

NERUPI

Network for Evaluating and Researching University Participation Interventions

Monday 14 January 2019

Annette Hayton, NERUPI Convenor

NERUPI *evaluation*
FRAMEWORK

Accountability, context & impact

Research has increased understanding of reasons for low participation and attainment of under-represented groups but:

- Research insights haven't informed evaluation and monitoring
- Findings not disseminated to practitioners or policy makers

Monitoring for OfS, SMTs and Government focussed on:

- value for money
- demonstrating the effectiveness of WP interventions

Practitioner research/evaluation focussed on:

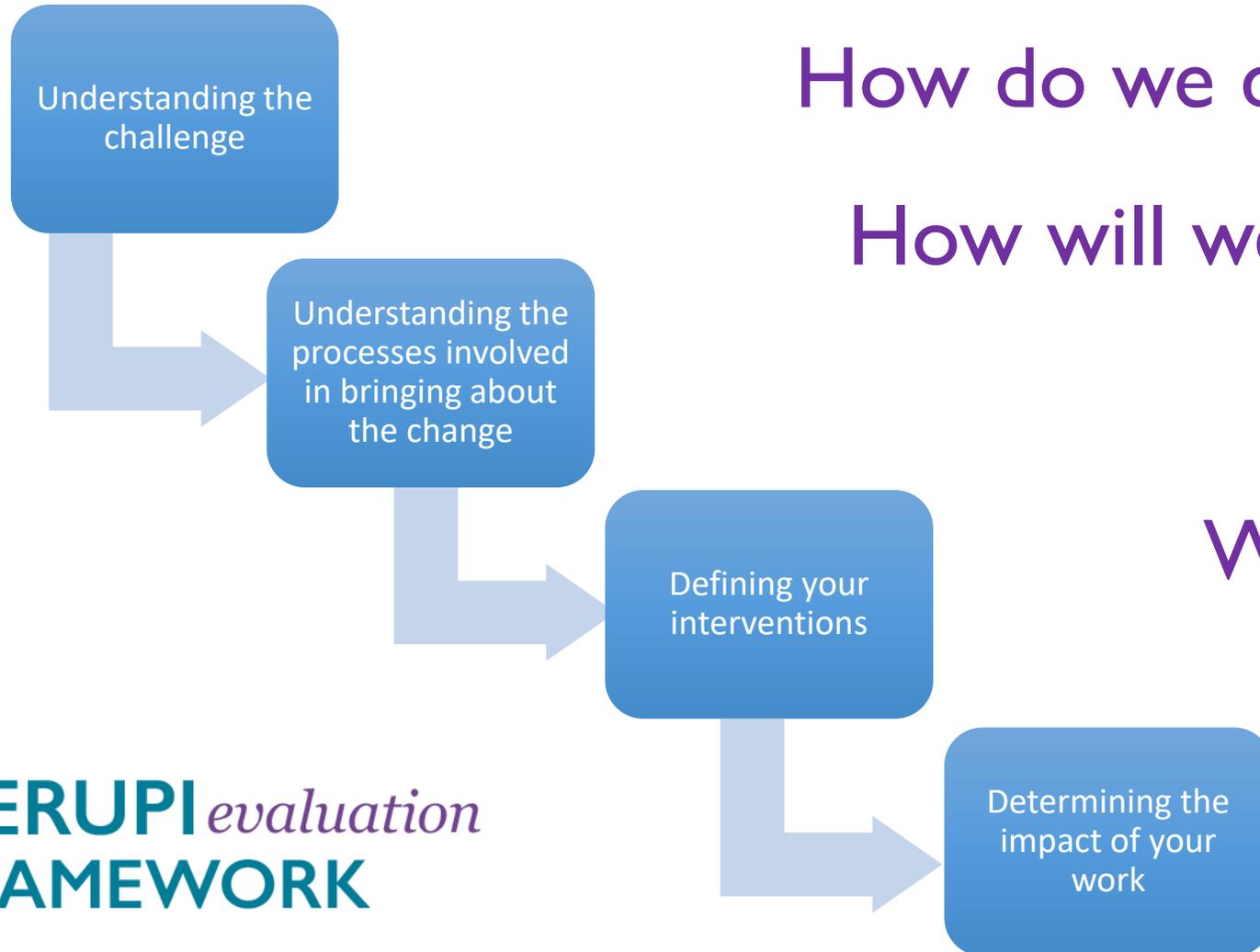
- the successful delivery of activities
- reporting to OfS, funders and SMT

Praxis

Freire's notion of 'praxis' fundamental

- activities taking place within the field
- Practitioners & Policy makers often unaware of theory & research
- misrecognition
- deficit models
- Researchers unaware of:
 - Nuances of policy
 - Monitoring requirements
 - Nature of activities & interventions

Theory of change



How do we define the challenge?

