

# **Reflections on embedding the NERUPI Framework in the context of Uni Connect programme development and evaluation.**

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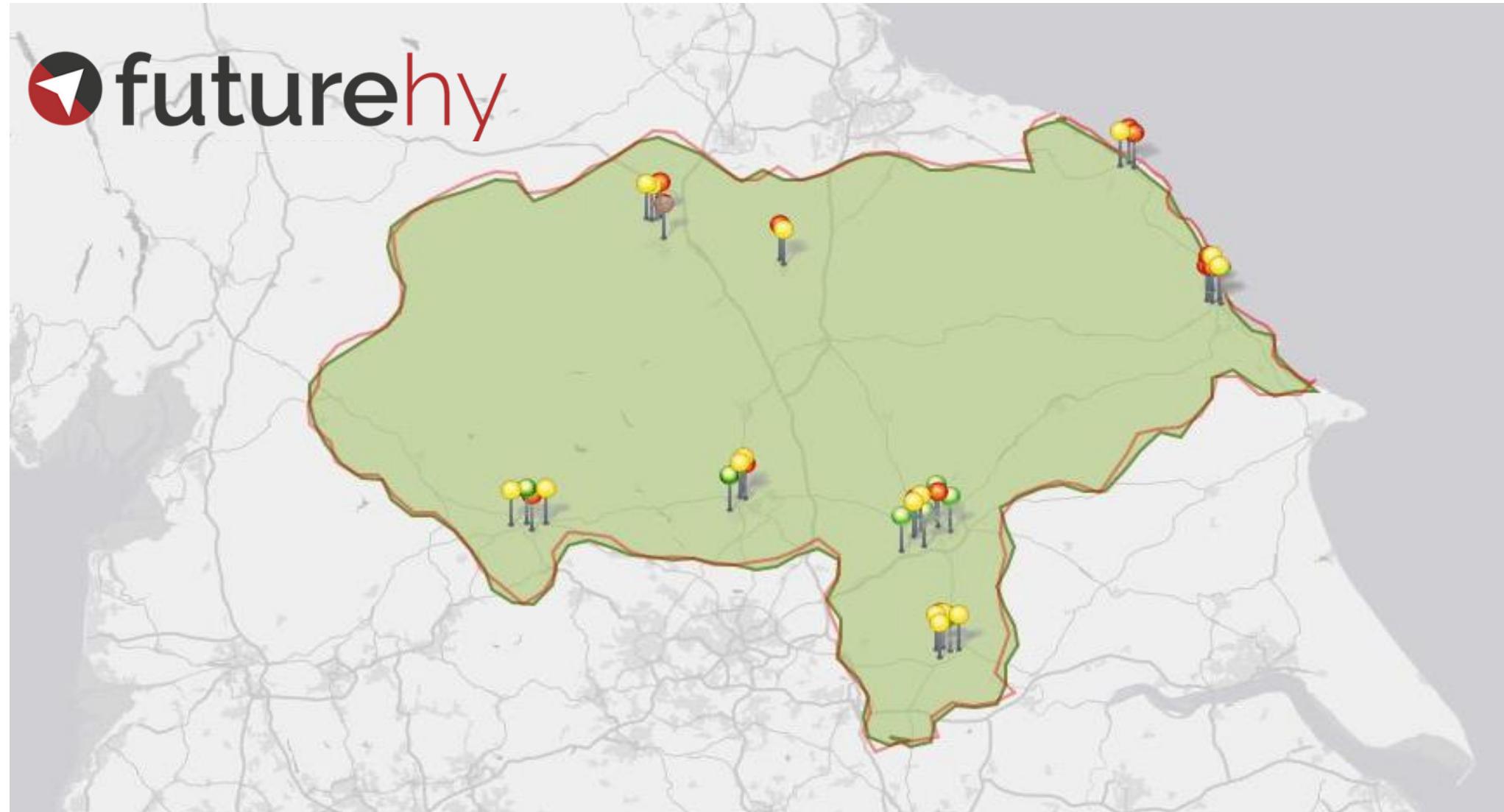
# About FutureHY (York & North Yorkshire)

- 10 Target Wards
- 3 Universities
- 6 FE Colleges with HE
- Over 3,000 square miles!

