Organisation name:

Type of provider:

Date:

Completed by:

Name:

Position:

Phone:

Email:

NERUPI

Other

09/04/2018

Annette Hayton

NERUPI CONVENOR

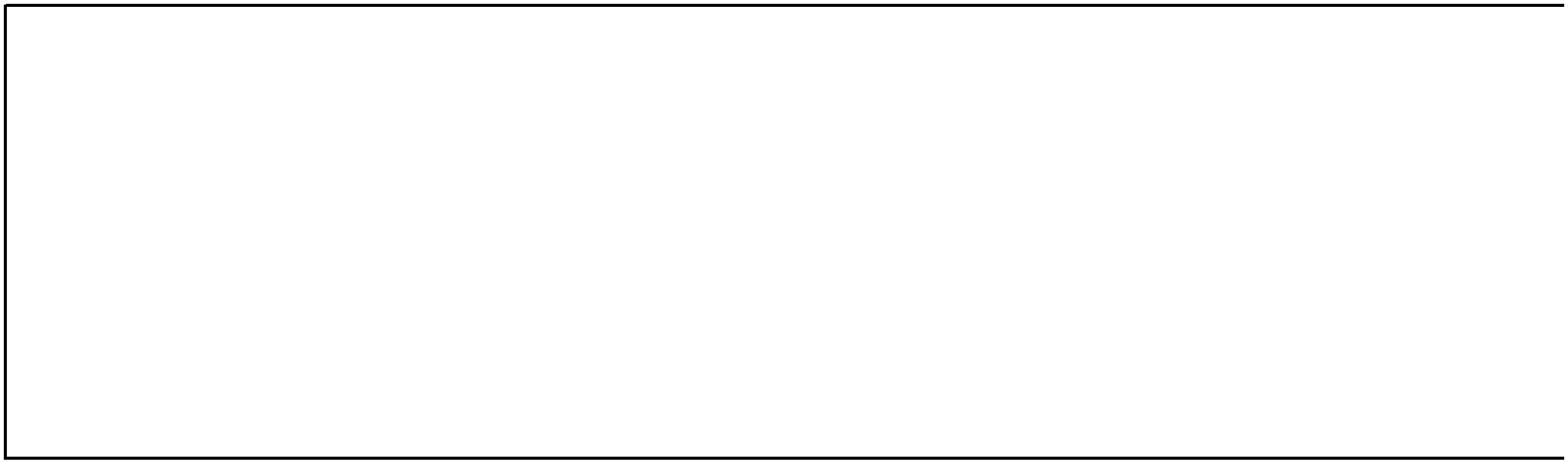
Dimension 1: Strategic context This dimension is concerned with the extent to which an evaluation culture is supported and prioritised, including as part of a coherent programme of evaluation across different activities and whether there are opportunities for staff to enhance their evaluation skills and understanding.			Does it exist? Response (choose from list)		How is it demonstrated?	Notes (use this space to explain your answers and the scores you have given yourself)
Support	Expected	Are there opportunities for your widening participation team(s) to have conversations about evaluation on a regular basis?	Yes		Examples could include standing item in team meetings or team planning days, or the existence of a specific forum for discussing evaluation of the impact of access and participation programmes.	Evaluation is an integral part of planning and review of interventions. The NERUPI Framework provides a common language and a set of Aims and Objectives to underpin discussions e.g.at outreach team meetings, staff development and planning and at the University's APP Advisory Group.
	Commended	*Is there a mechanism for strategic overview of evaluation of access and participation programmes?*			*Examples could include a formal structure such as a strategic committee or permanent working group with professional service staff, academics and students overseeing the evaluation work.*	strategic over
	Commended	*Are institutional resources deployed with evaluation aspects in mind?*	Emerging or in development		*Examples could include an identified budget line for evaluation in programme budgets, or a protocol regarding the level of resource to be allocated to evaluation as a proportion of the delivery costs of the access and participation activity.*	This could include the NERUPI subscription.
Culture	Expected	Are access and participation delivery staff and partners aware of the importance of evaluation?	Yes		Examples could include systematic dissemination of evaluation information, setting up briefing meetings to share details of planned evaluation of specific projects or programmes and to build understanding needed to implement the approach.	The NERUPI Framework underpins the design and planning of interventions, ensuring that clear aims and objectives are embedded into planning process along with appropriate evaluation methods. Planning meetings / debriefs/discussions reviews etc et etc take place ???
	Expected	Are access and participation delivery staff and partners committed to facilitating robust data collection processes?	Yes		You can demonstrate that you have taken action to make sure that your staff members are delivering the activities and your delivery partners (if applicable) understand the importance of implementing data collection in a reliable and systematic way that meets ethnical standards.	The NERUPI Framework provides a firm foundation for ensuring that staff and partners are aware of our key aims and objectives and our expectations regarding data collection which are integral to our programme. FOR EXAMPLE We embed this into practice by e.g. using NERUPI as a basis for setting objectives when planning interventions, presentations at partner school conferences
	Commended	*Is your evaluation activity coherently maintained across the whole programme of widening participation activities?*	Yes		*Examples could include use of common protocols for building in evaluation, or an overall evaluation framework for the whole of your widening participation programme (i.e. common measures of success/outcomes across interventions) or other mechanisms to take a consistent approach to evaluation planning across all activities (rather than evaluation being piecemeal and ad hoc).*	The NERUPI Framework underpins both our overall programme and the individual interventions within it, providing the framework for a consistent approach through common aims and objectives for planning and asessing success.
	Commended	*Is there a whole institutional approach to widening participation?*	Yes		*Examples could include linkage of access and participation activities with the learning and teaching strategy, employability strategy and other services.*	The 6 flexible Levels within the NERUPI Framework extend across the student lifecycle setting out clear expecations for interventions, providing the basis for planning and delivery across the institution and clear aims and objectives to underpin evaluation. FOR EXAMPLE This enables us to tailor our programme to the needs of different age groups and more easily illustrate the different aims and objectives to a range of stakeholders e.g. parents, teacher and academic staff.
	Commended	*Do you create opportunities for honest reflection on the effectiveness (or otherwise) of your activities?*			*Examples could include piloting and feasibility testing of initiatives, use of planning cycles for periodic reviews of practices and evidence.*	
Skills	Expected	Have you identified a skills base or expertise among professional service staff for undertaking or commissioning evaluation of access and participation plan programmes?	Emerging or in development		Examples could include mapping required skills for evaluation, undertaking a skills audit of widening participation staff, recruitment of evaluation staff or highlighting skills in commissioning external research. Other types of mechanism could include opportunities to share expertise to support evaluation (e.g. professional development, mentoring).	FOR EXAMPLE A skills mapping process/recruitment process/commissioning process/CPD workshops/ have been developed based on the NERUPI Framework utilising both the theoretical and practical guidance it provides to inform the above.
	Commended	*Have you identified a skills base or expertise among academic staff for undertaking or commissioning evaluation of widening participation initiatives?*	Emerging or in development		*Examples could include collaboration between the widening participation team(s) and academic staff members, funding academic institutional research into widening participation.*	The NERUPI Framework provides a clear set of theoretically grounded aims that enable academic staff to deploy their research expertise to meet national and institutional priorities.