How will we make a difference?

How will we know?

Who needs to know?

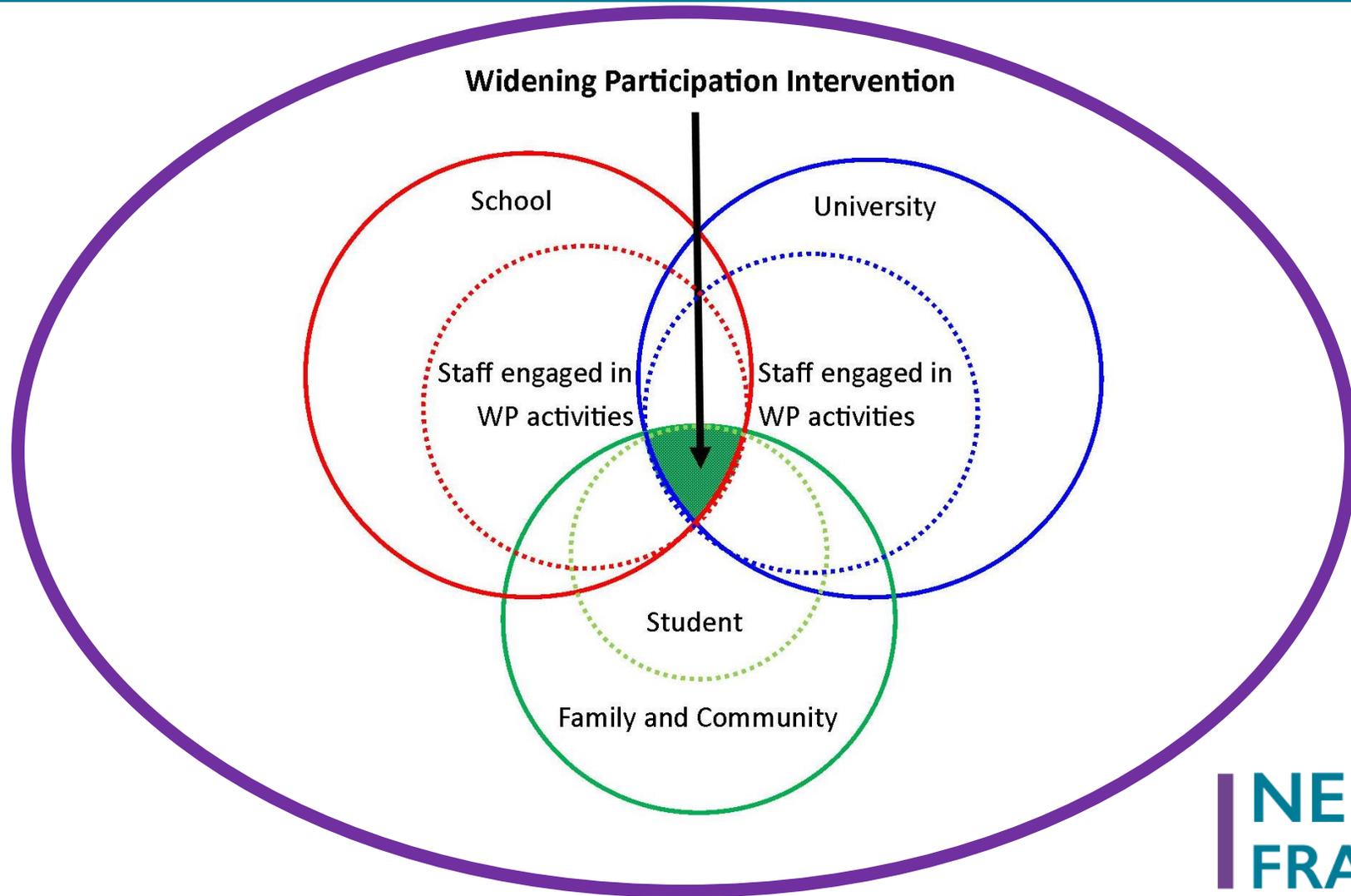
Action research reflexive cycle



Effective theory of change

- Aims for interventions informed by theory, research and practice
- Interventions reflect the aims
- Appropriate methods used to generate useful data
- Evidence to demonstrate impact and inform practice and theory

