

This evaluation framework is based on the work of Bengry-Howell and Hayton (2015) and adapted for the University of Hertfordshire. This adaptation is based on:

- Discussions with other Research & Evaluation Officers in other universities and analyses of their frameworks
- Review of our own provision and documentation of the work we do
- Readings on learner journeys and student identities

This framework sets out the following:

- Aims and objectives across Outreach activities and Herts Success (covering Key Stage 3 and 4, post-16 and Higher Education)
- Champion the drive behind our work within the University
- Engage external stakeholders
- Celebrate our strengths and identify areas of development

This framework provide us with a rigorous roadmap that underpins and justifies our work. It highlights our impact on our students' journey.

It should be read from left to right:

- The first three columns contain progressively more precise concepts about the inherent traits we want our students to possess—they are:
 - Social and Academic capital: personal characteristics that raise a student's awareness about Higher Education and how to navigate it
 - Habitus: the identity a student develops over time, especially in relation to entering Higher Education
 - Educational capital: the skills and knowledge students need to know to be successful in accessing and being successful in Higher Education
 - Intellectual capital: the ability to situate knowledge in new contexts, especially in relation to higher education
- The 'aims' column contains five high-level statements that drive each section of the framework (and our provision)
- The 'levels' column is split between our three broad educational levels: 'key stage 3 and 4', 'post-16' and 'Higher Education'
- The 'objectives' column lists objectives for each aim and level

Overall framework: aims, levels and objectives

| | | | Aims | Levels | Objectives |
|-----------------------------|----------------------|------------|---|----------------------------|--|
| | | | | | Enable students to: |
| Social and Academic Capital | Personal Curriculum | Know | Develop students' knowledge and awareness of the benefits of higher education and graduate employment | Key Stage 3 & 4 | (a) Understand how GCSE study relates to HE and future career opportunities (b) Explore academic, social, economic and personal benefits of progressing to HE |
| | | | | Post-16 | Investigate course options, employability and social opportunities at UH and other universities |
| | | | | Higher Education | Receive information about personal development and employability opportunities to help make the most of UH |
| | | Choose | Develop students' capacity to navigate HE and graduate employment sectors and make informed choices | Key Stage 3 & 4 | Explore differences between HEIs and study opportunities within subject areas |
| | | | | Post-16 | Evaluate course, student finance and graduate employment opportunities and make informed choices that align with personal interests |
| | | | | Higher Education | Access opportunities and identify provision that aligns with personal interests and future aspirations |
| Habitus | Student Identities | Become | Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression | Key Stage 3 & 4 | Increase confidence in their capacity to progress onto HE |
| | | | | Post-16 | Anticipate challenges they will face in HE and make a successful transition to university |
| | | | | Higher Education | Maximise the benefits of university life and successfully progress to graduate employment |
| Educational Capital | Skills Curriculum | Practise | Develop students' study skills and capacity for academic attainment and successful graduate progression | Key Stage 3 & 4 | Identify and develop study skills through educational projects or initiatives which encourage active learning |
| | | | | Post-16 | Enhance academic skills through collaborative projects or initiatives that develop capacity for critical thinking, independent research and self-directed learning |
| | | | | Higher Education | Consolidate study skills and capacity for academic and graduate success |
| Intellectual Capital | Knowledge Curriculum | Understand | Develop students' understanding by contextualising subject knowledge | Key Stage 3 & 4 | (a) Broaden understanding of subject knowledge and its wider applications (b) Link GCSE subject knowledge to university subject areas |
| | | | | Post-16 | (a) Situate existing knowledge within wider fields of knowledge and apply to other contexts (b) Situate existing knowledge and interest within the context of university degree programmes and academic disciplines |
| | | | | Higher Education | (a) Situate existing knowledge within wider fields of knowledge and apply to other contexts (b) Situate existing knowledge and interest within the context of post-graduate study or employment settings |