● Partner Institutions

● Schools

● Community Activity



# About Me

- First in family to go to university
- Mature student
- Disabled learner
- Experienced widening participation practitioner
- Began current role in August 2019 – Start of Uni Connect Phase 2
- Leads the NERUPI Uni Connect Working Group
- Began MA in Social Justice and Education at Lancaster University in Autumn 2018
- Dissertation looked at how FutureHY had adopted the NERUPI framework and explored how this was used in impact evaluation

# FutureHY and NERUPI

- Early adopters – Framework embedded from Phase 1
- FutureHY Progression Framework based on NERUPI objectives at levels 1-3 (Year 9-13)
- Our Progression Framework is central to the FutureHY programme all staff and stakeholders have a level of understanding of NERUPI



# Progression Framework and Activity Offer

KNOW - CHOOSE - BECOME - PRACTISE - UNDERSTAND

## CORE PROSPECTUS

OUR 2019/20 NCOP WARD OUTREACH OFFER FOR SCHOOLS AND COLLEGES



## OUR PROGRESSION FRAMEWORK

The framework seeks to develop aims and strive for outcomes which are focused around five key strands. These five strands below have been developed with the local context in mind, as well as drawing upon the theoretical work of Pierre Bourdieu. This is a dynamic framework, and it is anticipated that this will evolve over the course of the programme as our knowledge builds and as local and national priorities adjust.

KNOW		Develop young people's knowledge and awareness of the benefits of higher education
CHOOSE		Develop young people's capacity to navigate the Higher Education sector and make informed choices
BECOME		Develop young people's confidence and resilience to negotiate the challenges of university life
PRACTISE		Develop young people's study skills and capacity for academic attainment
UNDERSTAND		Develop young people's understanding by contextualising subject knowledge

## GATSBY BENCHMARKS

The Gatsby Benchmarks, which are eight principles of best practice, have been mapped against our activities. This is a nationally recognised framework for good careers guidance.

BENCHMARK	GATSBY STATEMENT
1. A Stable Careers Programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governors and employers
2. Learning from Career & Labour Market Information	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities.
3. Addressing the Needs of Each Pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking Curriculum Learning to Careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.
5. Encounters with Employers & Employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of Workplaces	Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
7. Encounters with Further and Higher Education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal Guidance	Every pupil should have opportunities for guidance interviews with a career adviser, provided that they are trained to an appropriate level.

## OUR ACTIVITY OFFER

ACTIVITY	WHAT IS THIS?	WHO IS THIS FOR AND WHERE DOES IT TAKE PLACE?	GATSBY BENCHMARK	OUR FRAMEWORK
Family "University" Experience Visit	A day trip to a university and the city of York for students and their parents/carers. The day will include interactive HE activities for all, and a student finance workshop for parents/carers. This will be followed by a chance for everyone to explore the city.	Years 7 - 11 selected At a university campus	7	  
Small Steps Big Difference Workshop	A series of workshops that encourage students to reflect on their current lifestyle and learn how to make small improvements that will make a big difference to future outcomes.	Years 9 - 11 - all In your school or community setting	3 and 7	  
Creative Forces Day	A visit to either York St John University or University of York for any student from a Military Service background. Familiarisation with an HE environment and the opportunity to talk about their experience of being a Military Service child within their community.	Year 9 - 11 selected At a university campus	3 and 7	  
Exam Prep Workshop	A workshop for students preparing for exams. This session aims for students to understand stress, anxiety and the related process, to discover ways to manage and prepare for exams and to learn coping strategies.	Year 11/13 and College students - all In your school, college or community setting	7	 
Employability Workshop	This workshop is designed to assist students in identifying their transferable skills and how they can improve on what they already know and what they feel less confident about. This workshop will look at skills required in specific job roles and the difference between essential and desirable skills.	Year 11/12/13 and College students - all In your school, college or community setting	4 and 7	  
Stand for Careers and HE events	A stand at your careers and HE events giving out impartial information, advice and guidance about post 16 progression routes, and HE, including degree apprenticeships, to students and their families.	All In your school or college	7	  
Subject Taster Sessions	A visit to York St John University, University of York or CU Scarborough for students to familiarise themselves with a HE environment and take part in taster sessions for specific academic subjects.	Year 12/13 and College students Selected At a university campus	2, 3, 4, and 7	  
"Making the Most of Open Days" talk	This talk will consist of a series of questions to help students think about what is important to them when choosing a university. The session will also explore some top tips about what students should be doing to prepare for an open day and things to do on the day to make sure they make the most of the experience.	Year 12 and College students - all In your school, college or community setting	4 and 7	  