Context & the field of HE progression

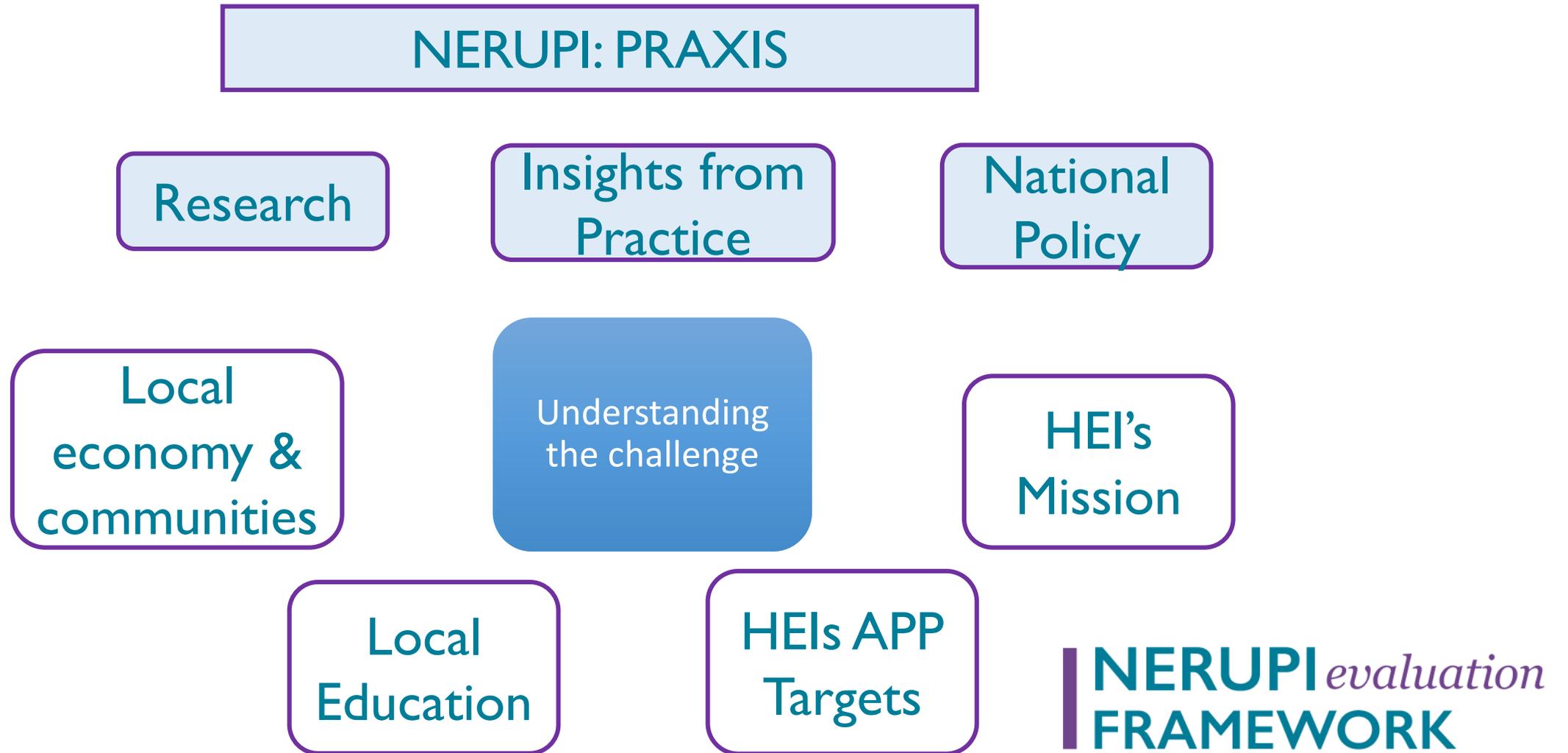


Reflexivity

Framework enables us to develop understandings and interventions with

- Participants
- Parents
- School teachers
- WP outreach workers
- University academic and professional support staff
- Regulators and SMTs