	Commended	*Do you encourage access and participation staff members to engage in reflective practice?*	Emerging or in development		*Development of reflective practitioners who have a framework for drawing on their experiential knowledge (as opposed to deliverers of static activities).*	The NERUPI Framework is used as a basis for reflection on interventions allows staff to assess how far aims and objectives have been met and providing a starting point for exploration of the related theory enabling staff to develop as reflective practitioners.
	Commended	*Are there opportunities for access and participation staff members to enhance their evaluation skills and understanding?*	Emerging or in development		*Examples could include evaluation-related professional development activities, participation in national policy and practice debates, participation in regional, national and international networks and events.*	NERUPI provides opportunities for staff to attend NERUPI seminars, enage with key theoretical concepts and relevant literature, develop evaluation skills and understanding and share effective practice.
		Your score:	#N/A			

Reflective account for Dimension 1: This is an opportunity to identify development opportunities for enhancing your evaluation practice, recognising the importance of continuous improvement, whatever your starting point (suggested 500-1000 words).

Dimension 2: Designing your programmes This dimension considers the rationale for programmes, the extent to which programme design and choice of outcome measures are underpinned by and informed by the existing evidence, and whether evaluation is built in at the design stage.			Does it exist? Response (choose from list)		How is it demonstrated?	Notes (use this space to explain your answers and the scores you have given yourself)
Rationale for programmes	Expected	Are your programmes underpinned by clear objectives for what you want to achieve?	Emerging or in development for most programmes		Defined objectives documented in enough detail to enable someone else to work towards them correctly and effectively, and capable of being measured and evaluated. This might be underpinned for example by guidance and support for setting of objectives.	The NERUPI Framework sets out clear Aims and Objectives/Learning Outcomes that provide the basis for additional learning outcomes tailored to specific interventions while retaining overall programme coherence.
	Expected	Is your programme design informed by evidence?	Emerging or in development for most programmes		This is referring to whether your programme development practice draws on your own or other people's existing evidence of the impact of activities to inform your programme design features. This evidence would include published research, monitoring, feedback, impact evaluation evidence, national data and own evaluation(s).	The theoretically grounded, context specific aims and objectives in the NERUPI Framework provide a firm foundation for programme design.
	Commended	*Is there a clear and detailed specification of the specific activities your programmes will deliver, and why you are delivering them in this way in order to best meet your objectives?*	Emerging or in development for most programmes		*References to evidence of impact elsewhere, in the research literature, or both, on effectiveness in different contexts. Identification of impact evaluation to show that those receiving the intervention treatment you are delivering have better outcomes, i.e. you can point to results that show that what you are doing is likely to be effective in terms of generating the desired results.*	Our programmes and activities have been mapped/developed against the aims and objectives in the NERUPI Framework which prides a coherent basis for assessing impact of individual activities and the programme as a whole.
Indicators and measures	Expected	Have you defined and agreed the deliverables for your programmes?			Specification of what will be delivered: for example, you have set targets for the number of different types of activities that the programme will deliver and the volume in terms of those taking part in them and target group characteristics.	
	Expected	Are you clear on how you will measure all of the outcomes and impacts of your programmes?	Emerging or in development for most programmes		For example, measures of your outcomes would include specification of specific and achievable changes for your participants (pre and post) which can be reliably measured and which are relevant to the aims of your interventions. Measure of impact might include clearly articulated measures of the difference your activities are making to access and participation in higher education. This might be underpinned for example by use of a framework of outcome and impact measures appropriate for different activities and circumstances.	The NERUPI Framework offers the flexibility to use a range of impact and outcomes and measures as appropriate for the intervention while providing overall programme coherence.