# Why NERUPI?

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

NERUPI Network, 2019.

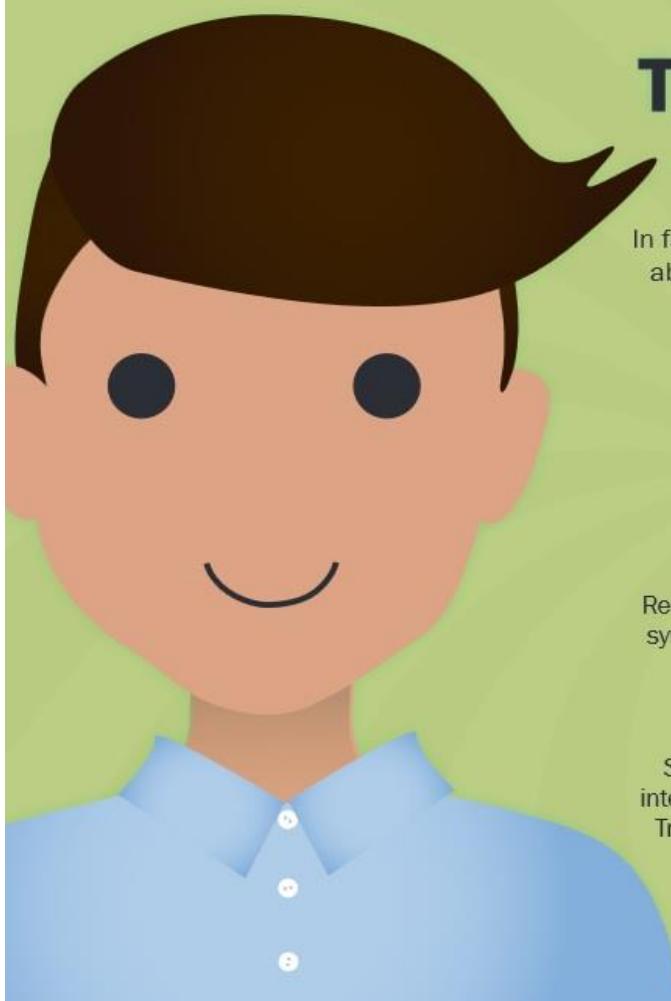
# Utilising NERUPI in Evaluation Development

Type 2: Empirical Research					
Activity and Intensity	Description of Activity	Benefits for Recipients (NERUPI)	Intended Outcomes	Indicators for Change	Evaluation Methodology
<p><b>Project Dare</b> <i>Two x four hour sessions with in-school follow up activity.</i></p> <p><i>Target cohort</i></p>	<p>Students take part in workshops, delivered by local employers, which focus on real-world problem-solving activity. Includes a visit to the workplace</p>	<p><b>Become</b> Increased confidence and resilience to negotiate the challenges of HE</p> <p><b>Practise</b> Improved capacity for academic attainment and study skills</p> <p><b>Understand</b> Increased understanding by contextualising subject knowledge</p>	<p><b>Careers</b></p> <ul style="list-style-type: none"> <li>Students will discover how subject knowledge can be applied in other contexts and settings</li> </ul> <p><b>Progression</b></p> <ul style="list-style-type: none"> <li>Students will become familiar with a university setting and learning and teaching approaches in Higher Education</li> <li>Students will establish a positive association with Higher Education</li> </ul> <p><b>Performance</b> Students will:</p> <ul style="list-style-type: none"> <li>Develop capacity to apply existing knowledge to problem solving</li> <li>Develop communication and presentation skills using different mediums</li> <li>Develop analytic skills and capacity for creative and innovative thinking</li> <li>Develop and apply research skills</li> <li>Develop and apply project planning skills</li> <li>Develop team-working and leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>Successful completion of end-of-workshop presentation task</li> <li>Teachers report that the activity has helped students develop a positive view of employers and higher education providers</li> </ul> <p><i>Students report that, as a result of the activity, they:</i></p> <ul style="list-style-type: none"> <li>Have increased knowledge of which jobs are available to them</li> <li>Have developed their ability to communicate effectively through discussion and presentations</li> <li>Have an increased ability to problem solve</li> <li>Have developed their ability to identify their own strengths and weaknesses</li> <li>Have developed teamwork skills</li> </ul>	<p>Participant pre/post-activity evaluation outcome stars (quantitative measuring self-reported perceptions and intent)</p> <p>In-situ intercepts (qualitative)</p> <p>Teacher feedback (qualitative)</p>

