OUTCOMES FRAMEWORK 2026-27

GO HIGHER WEST YORKSHIRE UNI CONNECT

INTRODUCTION TO THE FRAMEWORK

Go Higher West Yorkshire (GHWY) has developed a 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.

From 2024-25, this has replaced 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 framework has been developed by the GHWY evaluation team, drawing upon previous 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
- Nurturing positive attitudes
- 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 it is subject to annual consultation and refinement.

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 has developed 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 Nurius[1], the theory that individuals envisage a range of possible self-identities has been developed by Harrison[2], 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's[3] classic theory outlining power differentials between different social groups has been applied to the HE context by the NERUPI[4] 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 Foundation[5] 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.

The framework is displayed on the next page.

[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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INTENDED PROGRAMME OUTCOMES IMPACTING THE ABILITY OF LEARNERS UNDER-REPRESENTED IN HE TO PROGRESS TO HE

BUILDING KNOWLEDGE

OfS 'risks' to equal opportunity to progress to HE:
- RISK 1: Knowledge & skills needed to progress
- RISK 2: IAG needed to make informed decisions
- RISK 3: Perception of HE being accessible

NURTURING OPTIMISM

OfS 'risks' to equal opportunity to progress to HE:
- RISK 1: Knowledge & skills needed to progress
- RISK 2: IAG needed to make informed decisions
- RISK 3: Perception of HE being accessible

DEVELOPING SKILLS

OfS 'risks' to equal opportunity to progress to HE:
- RISK 1: Knowledge & skills needed to progress
- RISK 2: IAG needed to make informed decisions
- RISK 3: Perception of HE being accessible

FACILITATING SELF REFLECTION

OfS 'risks' to equal opportunity to progress to HE:
- RISK 1: Knowledge & skills needed to progress
- RISK 2: IAG needed to make informed decisions
- RISK 3: Perception of HE being accessible

PROVIDING EXPERIENCE

OfS 'risks' to equal opportunity to progress to HE:
- RISK 1: Knowledge & skills needed to progress
- RISK 2: IAG needed to make informed decisions
- RISK 3: Perception of HE being accessible

ENABLING RELATIONAL PROCESSES

OfS 'risks' to equal opportunity to progress to HE:
- RISK 1: Knowledge & skills needed to progress
- RISK 2: IAG needed to make informed decisions
- RISK 3: Perception of HE being accessible

AS A RESULT OF GHWY UNI CONNECT…

LEARNERS ARE SUPPORTED TO DEVELOP…

- Knowledge of higher education (HE)
- Knowledge related to HE entry
- HE knowledge related to learner context
- Understanding of how people make decisions
- Knowledge of industries and careers
- Motivation to succeed
- Positive feelings towards school/college
- Self-efficacy
- Internal locus of control
- Positive feelings towards HE
- Sense of belonging in HE
- Research skills
- Communication skills
- Metacognitive skills
- Cognitive skills
- Collaboration skills
- Goal and pathway setting skills
- Early conceptualisation of their future self
- Understanding of their skills, strengths and personal values
- Awareness of their own role model(s)
- Their imagined future self
- Understanding of options that are right for them

LEARNERS ARE SUPPORTED TO EXPERIENCE…

- Familiarity with HE environments
- Exposure to a broad range of HE options
- Meaningful engagement with employers
- Practicing their imagined future self
- Practicing internal locus of control
- Perceived support with making choices about the
- Meaningful engagement with relatable role models
- Meaningful engagement with peers about decision-making

NEW FOR 26/27

Last updated: June 2026