ANALYSIS: Considering the context



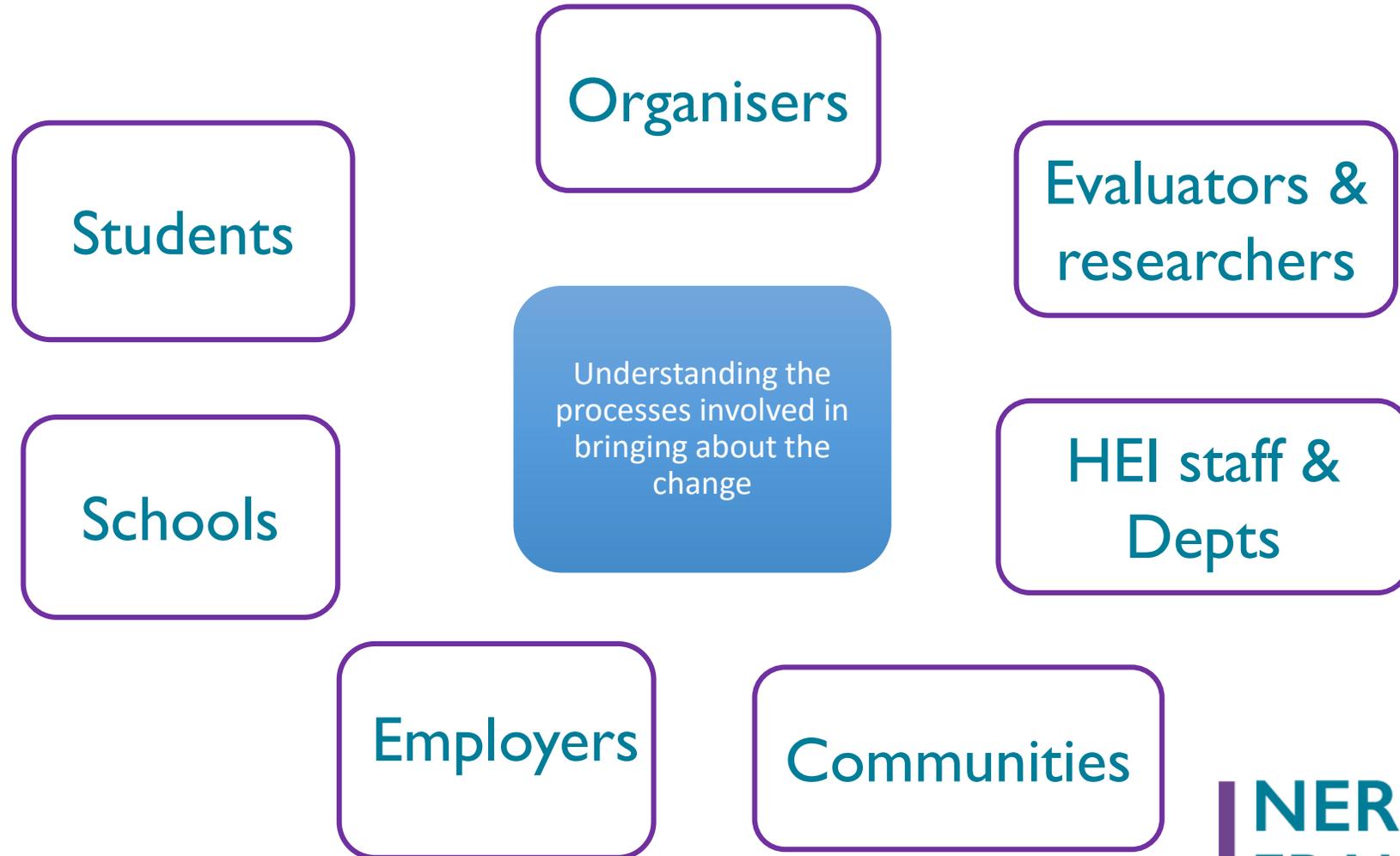
The NERUPI Framework

Designed to maximise the impact of Widening Participation interventions providing:

