

OUTCOMES FRAMEWORK

GO HIGHER WEST YORKSHIRE UNI CONNECT

INTRODUCTION TO THE FRAMEWORK

For 2024/25, Go Higher West Yorkshire (GHWY) has developed a new strategic framework, designed to:

1. Guide the purpose and intentions of our interventions.
2. Underpin our ability to consistently measure the impact of our interventions.

This replaces the Progression Framework previously utilised by the project. With a refreshed focus on engagement with groups under-represented in HE as well as a remit for raising attainment, and in the context of reduced resources and increasing focus on evaluation of impact, the new Outcomes Framework is a more relevant resource for the current phase of Uni Connect.

HOW THE FRAMEWORK HAS BEEN DEVELOPED

The new framework has been developed by the GHWY evaluation team, drawing upon the past seven years of programme development and insights, as well as some key areas of external evidence influencing our approach. We have reviewed the factors which can impact on *the ability of learners under-represented in HE to progress to HE* (relevant to supporting informed decision-making via HE outreach, and metacognition-focused attainment raising activity). Through a process of review and refinement, five core areas where GHWY Uni Connect can have an impact have been identified:

- Building knowledge
- Developing skills
- Facilitating self-reflection
- Providing experience
- Enabling relational processes

Within each of these core areas, several potential intended outcomes for GHWY's engagement with learners have been identified. These outcomes will intersect, having holistic impact on learners' ability to progress to HE when delivered as part of our structured, sustained programmes of activity.

The framework has also been mapped to the Equality of Opportunity Risk Register developed by the Office for Students to guide an evidence-based approach to access and participation strategies across the HE sector.

NB: the framework is subject to slight change as GHWY continues to undergo consultation and refinement in the early phase of the 2024/25 academic year.

The framework is displayed on the next page.

HOW GHWY IS EMBEDDING THE FRAMEWORK

INTERVENTION DESIGN

As part of GHWY's new programmes of activity, all interventions are being mapped against the framework, ensuring that all our engagement remains focused, relevant and designed around clear intended outcomes for learners.

EVALUATION OF IMPACT

For each potential intended outcome included in the framework, GHWY is developing clear measures of success in relation to impact on learners. This includes behavioural, perception-based and testable measures. These measures will inform standardised evaluation materials (e.g., for surveys, case study interviews etc) embedded into standardised evaluation plans for each programme of activity.

This will enable us to be much clearer and consistent about any impact the Uni Connect programme has on learners, and the mechanisms driving that impact.

CORE EVIDENCE UNDERPINNING THE OUTCOMES FRAMEWORK

'Possible selves' theory

Originally conceptualised by Markus and Nurius¹, the theory that individuals envisage a range of possible self-identities has been developed by Harrison², who has articulated how young people's formulations of self-identity impact on decision-making about their future and the importance of supporting this process.

Cultural Capital theory

Bourdieu's³ classic theory outlining power differentials between different social groups has been applied to the HE context by the NERUPI⁴ Network, emphasising the importance of 'habitus' and cultural capital in young people's decision-making about their future.

Impact of metacognitive strategies on attainment

The Education Endowment Foundation⁵ has evaluated many metacognition interventions and found them to be a high-impact, low-cost approach to improving the attainment of disadvantaged learners. They estimate the equivalent of 7+ months of academic progress as a result of developing metacognitive skills.

¹ Markus, H, and Nurius, P. 1986. Possible selves. *American Psychologist* 41: 954–69