# My Research

- An evaluative research paper that explored key elements of current policy and practice within widening participation in the English higher education sector, focussing on the Office for Students'-funded Uni Connect programme.
- Included analysis of theories which are used to underpin both widening participation outreach design and evaluation, followed by the introduction of the NERUPI Framework, which synthesises theory and practitioner expertise in a reflexive evaluation cycle.
- Examined evaluation data from three key FutureHY core activities to understand short to medium term outcomes.
- Undertaken in the context of the COVID-19 pandemic which caused a number issues and particularly limited primary data collection options.

# Intervention #1 - Exam Prep Workshops



## TACKLE EXAM STRESS

Many students feel nervous before an exam. In fact, the right level of nerves may help us perform to the best of our ability. However, too much anxiety can block our thoughts, make us catastrophize, or send us into a panic.

This workshop covers a range of topics such as:



Recognising the early symptoms of anxiety and stress



Strategies and techniques on managing exam anxiety



Relaxation techniques to help you practice staying calm

Sessions are run by Tracy Donachie, as a former semi-professional and international footballer as well as highly qualified performance psychologist. Tracy is uniquely placed to deliver practical tools to help you tackle exam stress for good.

KNOW | BECOME | CHOOSE | PRACTISE | UNDERSTAND

# Intervention #1 - Exam Prep Workshops

Table 4.4: Exam Prep Workshop Evaluation

NERUPI Pillar	Outcome (FutureHY Progression Framework)	Success Indicator	Evaluation Data	Outcome
Become	[Participants] Develop confidence in their potential to progress onto and succeed at university	Increase in participants stating they feel confident about their exams [QUANT]	12 percentage point increase in participants strongly agreeing or agreeing that they feel confident about their exams. 9 percentage point reduction in those in disagreement with the statement.	Positive impact – short term, relating to exam confidence
		Increase in participants self-reported likelihood of applying to HE [QUANT]	Minimal change	No evidence of impact on longer term intentions relating to HE progression
Practise	Develop and apply project planning skills	Participants state they feel more prepared for their exams following the session [QUANT]	An 8 percentage point increase in participants strongly agreeing or agreeing that they feel prepared for exams. A 7%-point reduction in those who disagree /strongly disagree with the statement.	Positive impact
Practise	Develop revision techniques and skills	Participants can articulate techniques/skills they will take away from the session [QUAL]	Participants describe coping and stress-management mechanisms they've learned in the session and talk about resources they will now access for exam preparation	Positive impact
Understand	Access and experience appropriate attainment-raising interventions	Participants describe how they will implement elements of the workshop to support their exam performance [QUAL]	Participants state they feel 'more motivated' and 'more prepared' for their exams and suggest they will adopt the revision techniques they have learned.  Difficult to attribute this to attainment-raising without longer-term study	Positive immediate impact  Unable to link to exam attainment in this study

# Intervention #2 – The Mock Open Day



**Talk Options (choose 3 of 4):**

- What to Expect at Uni
- Student Life
- Student Finance and Budgeting
- Accommodation