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

NERUPI *evaluation*
FRAMEWORK

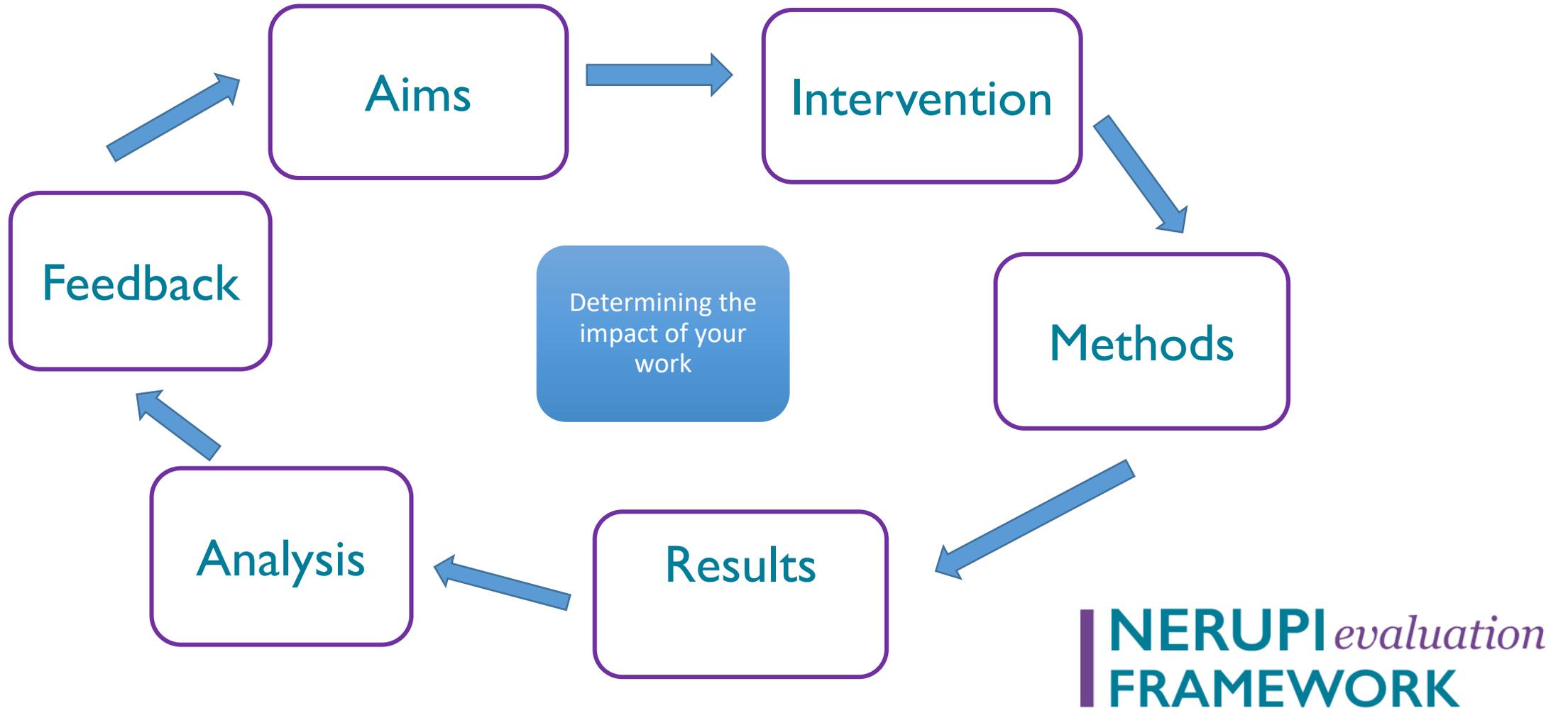
PLANNING: Defining the aims & desired outcomes



ACTION: implement intervention



ANALYSIS: evaluation and impact



Action research reflexive cycle



Evaluating Equity & W/P

Picciotto (2012) 'Experimental black boxes are poorly suited to the evaluation of complicated or complex programmes in unstable environments'

Fendler (2016) translational science has been invented to concentrate on bridging laboratory finding with clinical experience.