	Expected	Are your success measures focused on impact in terms of achieving outcomes for participants?			Evidence of moving beyond feedback and satisfaction measures and the opinions of the participants to specify outcomes, e.g. continuation and progression, attainment, behavioural changes.	
	Expected	Can you point to evidence underpinning your choice of outcome measures for your access and participation programmes?			Identification of existing evidence to show that the outcomes and how you measure them are appropriate to the activities in question (i.e. demonstrating that the outcomes you are claiming to make an impact on are relevant to the activity you are delivering and pertinent to enhancing higher education access and participation).	
	Commended	*Do you have benchmarks against which to measure the outcomes you are achieving?*			*Examples could include target setting, identification of expected effects based on previous experience or results elsewhere.*	
Research strategy	*Commended*	*Is evaluation specified during the planning stage of your interventions?*	Emerging or in development for most programmes		*Evaluating from the start of activities (e.g. evaluation agreed in the project specification, and data collection mechanisms built in to capture the outcomes).*	The NERUPI Framework underpins the design of activities and the identification of appropriate data collection and outcome measures.
		Your Score:	#N/A			

Reflective account for Dimension 2: This is an opportunity to identify development opportunities for enhancing your evaluation practice, recognising the importance of continuous improvement, whatever your starting point (suggested 500-1000 words).



Dimension 3. Designing your evaluations The tool prompts you to think about the extent to which the evaluation of your programmes is proportionate to the activity and appropriate for the purpose of measuring the impact and the claims you want to make			Does it exist? Response (chose from drop down list)		How is it demonstrated?	Notes (use this space to explain your answers and the scores you have given yourself)
All types	Expected	Are the evaluation plans for your programmes in line with the standard of evaluation expected by the Ofice for Students, taking account of the complexity of the programme and context of delivery?			You believe there is alignment between your evaluation and your programme activities because the type of evaluation in place is appropriate to the type of activity, stage of development and understanding of the intervention, and given local constraints and opportunities [1].	
	Expected	Is there clarity about the intended audience for the evaluation and requirements for the evaluation given how the findings will be used?			The type of evaluation is appropriate to the research questions you are seeking to address and the claims you are looking to make [2].	
	Commended	*Do you put in place formal evaluation plans specifying roles, responsibilities, resources required?*			*You have robust mechanisms for specifying and agreeing the impact evaluation plans, and are using an appropriate format to ensure that roles and responsibilities are clear, and appropriate resources are in place. The evaluation plan should outline the evaluation activities to be undertaken, responsibilities for coordinating and undertaking and inputting to the evaluation, budget, any plans for oversight of the evaluations (steering groups, etc.), and arrangements for using results (dissemination, agreeing and monitoring recommendations).*	
Do you have any access to higher education related programmes? (Yes/No):			**Yes**			
1. Access to higher education programmes			**Yes, already in place for this number of programmes**	**Emerging or in development for this number of programmes**	**Neither in place or in development for this number of programmes**	Not considered applicable for this number of programmes [3]
			Enter number of programmes (If "0" leave blank)			
Type 1: Narrative	Expected	Are programmes underpinned by an explicit and shared understanding of what works in what context(s), through a theory of change, logical framework, or other underpinning rationale that demonstrates understanding of the processes involved?				
	Expected	Can you demonstrate that you are using evidence on an ongoing basis to support the development of the processes involved in delivering your activities on the ground (i.e. that how you are delivering activities is tailored to achieve the best outcomes)?				
Type 2: Empirical	*Commended*	*Do you measure the changes associated with your interventions against a counter-factual, i.e. compared to what might have happened otherwise had the interventions not been in place?*				
Type 3: Causal	*Commended*	*Does your research design establish causality and ensure the rigour of your results?*				