# Intervention #2 – The Mock Open Day

Table 4.5: Mock Open Day Evaluation

NERUPI Pillar	Outcome (FutureHY Progression Framework)	Related Element of the Event	Success Indicator	Evaluation Data	Outcome
Know	Discover course and placement opportunities in Higher Education	Information Fair	Participants agree that, as a result of this activity, they feel more knowledgeable about Higher Education	71% of participants either 'agreed' or 'strongly agreed' that they felt more knowledgeable about HE after the event.	Data suggests a positive impact
Know	Find out about research areas, expertise and facilities in Higher Education and new areas of development	Academic Research Session	Participants state that they found the Academic Research Session 'useful'	On average, participants rated the Academic Research Session 7/10 for 'usefulness'  Anecdotal feedback suggested lack of subject choice for talks reduced student satisfaction	Data suggests a positive impact however there is scope to improve by offering participants more choice of research areas to explore
Know	Explore social and leisure, and extracurricular opportunities in Higher Education	Information Fair Student Life Talk	Participants state that they found the Student Life Talk 'useful'	On average, participants rated the Student Life talk 9.4/10 for 'usefulness'	Data suggests a positive impact
Know	Discover career benefits of Higher education and the employment opportunities for graduates	(Unable to identify)	N/A	Unclear	Data does not address this outcome
Know	Find out about academic and information services, facilities and resources	Information Fair Campus Tour	Participants state that they found the Campus Tour and Information Fair 'useful'	87% of participants stated that they found the Campus Tour 'Useful'  80% found the Information Fair 'Useful'	Data suggests a positive impact

# Intervention #2 – The Mock Open Day

NERUPI Pillar	Outcome (FutureHY Progression Framework)	Related Element of the Event	Success Indicator	Evaluation Data	Outcome
Choose	Evaluate different types of Higher Education Institution in terms of personal interests and career aspirations	Information Fair	Participants agree that, as a result of this activity, they feel more knowledgeable about Higher Education	71% of participants either 'agreed' or 'strongly agreed' that they felt more knowledgeable about HE after the event.	Data suggests a positive impact however questions did not specifically reflect personal interests and aspirations
Choose	Compare degree courses and study options across a range of universities	Information Fair	Participants agree that, as a result of this activity, they feel more knowledgeable about Higher Education	71% of participants either 'agreed' or 'strongly agreed' that they felt more knowledgeable about HE after the event.	Data suggests a positive impact Intercepts during the event could confirm participants are comparing multiple options
Choose	Compare student finance, budgeting support and student employment opportunities across a range of universities	Student Finance and Budgeting Talk	Participants rate the Student Finance and Budgeting Talk as useful	On average, participants rated the Student Finance and Budgeting talk 9.5/10 for 'usefulness'	Data suggests a positive impact
Become	Gain a positive first-hand experience of student life and a university environment	Whole Event	Participants agree that, as a result of this activity, they feel more confident about attending future open days	74% Participants either 'agree' or 'strongly agree' that they feel more confident about attending future Open Events	Data suggests a positive impact although questioning could better align with the expected outcome
Become	Become familiar with learning and teaching approaches in Higher Education	Whole event Academic Research Session	Participants agree that, as a result of this activity, they feel more knowledgeable about Higher Education  Participants state that they found the Academic Research Session 'useful'	71% of participants either 'agreed' or 'strongly agreed' that they felt more knowledgeable about HE after the event.  On average, participants rated the Academic Research Session 7/10 for 'usefulness'	Data suggests a positive impact