Morrison (2017) its assumed that interventions are context neutral: the reality is 'that "what works" is a matter of judgement

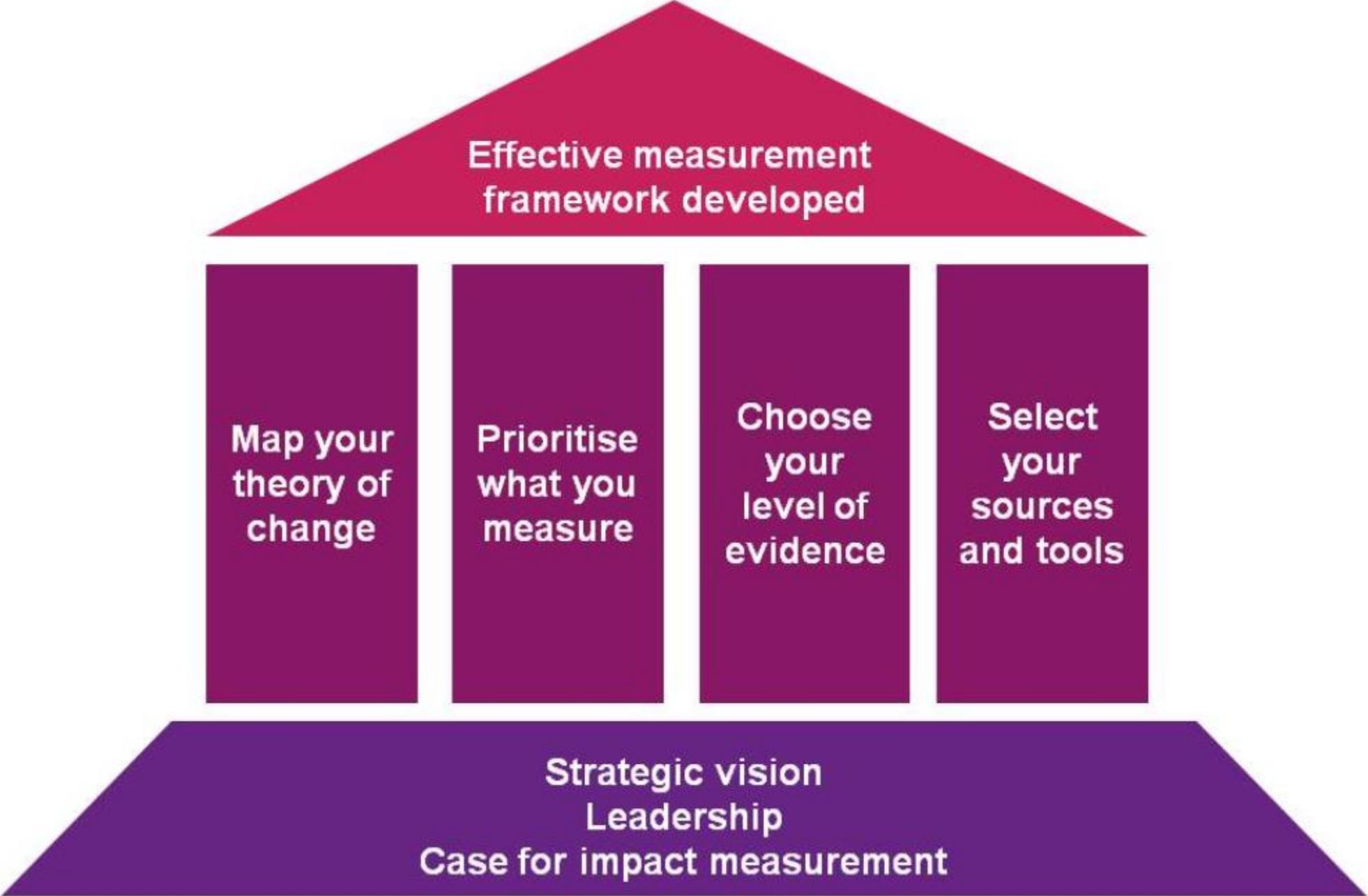
Gale (2017) notes causal evaluation often 'premised on students having a problem or "symptoms" that require treatment ...

(Clegg *et al.*, 2016) 'what really matters is to know why something works'.