How is this demonstrated?	Notes (use this space to explain your answers and the scores you have given yourself)
A theory of change diagram, logical framework approach, or other methodology that links activities to outcomes and the assumptions and processes underpinning the programme [4].	By defining a set of capabiliities required at 6 levels for successful progression to and through higher education the NERUPI Framework incorporates a theory of change that is most closely aligned to an action research approach to continuous improvement.
You can specify the evidence sources including previous results that show that your intervention approach is likely to be effective in terms of generating the desired results. The evidence could come from your previous evaluations, the research literature on the effectiveness of access and participation programmes, or both.	
Examples could include quantitative or qualitative evidence of a difference between treatmentand non-treatment difference (i.e. an evaluation which includes data to measure the position for participants both before and after the intervention), or a 'natural' experiment (for example based on data before and after the intervention was introduced, or to show results for participants against eligible participants who did not take up the offer of the intervention).	
This could include different research designs as appropriate to your situation and the outcome measures could be quantitative (e.g. higher education applications or entrants) or qualitative (e.g. teacher assessment) [5].	

ERROR: Please enter number of programmes into the appropriate boxes, or select 'No' above if no access related programmes

Do you have any student success related programmes? (Yes/No):			**Yes**					
2. Student success programmes (retention, completion and degree outcomes related programmes)			**Yes, already in place for this number of programmes**	**Emerging or in development for this number of programmes**	**Neither in place or in development for this number of programmes**	Not considered applicable for this number of programmes [3]	**How is this demonstrated?**	**Notes**
			Enter number of programmes (If "0" leave blank)					**(use this space to explain your answers and the scores you have given yourself)**
Type 1: Narrative	Expected	Are programmes underpinned by an explicit and shared understanding of what works in what context(s), through a theory of change, logical framework, or other underpinning rationale that demonstrates understanding of the processes involved?					A theory of change diagram, logical framework approach, or other methodology that links activities to outcomes and the assumptions and processes underpinning the programme [4].	By defining a set of capabiliities required at 6 levels for successful progression to and through higher education the NERUPI Framework incorporates a theory of change that is most closely aligned to an action research approach to continuous improvement
	Expected	Can you demonstrate that you are using evidence on an ongoing basis to support the development of the processes involved in delivering your activities on the ground (i.e. that how you are delivering activities is tailored to achieve the best outcomes)?					You can specify the evidence sources including previous results that show that your intervention approach is likely to be effective in terms of generating the desired results. The evidence could come from your previous evaluations, the research literature on the effectiveness of access and participation programmes, or both.	
Type 2: Empirical	*Commended*	*Do you measure the changes associated with your interventions against a counter-factual, i.e. compared to what might have happened otherwise had the interventions not been in place?*					*Examples could include quantitative or qualitative evidence of a difference between treatmentand non-treatment difference (i.e. an evaluation which includes data to measure the position for participants both before and after the intervention).*	
Type 3: Causal	*Commended*	*Does your research design establish causality and ensure the rigour of your results?*					*This could include different research designs as appropriate to your situation and the outcome measures could be quantitative (e.g. higher education applications or entrants) or qualitative (e.g. teacher assessment) [5].*	
ERROR: Please enter number of programmes into the appropriate boxes, or select 'No' above if no student success related programmes								
Do you have any progression related programmes? (YES/NO):			**Yes**					
3. Progression programmes (progression to postgraduate employment and further study)			**Yes, already in place for this number of programmes**	**Emerging/ In development for this number of programmes**	**Neither in place or in development for this number of programmes**	Not considered applicable for this number of programmes [3]	**How is this demonstrated?**	**Notes**
			Enter number of programmes (If "0" leave blank)					**(use this space to explain your answers and the scores you have given yourself)**
Type 1: Narrative	Expected	Are programmes underpinned by an explicit and shared understanding of what works in what context(s), through a theory of change, logical framework, or other underpinning rationale that demonstrates understanding of the processes involved?					A theory of change diagram, logical framework approach, or other methodology that links activities to outcomes and the assumptions and processes underpinning the programme [4].	Bydefining a set of capabiliities required at 6 levels for successful progression to and through higher education the NERUPI Framework incorporates a theory of change that is most closely aligned to an action research approach to continuous improvement

	Expected	Can you demonstrate that you are using evidence on an ongoing basis to support the development of the processes involved in delivering your activities on the ground (i.e. that how you are delivering activities is tailored to achieve the best outcomes)?					You can specify the evidence sources including previous results that show that your intervention approach is likely to be effective in terms of generating the desired results. The evidence could come from your previous evaluations, the research literature on the effectiveness of access and participation programmes, or both.	
Type 2: Empirical	*Commended*	*Do you measure the changes associated with your interventions against a counter-factual, i.e. compared to what might have happened otherwise had the interventions not been in place?*					*Examples could include quantitative or qualitative evidence of a difference between treatmentand non-treatment difference (i.e. an evaluation which includes data to measure the position for participants both before and after the intervention).*	
Type 3: Causal	*Commended*	*Does your research design establish causality and ensure the rigour of your results?*					*This could include different research designs as appropriate to your situation and the outcome measures could be quantitative (e.g. higher education applications or entrants) or qualitative (e.g. teacher assessment) [5].*	