# Intervention #3 – Project Dare



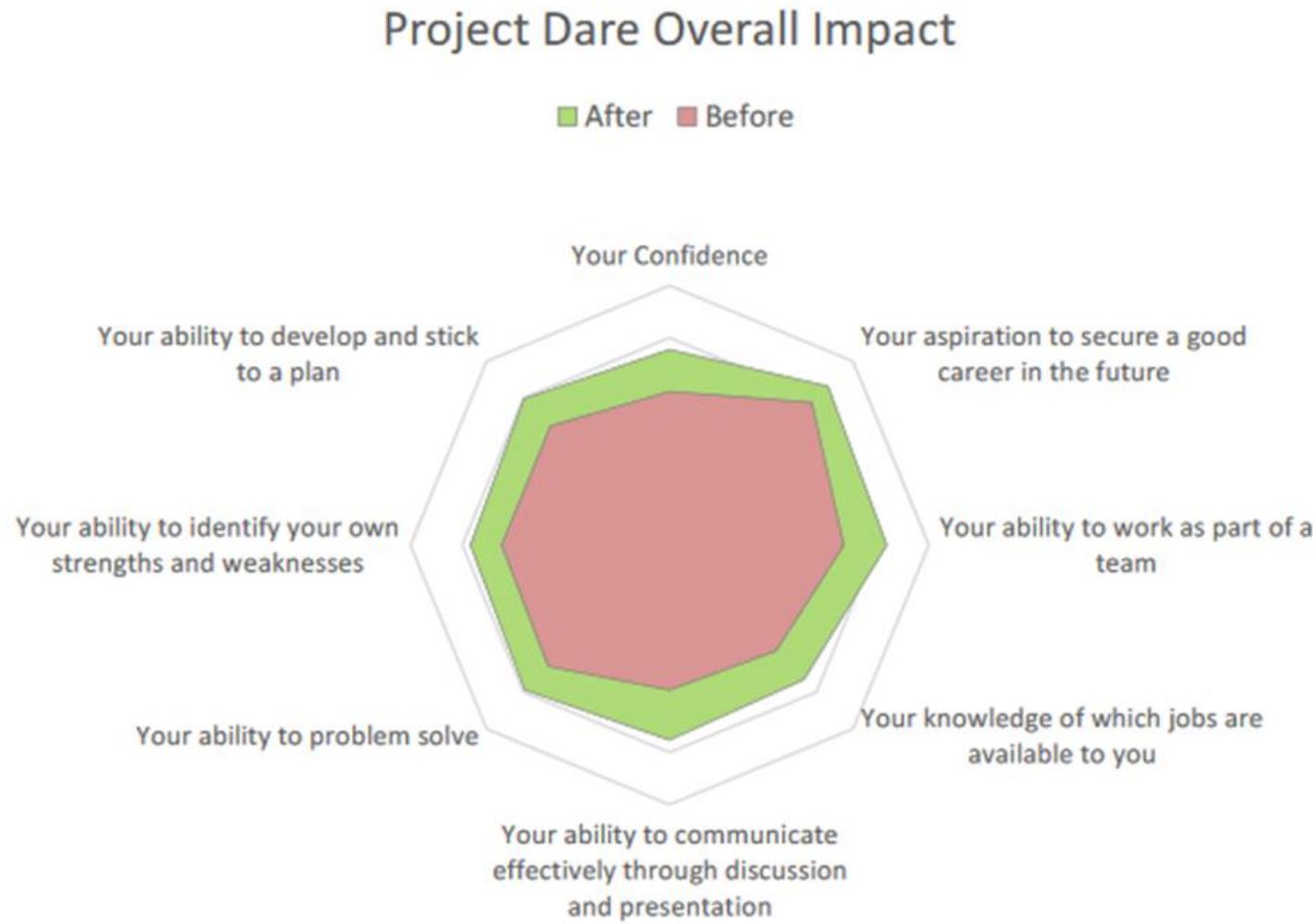
Day 1: Wednesday 21<sup>st</sup> November

- Team building activities
- Careers Speed Shop – find out more about how the different employees got to where they are now

Day 2: Wednesday 28<sup>th</sup> November

- Plan and design a self-build property with £100,000
  - Pitch your design to JRHT employees
  - Winner to be announced!

