



Evaluating & Researching University  
Participation Interventions

## NERUPI Evaluators

# The NERUPI Framework & the OfS Equal Opportunities Risk Register

4 October 2023

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# The NERUPI Framework

- 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

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

# Aim 1 Level 3: 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 3</b> (age 16–18) 	<b>Top-level objective</b>	<b>Investigate course &amp; placement options, and social &amp; leisure opportunities in higher education</b>	
	Objectives or learning outcomes	Discover course and placement opportunities in higher education	
	<b>Enable students to:</b>	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	

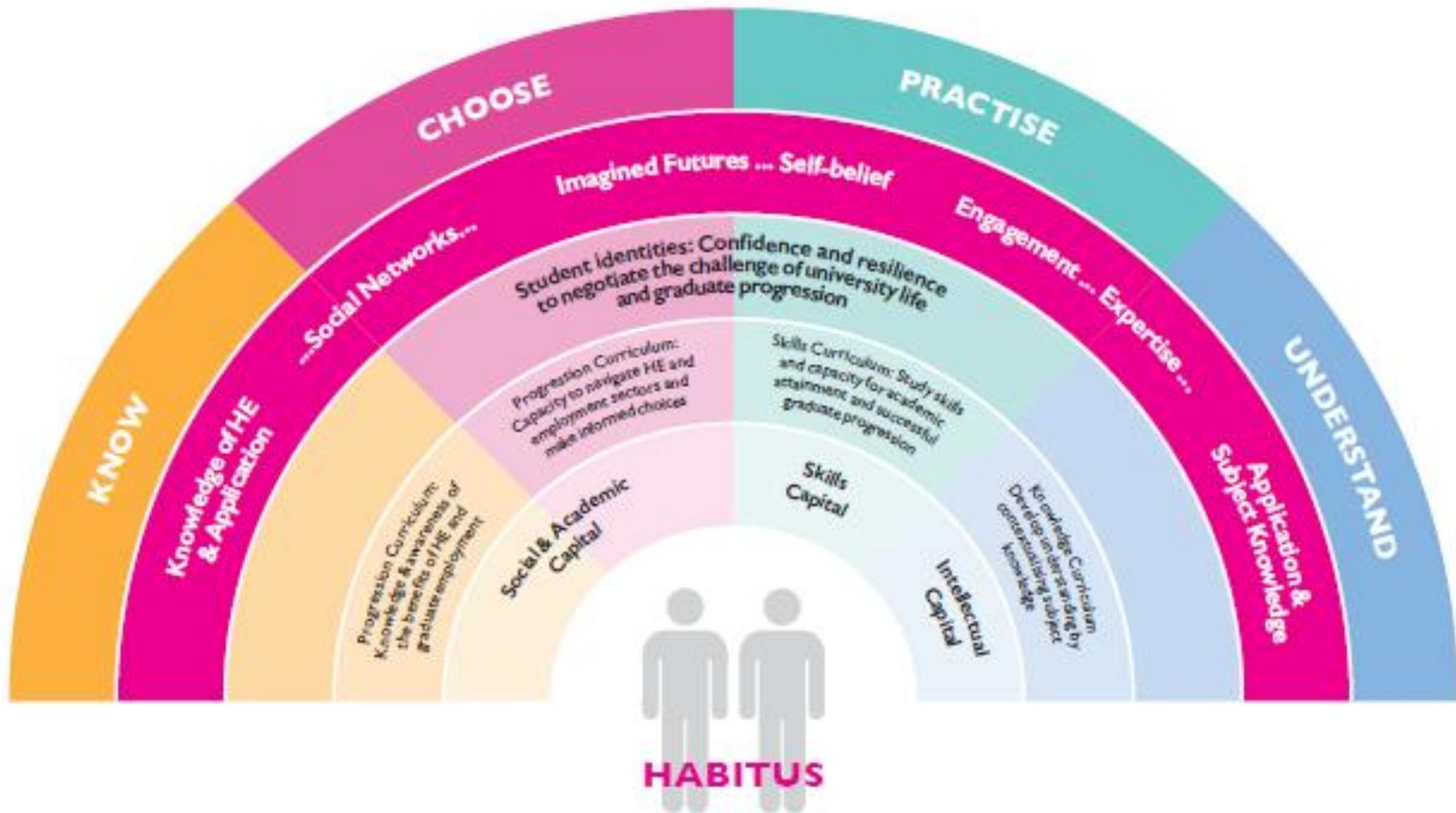
# Capability Framework

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

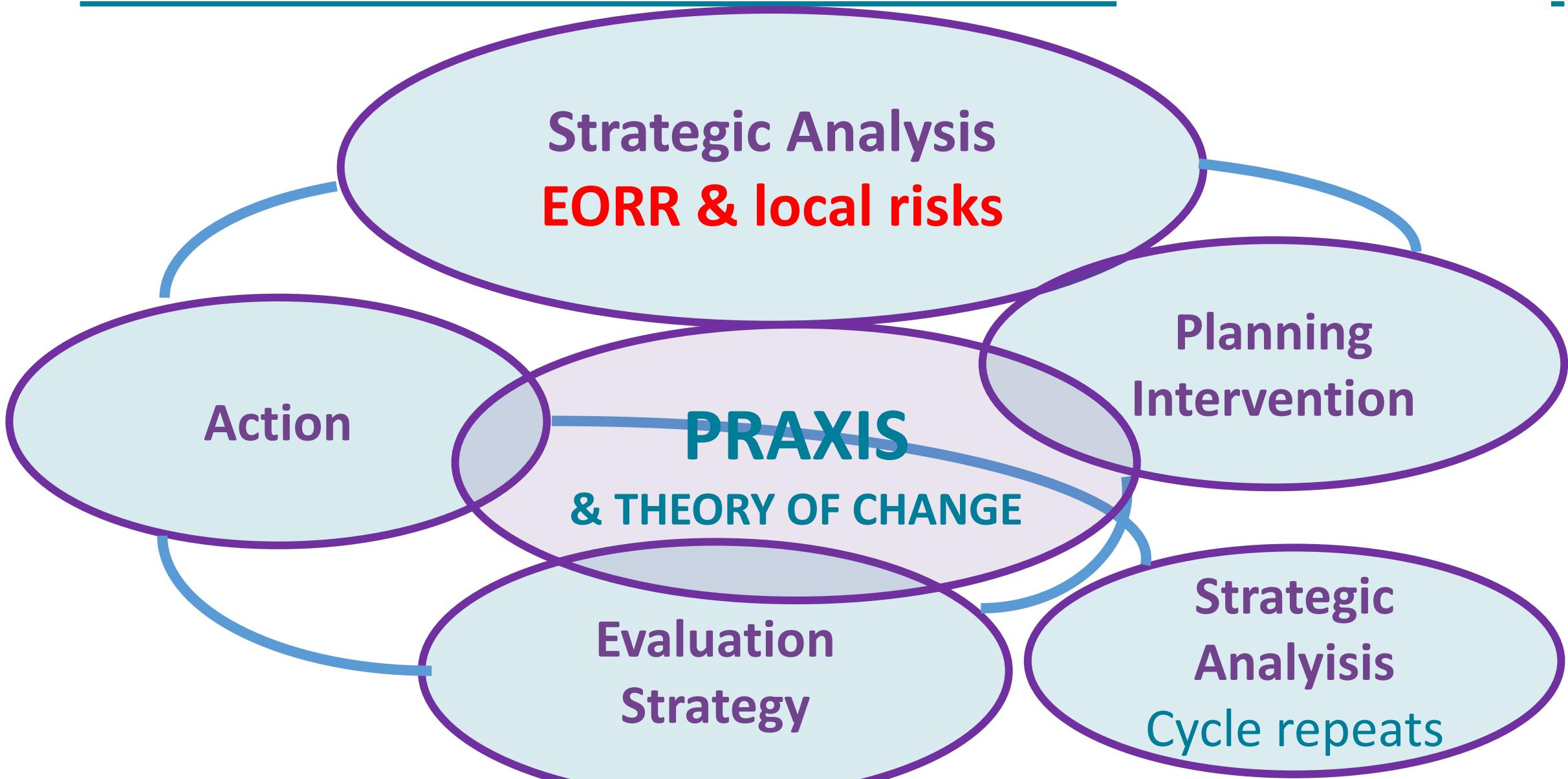
**CAPABILITY FRAMEWORK**

INDIVIDUAL FACTORS	ACTIONS	NERUPI AIM	ACTIONS	INSTITUTIONAL FACTORS
<b>Imagined Futures</b>	?	Develop students' knowledge and awareness of the benefits of higher education & graduate employment	?	<b>Culture</b> <b>Structures &amp; Policies</b>
	?	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



# REFLEXIVE CYCLE



# 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?

**Equality of Opportunity Risk Register**

Explore a range of risks to equality of opportunity across the higher education sector.

