

IMPLEMENTING NERUPI FOR MATURE OUTREACH



Rowan Fisher – WP Evaluation Officer

BREAKING THE ICE

- Without discussing write down three barriers that mature students face on your post-its
- Try to write three barriers that nobody else on your table will also write down
- Once your table is done, share and discuss why these barriers were chosen

INTRODUCTIONS

- Background to Brookes
- Overview of our mature student support



ACTIVITY 1

Consider the following in your groups

- What outreach support do you provide for mature students?
- How do you evaluate this support?
- What are the challenges in evaluating this support?

LITERATURE REVIEW¹



Lived experiences of poverty and debt, particularly where child or caring responsibilities exist.

(Ross et al. 2002; Burton et al. 2011; MillionPlus 2018)

¹ Downing, G., 2019, Mature Student Review. Oxford Brookes University

LITERATURE REVIEW¹



Little belief in their own ability due to previous educational challenges.

(Reay et al. 2002; O'Shea and Stone 2011)

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LITERATURE REVIEW¹



Mature students often have gendered 'adult' commitments, including paid employment and childrearing. Going back into education can cause concerns about identity changes as a result.

(Ross et al. 2002; Burton et al. 2011; Markwise Strategies 2019)

¹ Downing, G., 2019, Mature Student Review. Oxford Brookes University

LITERATURE REVIEW¹



Mature students may come from a background which is not conventionally associated with entering HE. Access perceived as unattainable or simply not an option.

(Ross et al. 2002)

¹ Downing, G., 2019, Mature Student Review. Oxford Brookes University

LITERATURE REVIEW¹



Many distrust information disseminated by universities and so are unlikely to engage with an institution on this information alone.

(Edirisingha 2009)

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LITERATURE REVIEW¹



Uncertainty over the qualifications required for HE entry may prevent them from seeking further information

(Ross et al. 2002)

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LITERATURE REVIEW¹



HE study is often considered a high risk activity, with no guarantee of success. There is also the perception of not fitting in or being out of place, either due to age, class or ethnicity.

(Ross et al. 2002; Burton et al. 2011)

¹ Downing, G., 2019, Mature Student Review. Oxford Brookes University

IMPLEMENTING NERUPI

- Evaluation embedded from project development to reporting
- Senior and practitioner buy-in
- The theory & framework for practitioners
- Working groups
- A hybrid framework for Brookes' needs



Level Three/Four [Mature]

	Aims	Objectives
KNOW	Develop students' knowledge and awareness of the benefits of higher education and graduate employment	Investigate course & placement options, and social & leisure opportunities in Higher Education
		Discover course and placement opportunities at HEI
		Discover appropriate social and leisure, and extra-curricular opportunities at HEI
		Discover career benefits of Higher education and the employment opportunities for Brookes' graduates.
		Discover academic and information services, facilities and resources at (name of HEI)
CHOOSE	Develop students' capacity to navigate Higher Education and graduate employment sectors and make informed choices	Evaluate course, student finance & graduate opportunities and make informed choices that align with personal interests and career aspirations
		Evaluate different types of courses in terms of personal interest and career aspiration
		Identify appropriate academic skill development and personal support services at (name of HEI)
		Engage effectively with financial-risk concerns and budgeting support services at (name of HEI)
		Identify appropriate careers advisory services at (name of HEI)
BECOME	Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression	Engage effectively with the UCAS process and generate and submit a strong university application
		Anticipate the challenges they will face in Higher Education and make a successful transition to university
		Gain a positive first-hand experience of student life and the university environment
		Establish positive relationships with academic staff, other university employees and students
		Interact positively with mature students on the programme
PRACTISE	Develop students' study skills and capacity for academic attainment and successful graduate progression	Develop confidence in their potential to progress onto and succeed at university
		Access the information, advice and guidance needed to make a successful transition at (name of HEI)
		Enhance academic skills and capacities needed for academic success
		Identify specific skills and capacities needed to succeed on their course and in their subject area
		Engage effectively with university learning and teaching formats
UNDERSTAND	Develop students' understanding by contextualising subject knowledge and supporting attainment raising	Enhance research skills and gain experience of independent research
		Develop the skills to work independently, direct their own study and manage their workload alongside employment or childrearing commitments
		(a) Situate existing knowledge within wider fields of knowledge and apply to other contexts
		Locate existing knowledge within wider fields of knowledge and other contexts
		(b) Situate existing knowledge and interests within the context of university course and subject area
		Experience an, accessible and challenging curriculum offer relevant for a 21 st c globalised world
		Experience a positive introduction to degree programmes, unit outlines, assignment briefs etc.
		(c) Access and experience appropriate attainment-raising interventions

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- Financial concerns
- Confidence
- Disturbed responsibilities and identities
- Socio-economic background
- Distrust in the 'establishment'
- Lack of Knowledge

ACTIVITY 2

How would you/are you using NERUPI to evaluate mature student outreach?

REFERENCE LIST

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