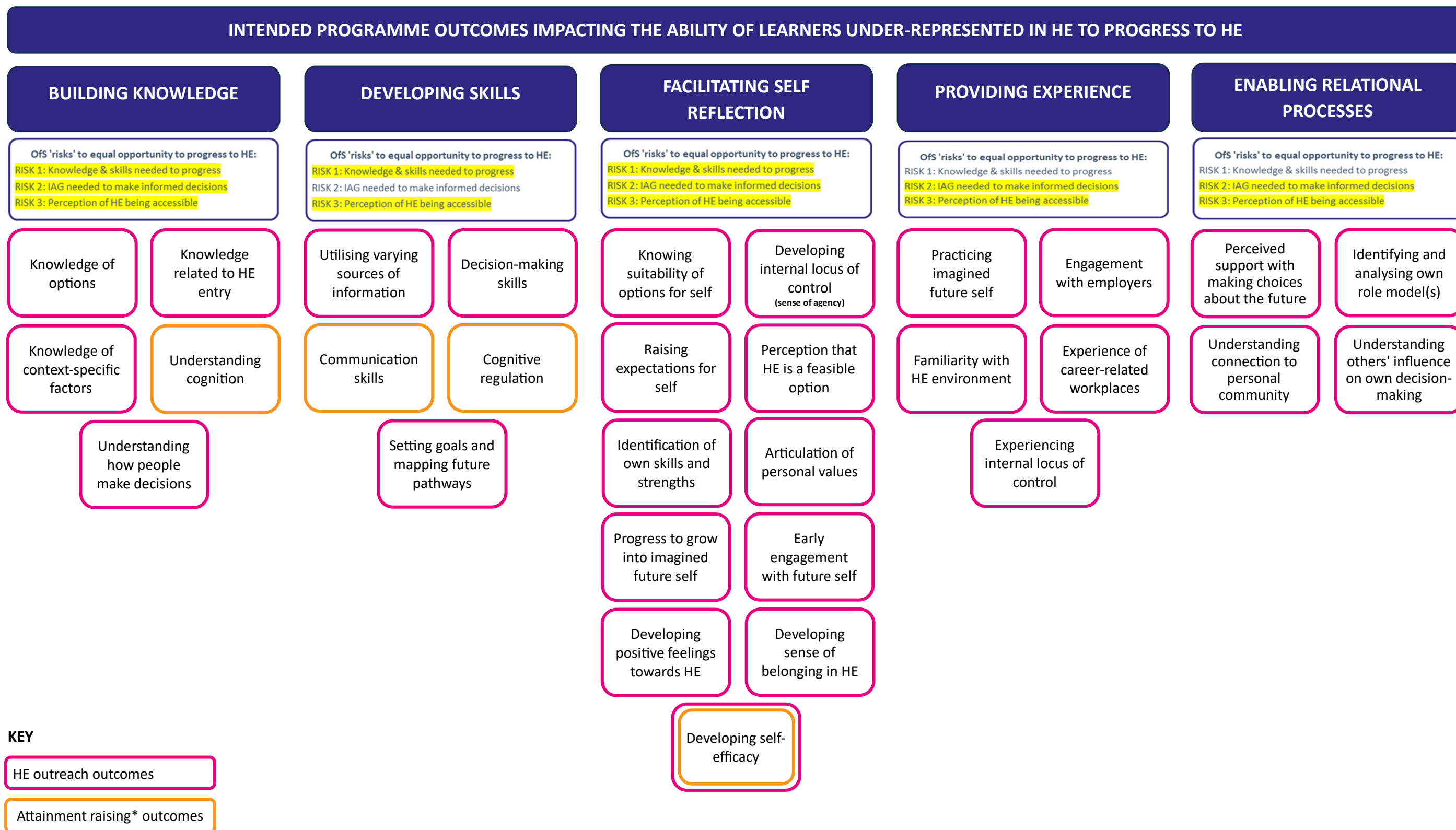
² Harrison, N. Using the Lens of 'Possible Selves' to Explore Access to Higher Education: A New Conceptual Model for Practice, Policy, and Research. *Social Sciences*. 2018, 7, 209

³ Bourdieu, P. (1986) 'The forms of capital'. In Richardson, J.G. (ed.) *Handbook of Theory and Research for the Sociology of Education*. NewYork: Greenwood Press, 241–58

⁴ Hayton, A and Bengry-Howell, A. 2016. Theory, evaluation, and practice in widening participation: A framework approach to assessing impact. *London Review of Education*. 14, 3, 41-53.

⁵ Muijs, D. and Bokhove, C. (2020). *Metacognition and Self-Regulation: Evidence Review*. London: Education Endowment Foundation

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*This is in specific relation to GHWY's metacognition-focused attainment raising programme.

NB: many HE outreach outcomes are by nature metacognitive and may therefore contribute to improving attainment as well as decision-making, and vice versa.