[About the risk register →](#)



**OfS EORR**

# EORR: Student Characteristics

Student characteristic	Related risk
Eligible for free school meals in the past six years	<a href="#">Risk 1 →</a> <a href="#">Risk 2 →</a> <a href="#">Risk 3 →</a> <a href="#">Risk 4 →</a> <a href="#">Risk 5 →</a> <a href="#">Risk 6 →</a> <a href="#">Risk 7 →</a> <a href="#">Risk 9 →</a> <a href="#">Risk 10 →</a> <a href="#">Risk 11 →</a> <a href="#">Risk 12 →</a>



## STUDENT CHARACTERISTICS

## 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"> <li>• <b><i>Engage effectively with the UCAS process and generate and submit a strong university application</i></b></li> <li>• Evaluate different types of higher education Institution in terms of personal interests and career aspirations</li> <li>• Compare degree courses and study options across a range of universities</li> <li>• Compare student finance, budgeting support and student employment opportunities across a range of universities</li> </ul>
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	<p>Investigate course &amp; placement options, and social &amp; leisure opportunities in higher education</p> <p>Evaluate course, student finance &amp; graduate opportunities and make informed choices that align with personal interests and career aspirations</p>	<ul style="list-style-type: none"> <li>• Discover course and placement opportunities in higher education</li> <li>• Find out about research areas, expertise and facilities in higher education and new areas of development</li> <li>• <b><i>Explore social and leisure, and extra-curricular opportunities in higher education</i></b></li> <li>• <b><i>Discover career benefits of higher education and the employment opportunities for graduates.</i></b></li> <li>• Find out about academic and information services, facilities and resources at (name of HEI)</li> <li>• <b><i>Evaluate different types of higher education Institution in terms of personal interests and career aspirations</i></b></li> </ul>

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

EORR Risk	EORR descriptor	NERUPI L3 OBJECTIVE	NERUPI LEARNING OUTCOMES
<b>4. Knowledge &amp; skills</b>	<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"> <li>Enhance capacity for independent learning, self-directed study and enterprise</li> <li>Enhance capacity for creative problem solving and decision making</li> <li>Enhance communication and presentation skills using different mediums</li> <li>Enhance critical thinking skills through experimentation, reflection, analysis, synthesis and evaluation</li> <li>Enhance research skills and gain experience of independent research</li> <li>Enhance project planning skills and expertise in designing, implementing and evaluating a small-scale project</li> <li>Enhance interpersonal and group work skills and capacity to work collaboratively with others</li> <li>Enhance revision skills and expertise in a range of revision techniques</li> <li>Extend awareness of the wider applications of knowledge</li> <li>Locate existing knowledge within wider fields of knowledge and other contexts</li> <li>Enhance understanding through collaborative projects which extend knowledge and challenge assumptions</li> <li>Relate existing knowledge and interests to university subject areas and degree programmes</li> <li>Extend their capacity for critical thinking, perspective taking and creative engagement with their subject area</li> <li>Understand how knowledge can be developed within university subject areas and academic disciplines</li> </ul>

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

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

EORR Risk	EORR descriptor	NERUPI objective	NERUPI learning outcome	NERUPI NEW AIM?	ACTION
<b>10. Cost pressures</b>	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"> <li>• <b><i>Access student finance and budgeting support appropriate to personal circumstances</i></b></li> </ul>	<b>Economic Capital</b>	<ul style="list-style-type: none"> <li>• Ensure that student financial support services are accessible and relevant</li> <li>• <b>Review bursary offer</b></li> </ul>
<b>11. Capacity issues</b>	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"> <li>• <b><i>Access student finance and budgeting support appropriate to personal circumstances</i></b></li> </ul>	<b>Economic Capital</b>	<ul style="list-style-type: none"> <li>• <b>Ensure that student accommodation is available</b></li> </ul>

EORR Risk	EORR descriptor	NERUPI L6 objectives	NERUPI learning outcomes
<b>12. Progression from Higher Education</b>	Students may not have equal opportunity to progress to an outcome they consider to be a positive reflection of their higher education experience	<p><b>Access information about postgraduate study and employment opportunities that align with their personal interests and career aspirations</b></p> <p><b>Identify and utilise opportunities and make informed choices that align with personal interests and career aspirations</b></p> <p><b>Embrace the challenge and develop a personal strategy for postgraduate progression</b></p> <p><b>Identify and develop skills and capacities needed for postgraduate study or graduate employment</b></p>	
		<p><b>Develop students' understanding by contextualising subject knowledge</b></p>	<p>Extend and apply subject knowledge through post graduate study</p> <p>Extend and apply subject knowledge in different employment contexts</p> <p>Extend and synthesise academic knowledge with industry experience</p> <p>Extend their understanding and awareness of digital applications relevant to postgraduate study or graduate-level occupations in their field</p>

# Organisation risks, EORR & NERUPI

## 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