ERROR: Please enter number of programmes into the appropriate boxes, or select 'No' above if no progression related programmes

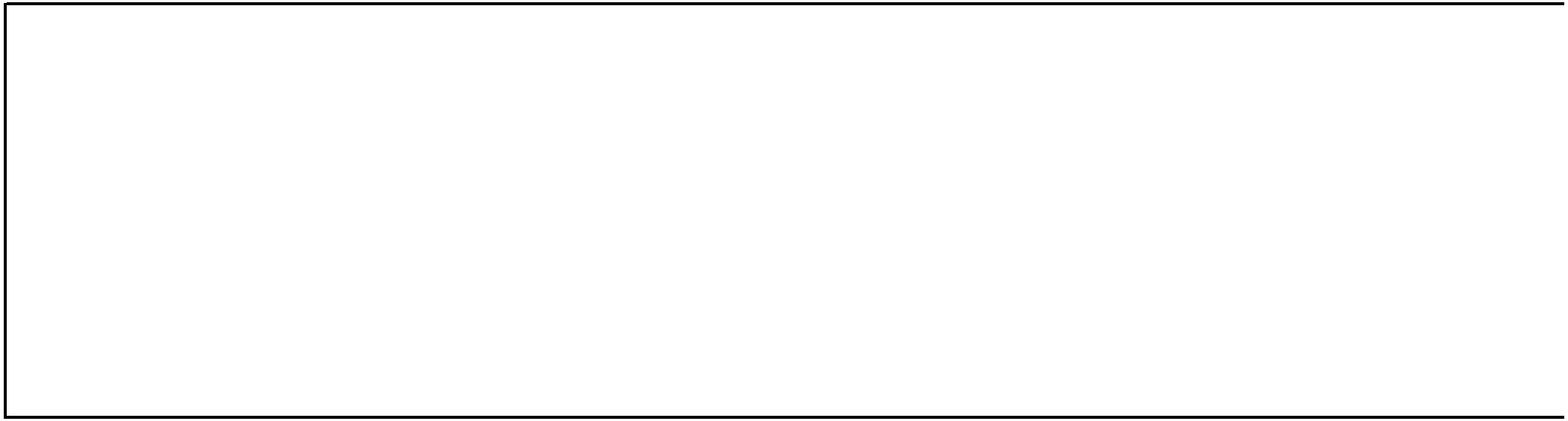
	Evaluation design score:	#N/A

Reflective account for Dimension 3: This is an opportunity to identify development opportunities for enhancing your evaluation practice, recognising the importance of continuous improvement, whatever your starting point (suggested 500-1000 words).

Name of activity [1]:

