

# Bath Spa's Primary Progression Framework and the NERUPI Framework

The Bath Spa University Widening Participation Office delivers outreach activities to a number of local primary schools each academic year as part of its *Be Inspired!* Primary Progression Framework. The team has worked with primary aged learners for a number of years, with sessions aiming to support them with their future education and career choices, and inspire them to consider higher education as an option. The activities delivered as part of the current Primary Progression Framework have been developed in accordance with the findings of the 2018 Drawing the Future report (<https://www.educationandemployers.org/drawing-the-future-report-published/>). This established that children have often already made decisions about their future careers whilst still at primary school.

Through the Primary Progression Framework, Bath Spa's WP Office aims to support learners to imagine a wide range of possible future selves, and to visualise how higher education could help them to achieve their career aspirations. The intervention consists of three separate activities, each taking place at distinct points throughout Year 6. Although each activity is stand-alone in its delivery, the design is such that each activity builds upon the content of the last. It is therefore intended that pupils participate in all three activities, with the aim that once they have completed the third activity, they will have a comprehensive understanding of the topics covered.

## 1: My Future

Autumn term - in school

Introduces the idea of university and how it is linked to school, career and ideas of their future selves. Examples will be given of different careers areas and the routes into various jobs, including those that need a university degree. Learners will be able to imagine their educational journey from primary education to university and beyond.

## 2: My Interests

Spring term - in school

Allows learners to discover the wide range of subject areas that can be studied at university, so they can identify what subject areas might be of interest to them, and to discover what careers those subject areas could lead to.

## 3: My University

Summer term - on campus

Provides learners with a real life experience of a university campus and an opportunity to interact with current students. Throughout the day learners will be working in small groups led by trained student advocates who help facilitate visit day activities including the campus tour and a variety of university themed workshops.

# Targeting

Bath Spa has developed its own prioritisation model to target schools for its primary progression framework based on the following criteria:

- Proportion of pupils eligible for Free School Meals
- Proportion of pupils with their main home in a POLAR3 quintile 1 or 2 ward
- Geographical distance from the University

The WP Office works with all Year 6 pupils in these target schools.

## Aims, Objectives and Outcomes

Bath Spa's WP Office uses NERUPI as the evaluation framework for measuring the impact of its Primary Progression Framework.

Given the progressive nature of the activities, the intention is for all five NERUPI aims to have been achieved upon completion of the Primary Framework. The University has productively used NERUPI aims and objectives to inform discussions and planning across the *Be Inspired!* Framework, with specific outcomes established for each activity.

The evaluation seeks to gather evidence of the achievement of these outcomes and thus measure impact in terms of increased understanding of education and career pathways, higher education subjects, student life and skills. Any impact on progression to higher education from these low participation schools is also monitored through tracking pupils on HEAT.

The aims and objectives from Level 0 of the NERUPI Framework are used and these, together with the intended outcomes for each activity, are detailed below.

### 1: My Future CHOOSE

#### **Aim:**

Develop pupils' capacity to navigate higher education and graduate employment sectors and make informed choices.

#### **Objectives:**

Enable pupils to identify link between higher education and careers:

- Discover how school is linked to further and higher education
- Discover how higher education is linked with careers and occupations.

#### **Outcomes:**

Pupils will be able to:

- Give examples of different career areas, the jobs within each career area and the routes into each job
- Describe the education pathway from primary to higher education.

## 2: My Interests UNDERSTAND

### **Aim:**

Develop pupils' understanding by contextualising subject knowledge.

### **Objectives:**

Enable pupils to broaden their understanding through positive learning experiences:

- Discover subject areas that can be studied at university.

### **Outcomes:**

Pupils will be able to:

- Give examples of a range of subject areas that can be studied at university
- Give examples of jobs their chosen subject areas could lead into
- Identify university subject areas they may be interested in based on their current strengths and interests.

## 3: My University KNOW - BECOME - PRACTISE

### **Aims:**

- Develop pupils' knowledge and awareness of the benefits of higher education and graduate employment.
- Develop pupils' confidence and resilience to negotiate the challenge of university life and graduate progression.
- Develop pupils' study skills and capacity for academic attainment and successful graduate progression.

### **Objectives:**

Enable pupils to experience a positive introduction to higher education and a campus:

- Find out about higher education
- Explore the Bath Spa University campus.

Enable pupils to imagine themselves as a future university student:

- Discover what it is like to be a university student.

Discover some of the skills that students require at university:

- Discover some of the ways that people learn at university.

### **Outcomes:**

Pupils will be able to:

- Give examples of things that can be found on a university campus
- Give examples of reasons why somebody might choose to go to university
- Describe what it is like to be a university student and some of the things students can get involved in
- Identify some of the ways that university students learn (e.g. lectures/seminars/practical sessions, independent study time).