Design an in-depth evaluation

Identify an intervention to evaluate in depth:

1. Why? Strategic importance? Resource required? Previous success of event? Future planning?
2. Identify Aims - NERUPI & wider concerns
 1. Propose possible intervention(s)
3. Agree ideal methods – interviews, focus groups, PARS, authentic tasks e.g. academic, creative, group work,
4. Identify Resource Required – evaluator? assistant? external & develop delivery plan
5. Agree how and to whom evaluation will be reported



Multiple data sources



NERUPI *evaluation*
FRAMEWORK

Type of intervention	A/P	Monitor	Track	Process	Impact
Long-term or multi-activity outreach	A	✓			
Residential (outreach)	A				
Mentoring, tutoring, PAL	A/P				
Campus visits	A				
One-off HE info, UCAS, taster	A				
HE Fair, Open day; School Assembly	A				
Subject specific support	A/P				
Academic Skills provision	P				
Support for specific groups e.g BAME, women in STEM, WWC	A/P				
Employment & progression provision	P				
Residential (pre-sessional/undergrad)	P				
Third sector provider	A/P				

Goldsmiths Fine Art Case Study

Issues

- 70 places 1400 applicants
- Students white, middle class, female
- No successful applicants from local colleges
- Colleges discouraging students from applying
- WP students not doing well on the course
- Department not engaging with WP initiatives

Goldsmiths Fine Art Case Study

Mixed Methods Action research project

- Theory & research including 'Art for a Few'
- Analysis of application and admission figures
- SARS project with Lewisham College
- Surveys, focus groups and interviews with staff and students in local colleges
- Survey and interviews with Goldsmiths students
- Interventions developed, evaluated and adapted

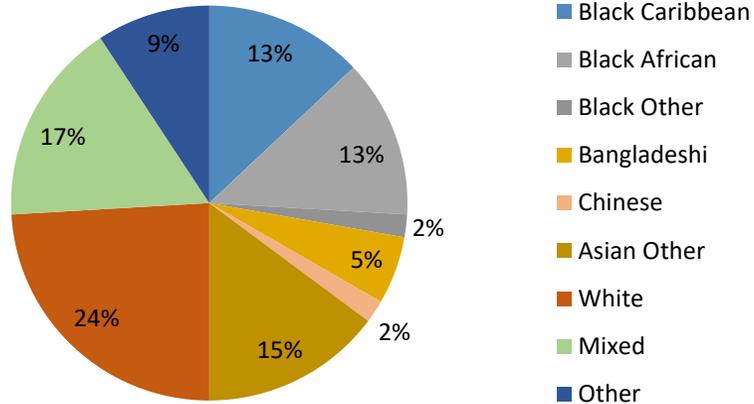
Goldsmiths Fine Art Case Study

Mixed Methods Action research project

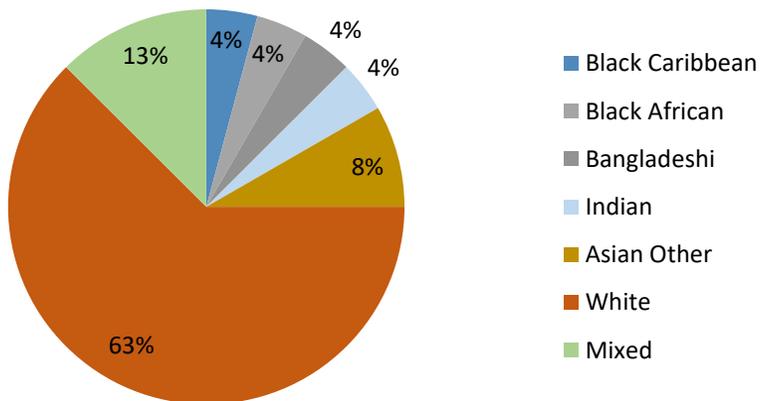
- Theory & research including 'Art for a Few'
- Analysis of application and admission figures
- SARS project with Lewisham College
- Surveys, focus groups and interviews with staff and students in local colleges
- Survey and interviews with Goldsmiths students
- Interventions developed, evaluated and adapted