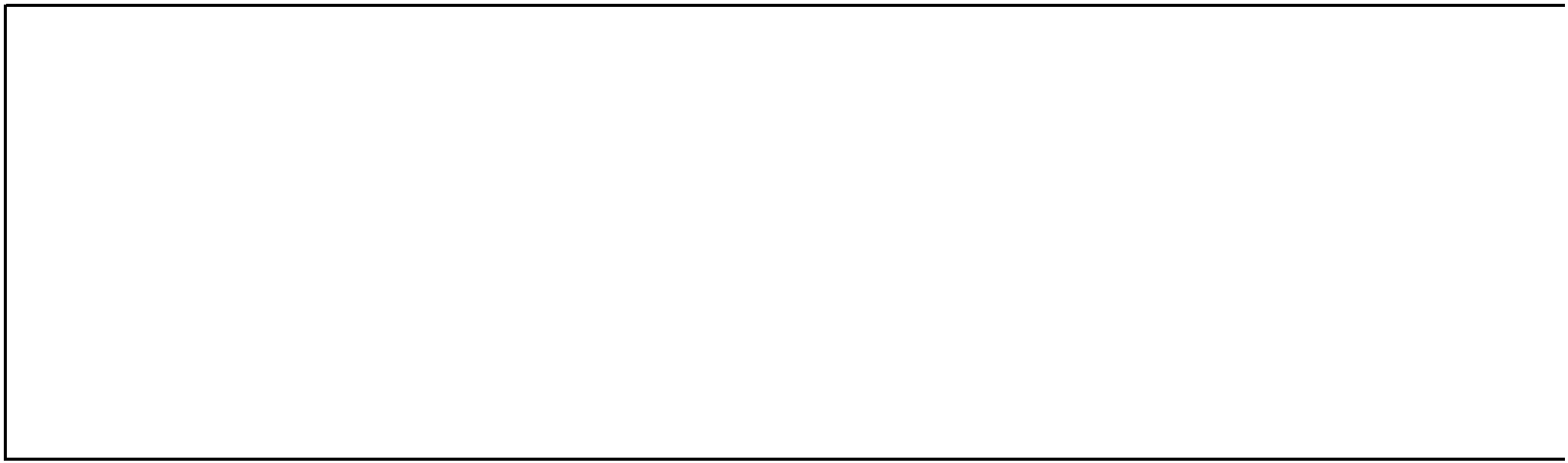
Mapping your evaluation activities and standard of evidence [2]		Yes, already in place	Emerging or in development	Neither in place or in development	Not considered applicable [3]	How is this demonstrated?	Notes (use this space to explain your answers and the scores you have given yourself)
Office for Students (OfS) Type 1: Narrative	Are programmes underpinned by an explicit and shared understanding of what works in what context(s), through a theory of change, logical framework, or other underpinning rationale that demonstrates understanding of the processes involved?					A theory of change diagram, logical framework approach, or other methodology that links activities to outcomes and the assumptions and processes underpinning the programme.	The NERUPI Framework incorporates a theory of change approach by speciying the capabilities that are required for successful progression into and through HE in the form of clear aims and objectives and promoting a reflexive approach to assessing effectivenes of interventions.
	Can you point to evidence to support the processes identified in your theory of change or logical framework?					You can specify the evidence sources including previous results that show that your intervention approach is likely to be effective in terms of generating the desired results. The evidence could come from your previous evaluations, the research literature on the effectiveness of access and participation programmes, or both.	
	Can you demonstrate engagement with the evidence base or literature or current debates on 'what works' in widening participation?					This could include being able to show how you use formal evidence such as the existence of a systematic, up-to-date review of relevant literature, including theoretical, empirical and policy literature with full references, and other critical engagement with and reflection on the literature, or showing how you use 'informal' evidence such as participation in professional networks, events and conversations within and beyond the institution with evidence of these findings feeding back to enhance practice.	The aims and objectives in NERUPI Framework incorporate insights from theory, evaluation and policy encouraging crticial engagement in the context of practice. The Network provides opportunities for members to share, discuss and develop with other HEIs to develop expertise in their own institution and across the sector.
	Have you opportunities for ongoing review of the project or programme rationale to take account of emerging evidence, results or changes in context or needs?					Set review cycles that reconsider whether the underpinning rationale, logical framework or theory of change and related practices need updating in the light of developing policy and evidence and theory development contexts.	
	Is there a joined up approach?					You can demonstrate a holistic approach which considers the relationship between activities and cohorts and looks for opportunities to connect these.	
OfS Type 2: Empirical	Do you measure the changes associated with your interventions against a counter-factual, i.e. compared to what might have happened otherwise had the interventions not been in place?					Examples could include quantitative or qualitative evidence of a difference between treatment and non-treatment difference: an evaluation which includes data to measure the position for participants both before and after the intervention.	
	Do you collect evaluation data at different points e.g. before and after (and preferably during) participation in the programme)?					Quantitative or qualitative evidence of a pre- and post-treatment change.	

	Do you gather data from different perspectives and sources?					Application of a systematic research design which triangulates results from multiple perspectives. Could include for example gathering feedback data from adults involved with the targeted participants (parents and teachers), as well as the participants themselves. Where possible you should aim to include objective measures (such as applications to higher education) as well as gathering people's subjective views and perspectives.	
	Does your research design involve use of comparison groups?					Examples could include use of research designs involving comparison of outcomes for your participants with their cohort (e.g. those in a school cohort who took part in a programme, compared with those who did not), or with matched comparators (e.g. a similar young people in the population who did not receive the intervention).	
	If you are using comparison groups, does your selection method take account of possible selection bias?					Putting in place approaches to minimise the potential for selection bias (e.g. controlling for possible influencing factors such as levels of motivation between the intervention and the comparison group or other characteristics which could influence your results such as attainment).	
	If you are using comparison groups, have the potential contamination effects been addressed?					Putting in place approaches to ensure the comparison or control group is not exposed to the access and participation activity or does not benefit it in other ways.	
	Do you use inferential statistics, where appropriate, as well as descriptive statistics?					Examples of use of inferential analytical strategies including multivariate analysis, where appropriate.	
OfS Type 3: Causal	Does your research design establish causality and ensure the rigour of your results?					This could include different research designs as appropriate to your situation and the outcome measures could be quantitative (e.g. higher education applications or entrants) or qualitative (e.g. teacher assessment) [4].	
	Do you ensure that the data against which you are comparing has been collected in the same way for both the participant group and control group (and preferably at the same time)?					Use of standardised pre-and post- measures that are administered consistently, or comparison based on objective measures (e.g. exam grades) or consistently applied linked administrative data on outcome.	
	If you are using 'internal' controls (i.e. recruited as part of your project) have you identified how to ensure an appropriate case: control ratio?					You can show that that you have thought about recruitment of the participants and the data collection mechanisms which you will use and tested these at the evaluation design stage.	
	If you are using 'external' controls (i.e. people who have not been identified through your activities) have you ensured appropriate access to reliable outcomes data?					You can point to data sharing protocols being put in place.	
	Can you identify the size and statistical significance of the effect?					You can demonstrate this in the reporting standards used.	
Use this space to identify development opportunities.							