# Intervention #3 - Project Dare



# Intervention #3 - Project Dare

NERUPI Pillar	Outcome (FutureHY Progression Framework)	Success Indicator	Outcome
Become	Become familiar with a university setting and learning and teaching approaches in Higher Education	The first day of each project was hosted at a university and supported by student ambassadors	Narrative suggests outcome has been met
Become	Establish a positive association with Higher Education	N/A	No data available to specifically measure this outcome
Practise	Develop capacity to apply existing knowledge to problem solving	Participants reported an increase in their ability to problem solve	Data suggests a positive impact
Practise	Develop communication and presentation skills using different mediums.	Participants reported an increase in their ability to communicate effectively through discussion and presentation	Data suggests a positive impact
Practise	Develop analytic skills and capacity for creative and innovative thinking	Successful completion of group task and presentation	Narrative suggests outcome has been met
Practise	Develop and apply research skills	Successful completion of group task and presentation	Narrative suggests outcome has been met

# Intervention #3 - Project Dare

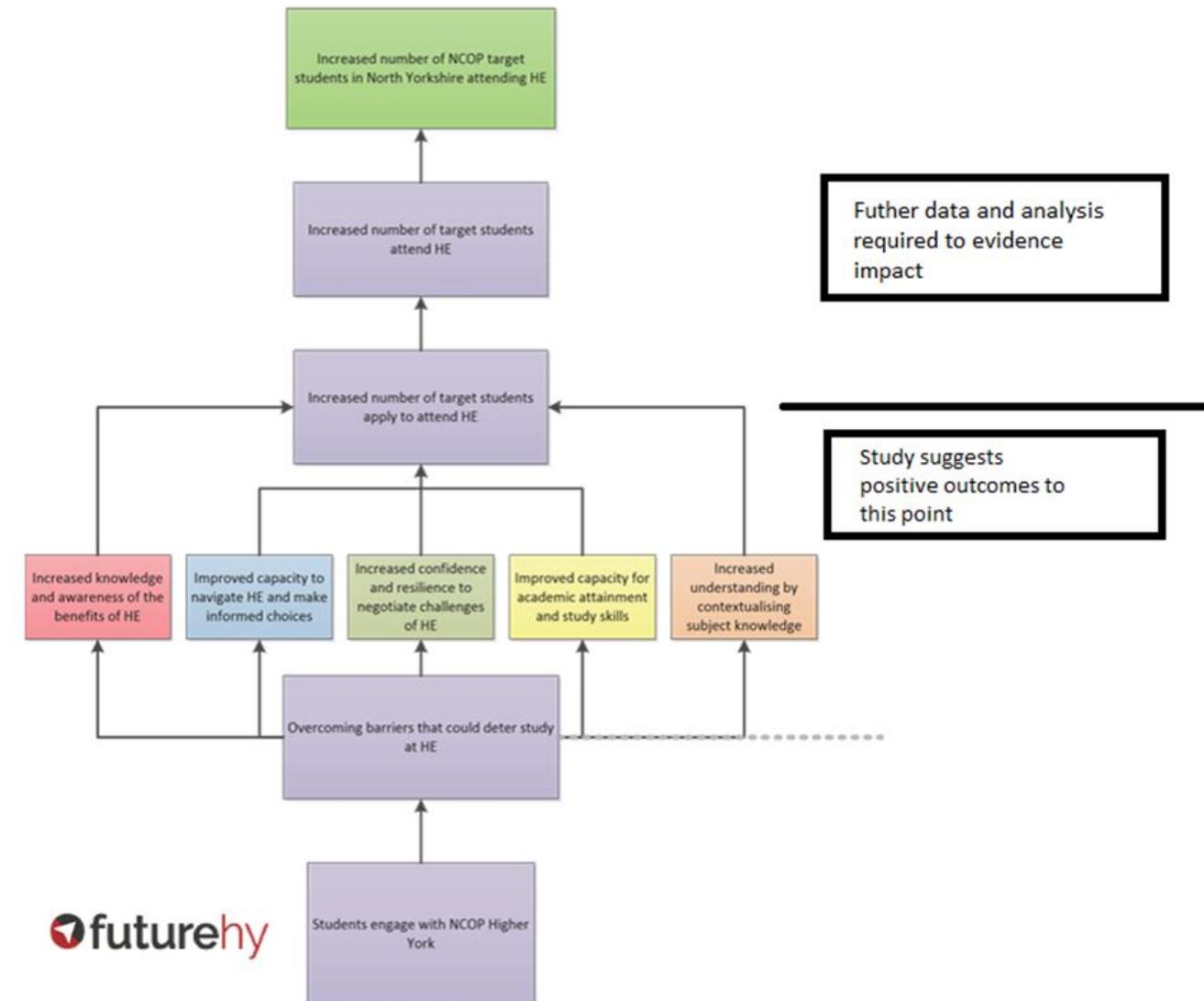
NERUPI Pillar	Outcome (FutureHY Progression Framework)	Success Indicator	Outcome
Practise	Develop and apply project planning skills	Participants reported an increase in their ability to develop and stick to a plan	Data suggests a positive impact
Practise	Develop teamworking and leadership skills	Participants reported an increase in their ability to work as a team	Data suggests a positive impact
Understand	Discover how GCSE subject knowledge can be applied in other contexts and settings	Participants in the ARUP project stated they'd learned about different fields in engineering and related this to career options	Limited available data suggests a positive outcome
Understand	Engage in challenging educational projects which extend understanding and contextualise learning	All participants engaged in the project and completed the task – many related to GCSE subjects	Narrative suggests outcome has been met
Understand	Understand how GCSE curriculum relates to university subject areas	N/A	No data available to specifically measure this outcome

