> • Evaluate different types of higher education Institution in terms of personal interests and career aspirations • Compare degree courses and study options across a range of universities • Compare student finance, budgeting support and student employment opportunities across a range of universities
2.Information & Guidance	Students may not have equal opportunity to receive the information and guidance that will enable them to develop ambition and expectations, or to make informed choice about their higher education options	Investigate course & placement options, and social & leisure opportunities in higher education	<ul style="list-style-type: none"> • Discover course and placement opportunities in higher education • Find out about research areas, expertise and facilities in higher education and new areas of development • <i>Explore social and leisure, and extra-curricular opportunities in higher education</i> • <i>Discover career benefits of higher education and the employment opportunities for graduates.</i> • Find out about academic and information services, facilities and resources at (name of HEI)
		Evaluate course, student finance & graduate opportunities and make informed choices that align with personal interests and career aspirations	<ul style="list-style-type: none"> • <i>Evaluate different types of higher education Institution in terms of personal interests and career aspirations</i>

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		Evaluate course, student finance & graduate opportunities and make informed choices that align with personal interests and career aspirations	<ul style="list-style-type: none"> • <i>Evaluate different types of higher education Institution in terms of personal interests and career aspirations</i>

EORR Risk	EORR descriptor	NERUPI L3 OBJECTIVE	NERUPI LEARNING OUTCOMES
3.Perception of Higher Education	Students may not feel able to apply to higher education, or certain types of providers within higher education, despite being qualified	Anticipate challenges they will face in higher education and make a successful transition to university	<ul style="list-style-type: none"> • Gain a positive first-hand experience of student life and a university environment • Become familiar with learning and teaching approaches in higher education • Engage with students from a variety of social, cultural and ethnic backgrounds to establish positive relationships and form mutual support networks • Engage with academic and personal support mechanisms • Interact with academic staff and other university employees • Participate in challenging educational activities which are stimulating and motivating • Access the information, advice & guidance they need to make a successful transition to HE

EORR Risk	EORR descriptor	NERUPI L3 OBJECTIVE	NERUPI LEARNING OUTCOMES
4.Knowledge & skills	<p>Students may not have equal opportunity to develop the knowledge and skills required to be accepted onto higher education courses that match their expectations and ambitions</p>	<p>Enhance academic skills that develop capacity for critical thinking, independent research and self-directed learning</p> <p>Situate existing knowledge within wider fields of knowledge and apply to other contexts</p> <p>Situate existing knowledge within the context of university degree programmes and academic disciplines</p> <p>Access and experience appropriate attainment-raising interventions</p>	<ul style="list-style-type: none"> • Enhance capacity for independent learning, self-directed study and enterprise • Enhance capacity for creative problem solving and decision making • Enhance communication and presentation skills using different mediums • Enhance critical thinking skills through experimentation, reflection, analysis, synthesis and evaluation • Enhance research skills and gain experience of independent research • Enhance project planning skills and expertise in designing, implementing and evaluating a small-scale project • Enhance interpersonal and group work skills and capacity to work collaboratively with others • Enhance revision skills and expertise in a range of revision techniques • Extend awareness of the wider applications of knowledge • Locate existing knowledge within wider fields of knowledge and other contexts • Enhance understanding through collaborative projects which extend knowledge and challenge assumptions • Relate existing knowledge and interests to university subject areas and degree programmes • Extend their capacity for critical thinking, perspective taking and creative engagement with their subject area • Understand how knowledge can be developed within university subject areas and academic disciplines

EORR Risk	EORR descriptor	NERUPI objective	NERUPI LEARNING OUTCOMES
5. Limited choice of course type & style of delivery	Students may not have equal opportunity to access a sufficiently wide variety of higher education course types	Situating existing knowledge and interests within the context of university course and subject areas (Level 4/5)	<ul style="list-style-type: none"> • <i>Experience an accessible and challenging curriculum offer relevant for a 21st globalised world (Level 4/5)</i>

EORR Risk	EORR descriptor	NERUPI OBJECTIVE	NERUPI LEARNING OUTCOMES
6. Insufficient academic support	Students may not receive sufficient personalised academic support to achieve a positive outcome	Level 5 Receive comprehensive information about personal development and progression opportunities for graduates in their subject area	<ul style="list-style-type: none"> • Receive comprehensive information about social and leisure, and extra-curricular opportunities • <i>Receive comprehensive careers information, advice and guidance.</i> • Receive information through a variety of communication mediums • Access appropriate information, advice and guidance and fully utilise course and placement opportunities. • <i>Access appropriate academic and personal support and fully utilise university services.</i> • Access social and leisure, and extra-curricular opportunities, and pursue personal interests. • Access specialist careers information, advice and guidance and opportunities to network with alumni and employers • Extend and apply knowledge within a supportive academic environment, which utilises a wide range of teaching resources • Experience an accessible and challenging curriculum offer relevant for a 21stc globalised world • Extend their capacity for critical thinking, perspective taking and
7. Insufficient personal support	Students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome	<p>Access and utilise appropriate opportunities and provision in order to orientate themselves towards and realise personal goals</p> <p>Maximise the benefits of university life and successfully progress to graduate employment</p>	

EORR Risk	EORR descriptor	NERUPI objective	NERUPI learning outcome	NERUPI NEW AIM?	ACTION
10. Cost pressures	Increases in cost pressures may affect a student's ability to complete their course or obtain a good grade	Receive comprehensive information about personal development and progression opportunities for graduates in their subject area	<ul style="list-style-type: none"> <i>Access student finance and budgeting support appropriate to personal circumstances</i> 	Economic Capital	<ul style="list-style-type: none"> Ensure that student financial support services are accessible and relevant Review bursary offer
11. Capacity issues	Students may not have equal opportunity to access limited resources related to higher education, such as suitable accommodation	Access and utilise appropriate opportunities and provision in order to orientate themselves towards and realise personal goals	<ul style="list-style-type: none"> <i>Access student finance and budgeting support appropriate to personal circumstances</i> 	Economic Capital	<ul style="list-style-type: none"> Ensure that student accommodation is available

EORR Risk	EORR descriptor	NERUPI L6 objectives	NERUPI learning outcomes
I2. Progression from Higher Education	Students may not have equal opportunity to progress to an outcome they consider to be a positive reflection of their higher education experience	<p>Access information about postgraduate study and employment opportunities that align with their personal interests and career aspirations</p> <p>Identify and utilise opportunities and make informed choices that align with personal interests and career aspirations</p> <p>Embrace the challenge and develop a personal strategy for postgraduate progression</p> <p>Identify and develop skills and capacities needed for postgraduate study or graduate employment</p>	
		Develop students' understanding by contextualising subject knowledge	Extend and apply subject knowledge through post graduate study
			Extend and apply subject knowledge in different employment contexts
			Extend and synthesise academic knowledge with industry experience
			Extend their understanding and awareness of digital applications relevant to postgraduate study or graduate-level occupations in their field

EORR

Match risks
to the EORR

RISKS FOR ORGANISATION

Analyse data &
identify risks

NERUPI

Link to NERUPI
to define aims,
& objectives
for action

Which comes first?
**Strategic Analysis of your
organizational data**

REFLEXIVE CYCLE

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