Goldsmiths Fine Art: Ethnicity Stats

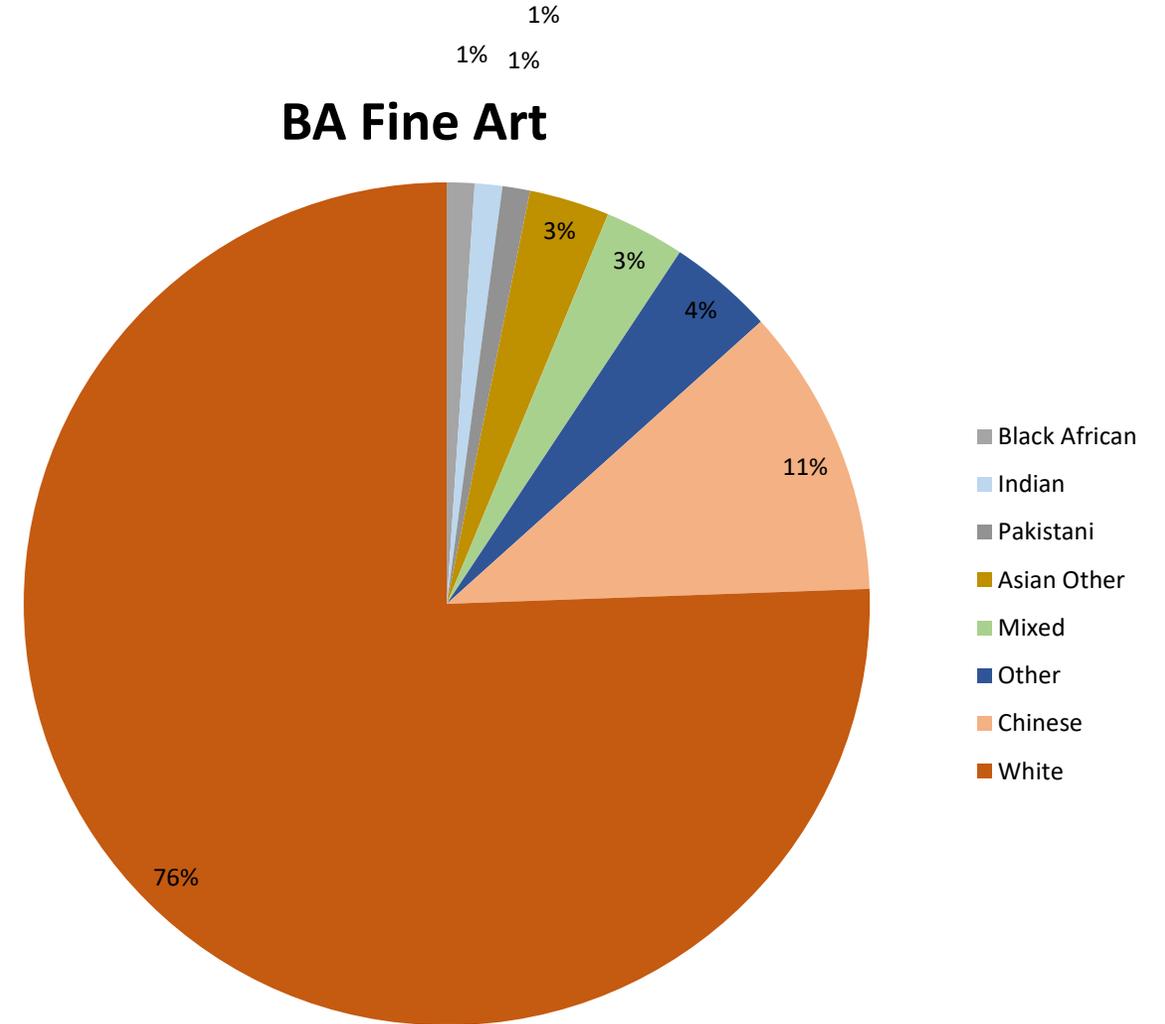
BTEC/A' Level



Foundation



BA Fine Art



Goldsmiths: Outcomes

Departmental awareness & managerial support

- recently new initiative to increase BAME staff

Stronger partnerships with local colleges

- National recruitment base increased

Admission process changed for local students

- 3 out of the 4 of Lewisham applicants successful in first year

Bursaries

- from donor artists

Recruit WP Ambassadors and provide specialist training for all

Goldsmiths: Outcomes

New interventions developed

- Interview preparation workshop in College by Lecturer
- Visits and taster days adapted and sensitively delivered
- Summer school
- Portfolio workshop in local colleges
- Invitations to college lecturers to attend Goldsmiths open lectures
- Activities to improve the knowledge base about careers opportunities

Goldsmiths: Making it happen

- Recognition by University that there was an issue
- Issue clearly defined through initial data analysis
- Clear theoretical base
- Commitment to change from Fine Art Department
- WPO links with local schools and colleges
- WPO experience of developing interventions
- Support from academic in education department
- Funding for a research assistant