# Research Findings

The paper also included some qualitative stakeholder data to help contextualise the individual interventions within the wider FutureHY programme

Findings suggest outcomes outlined in the FutureHY Progression Framework and Theory of Change have been successfully met as a result of the interventions presented

Further research is now needed to fully evaluate impact by following these outcomes through to HE participation

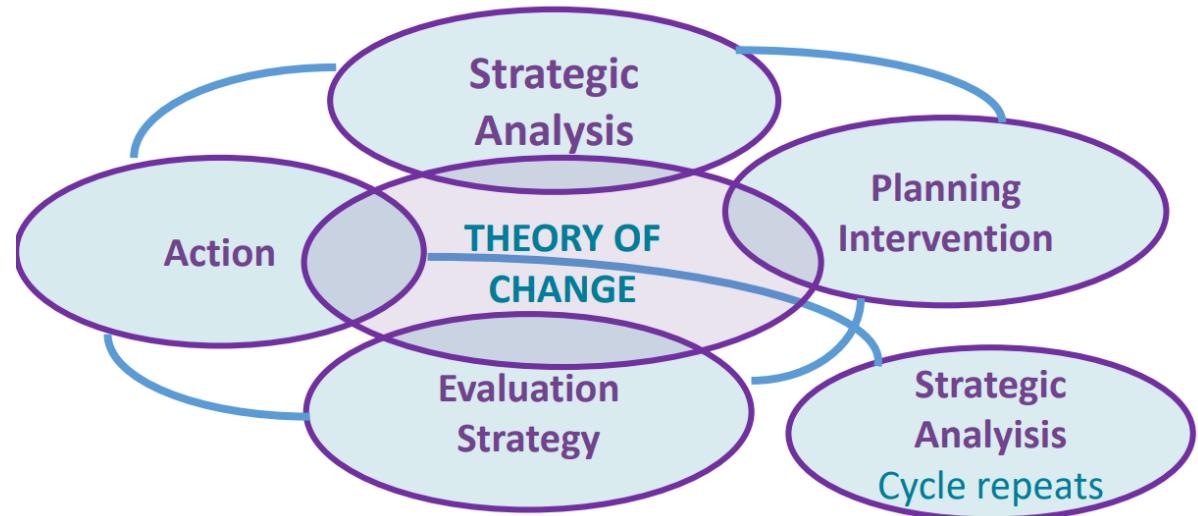


# Next Steps

- Review Progression Framework for Phase Three – consider how whole programme is sustained and progressive and meets appropriate NERUPI objectives at each educational stage
- Develop longitudinal evaluation which captures participants' perceptions, progress and intentions at multiple stages throughout the programme
- Continue with reflexive cycle, using new knowledge to influence planning, action, and future data collection

## Reflexive planning cycle

**NERUPI** *network*  
Evaluating & Researching University  
Participation Interventions



NERUPI, 2020.

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