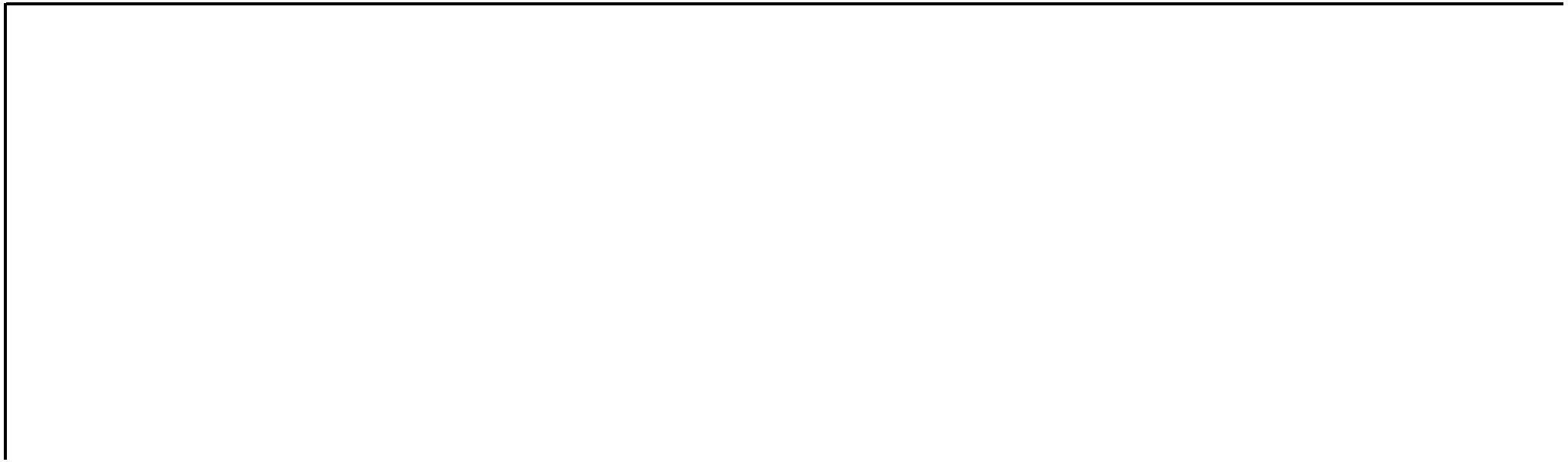
Dimension 4: Evaluation implementation This dimension involves thinking about how you put in place the measures and tools you are using to evaluate and other implementation factors such as the reliability of data collection mechanisms and application of resources.			Does it exist? Response (choose from list)		How is it demonstrated?	Notes (use this space to explain your answers and the scores you have given yourself)
Data collection	Expected	Have you identified how you will access the data required to measure outcomes and impacts?			You can point to reliable and robust data sources used to collect data on the outcomes (changes) you are making and the impact (the difference this makes for higher education access and participation). This could include the application of qualitative or quantitative research methods to collect new data or the or use of existing data sources where relevant (e.g. higher education progression data). Examples could include having a schedule in your evaluation frameworks which sets out when and how data will be collected.	
	Commended	*Do you work in partnership with other stakeholders (e.g. schools, data providers) to maximise evaluation data and results?*			*Examples could include data sharing protocols being put in place.*	The NERUPI Framework provides a clear set of aims and objectives that facilitates a collaborative approach.
	Expected	Does your approach to data comply with the requirements on data collection and data sharing?			For example, an audit of existing administrative and naturally occurring data used and assessment of compliance against current data protection legislation requirements and good practice.	
	Expected	Are procedures in place for addressing ethical considerations?			Use of an agreed research protocol. Approval through your institution's ethnical approval process.	
	Commended	*Do your participant data collection arrangements allow for measurement of individualised change (as well as cohort or subgroup analyses)?*			*Systems for holding and analysing data at an individual participant level capable of capturing changes in the outcomes of individuals.*	
	Commended	*Have you established a methodology to track the outcomes of your participants over time?*			*Examples could include use of follow-up of participants, tracking using partner data (where available) or linking to administrative data sources.*	
	Commended	*Do you obtain data using validated or sector-standard tools and techniques?*			*You can demonstrate a critical understanding of the limitations of self-report data, especially from questionnaires (e.g. cognitive biases), and are putting in place measures to overcome these such as piloting and cognitive testing of survey instruments, pre-validation tools, systematic administrative data sources.*	
Resources	Expected	Have you assessed the level of resources required and allocated these for evaluation?			For example, agreement of an evaluation workplan specifying resources required (i.e. people, skills, subscriptions, specialist knowledge, data collection and analysis tools etc.).	
	Commended	*Is the evaluation budget proportionate to the activity budget and type of activity?*			*Typically, for innovative interventions where evaluation is needed to inform learning, the costs are likely to be at least 5 per cent and possibly more where, for example, evaluation includes a strong formative element. As a rule of thumb the least intensive and better proven interventions will require less evaluation resource than more intensive and innovative interventions.*	
Managing risk	*Commended*	*Do you undertake risk analysis for your evaluations?*			*Risk assessment(s) in place with mitigating strategies for each risk.*	
		Your Score:	#N/A			

Reflective account for Dimension 4: This is an opportunity to identify development opportunities for enhancing your evaluation practice, recognising the importance of continuous improvement, whatever your starting point (suggested 500-1000 words).



Dimension 5: Learning This part is designed to help you to think about how evaluation findings and results are used to inform practice through reflection, sharing, dissemination, translation into adjustments or innovation in practice.			Does it exist? Response (choose from list)		How is it demonstrated?	Notes (use this space to explain your answers and the scores you have given yourself)
Interpreting results	Expected	Does your evaluation reporting acknowledge the limitations of the research design approach used in each case?			Examples could include being able to show in your impact evaluation reports that you have recognised any issues or limitations in the research design which need to be taken into account when interpreting the results; for example, relating to the method of approach used, the sample sizes involved, or other issues such as selection bias.	
	Commended	*Can you attribute impact – or lack thereof – to your programmes?*	Emerging or in development		*You can show that you have a clear sense of the project or programme design factors involved. Examples could include putting in place qualitative, quantitative or mixed methods research design to investigate the processes involved in, and factors which contribute to, any observed impacts. Alternative evidence could include ability to demonstrate a well developed understanding of the activities and processes involved in bringing about the observed results capable of replication.*	The NERUPI Framework is desgined to faciliate a range of evaluation approaches. The overarching aims and objectives provide the flexibilty to deploy the appropriate methodolgy while retaining overall coherence
	Commended	*Does your evaluation triangulate findings from different sources?*	Emerging or in development		*A mixed methods approach to data collection, providing multiple perspectives on the activity – e.g. from teachers or parents.*	The coherence provided by the overarching aims and objectives of the NERUPI Framework makes it particularly suited to a mixed methods approach.
	Commended	*Does your reporting demonstrate engagement with the scholarly literature on effectiveness where it exists?*	Yes		*You can show that your evaluation builds on understanding of the corpus of prior research or evaluation reports on effectiveness in fields where an evidence base exists (e.g. mentoring).*	The NERUPI Framework is based on key theoretical concepts and literature in the field.
Evaluation results	Expected	Do you have a mechanism in place to share the findings from your evaluation internally?			Sharing of findings from institutional research in cross-institution networks. Examples could include through the agreement of action plans that are overseen by the widening participation steering group (or equivalent), other mechanisms for cross-team working.	
	Commended	*Regardless of what type of evaluation you have chosen, do you know whether your access and participation interventions are having the effect you intend?*			*Your evaluation approaches and results are well developed enough on which to base your conclusions. You have generated results from an evaluation design which allows you to show a change in at least one of your intervention's key outcome measures over and above what might have reasonably been expected to happen.*	
Use of evaluation	Expected	Is there clarity about how findings will be used?			Your evaluation plan details the arrangements for using evaluation (dissemination, agreeing and monitoring recommendations emerging).	
	Commended	*Are systematic mechanisms in place to enable evaluation results to influence the delivery of access and participation activities?*			*You can demonstrate putting in place continual improvement of the effectiveness of an activity in its context through an ongoing cycle of review, consideration and revision.*	
	Commended	*Can you demonstrate how you have used evaluation findings to inform improvements to your access and participation interventions cycle-on-cycle?*	*Yes*		*Examples could include actions to translate evaluation results into institutional thinking or practices and during design of activities, changes to the activities as a result of lessons from evaluation or the discontinuation of activities where evaluation suggests a lack of effectiveness.*	
Sharing	*Commended*	*Are mechanisms in place to enable evaluation results to influence practice across the sector?*			*You share your evaluations externally or contribute to the evidence base on effectiveness in other ways. Examples could include presentations at conferences or events, publications in widening participation newsfeeds, articles in journals.*	Membership of NERUPI provides opportunities to share evaluation case studies through the members website, NERUPI seminars and the annual Convention.
	Commended	*Is your evaluation work contributing to the body of knowledge held by the Evidence and Impact Exchange?*			*Records of submission of evaluation reports and other evidence to the Evidence and Impact Exchange.*	
		Your Score:	#N/A			

Reflective account for Dimension 5: This is an opportunity to identify development opportunities for enhancing your evaluation practice, recognising the importance of continuous improvement, whatever your starting point (suggested 500-1000 words).



Provider	NERUPI
Type	Other

	Total score	Category of evaluation practice	
1. Strategic context Maximum score=24	#N/A	#N/A	#N/A
2. Programme design Maximum score=18	#N/A	#N/A	#N/A
3. Evaluation design Maximum score=12	#DIV/0!	#N/A	#N/A
4. Evaluation implementation Maximum score=20	#N/A	#N/A	#N/A
5. Learning from evaluation Maximum score=22	#N/A	#N/A	#N/A

Note: Values not available until all questions have been answered.