

NECOP Regional Progression Framework

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North East Collaborative Outreach Programme

- 92 wards
- 12 local authorities
- Approx 30,000 young people in scope
- Partnership of all 5 universities and all 15 colleges in the region
- 106 target schools
- The logo for 'futureme' consists of a stylized play button icon with a purple left half and a blue right half, positioned above the word 'futureme' in a lowercase, sans-serif font. The 'f' is purple and the 'utureme' is blue.

Why a Regional Progression Framework?

- Move beyond one off interventions to a sustained, intensive and progressive programme that is planned and sequential
- Potential to be more impactful, Mann, et al. (2017)
- Provide a set of principles and characteristics to guide partners across sectors in developing effective programmes
- Key NECOP partnership objective
- HEFCE direction in initial guidance to consortia

Department for Business, Innovation and Skills (2014). National Strategy for Access and Student Success in Higher Education (London: BIS, 2014). Available from <https://www.gov.uk/government/publications/national-strategy-for-access-and-student-success>

[Mann, et al. \(2017\) Contemporary transitions: Young Britons reflect on life after secondary school and College. London: Education and Employers](#)

Stage 1 - Initial Development

- Higher Education Progression Guide - guidance for Aimhigher Partnerships
- Not prescriptive - other experiences may make equivalent contribution to the learner journey and outcomes
- Based around learning outcomes associated with various phases of education Key stage– distilled down to 6 key learning outcomes
- Developed for Y9-11 and key influencers
- Year group per page
- Example activities associated to the learning outcomes and mapped to existing resources (NERAP)



	Introducing HE	Routes	Attainment	Finance	Applying	Transition
Learning Outcomes	Learning Outcome 1 Student understands what higher education (HE) is and the benefits of attending it applied to them	Learning Outcome 2 Student understands the choices available to them including different progression routes, courses and institutions and is able to identify the best pathway for them	Learning Outcome 3 Student recognises the link between the curriculum, attainment and HE study and has an increased interest in continuing to study and motivation to do well, skills, an improved CV for an attainment	Learning Outcome 4 Student understands the financial support available for HE and how to apply	Learning Outcome 5 Student understands how to apply to HE and is able to make a successful application	Learning Outcome 6 Student is able to understand what is required to achieve future qualifications, skills and experience
COs/On	4,7,8	1,2,3,4,5,6,14,15	1,2,3,4,11,12,14	8,13,16	1,2,3,4,7,10,16	1,2,3,4,7,10,14,15,17
GB	2,7	2,7	2,3,7	7	7	7
Y9	Description Familiarise with the concept and language of HE. Provide contact with HE staff, students, facilities. Allow exploration of the whole range of possibilities/options available to them	Description Provide an understanding of how subjects fit with longer term progression plans to support GCSE/AQA choices	Description Recognise the connection between working hard, attainment and opportunities available	Description Introduce the concept that financial support is available for HE study. Demonstrate simple money management skills	Description Introduce the range of application processes and how to represent themselves well for selection	Description Identify personal qualities and be able to make plans and decisions to achieve future qualifications, skills and experience
Example activities	<ul style="list-style-type: none"> Generic HE campus visits HE Ambassador talks Theme Group performances 	<ul style="list-style-type: none"> GCSE choices workshops HE/UCAS careers fairs for broad careers sector awareness 	<ul style="list-style-type: none"> Theatre Group Performances 	<ul style="list-style-type: none"> HE Ambassador talks Maths taster 	<ul style="list-style-type: none"> Presentation skills workshops 	<ul style="list-style-type: none"> Target setting with parent or class/subject teacher
Parents/Carers	Description Familiarise parents with the concept of HE and motivate them to support their exploration of options. Share myths and barriers	Description Introduce parents to range of options available to VP and motivate them to support VP exploration of options and GCSE/AQA choices	Description Highlight the link between good results and future opportunities and career options	Description Introduce the concept that affordable financial support is available for HE study	Description Introduce parents to the application processes that VP may experience through and beyond GCSE	Description Introduce the importance of extra-curricular activities and impact on future opportunities
Example activities	<ul style="list-style-type: none"> HE presentation at Parents Evening (by HE staff or HE Ambassador) HE representation at School community events 	<ul style="list-style-type: none"> Parental attendance at Options Evenings 	<ul style="list-style-type: none"> Parents evenings 	<ul style="list-style-type: none"> HE staff or Ambassador talks at Parents Evening / Community Events 	<ul style="list-style-type: none"> HE staff or Ambassador talks at Parents evenings 	<ul style="list-style-type: none"> Parents evenings
Teachers/Advisors	Description Able to introduce the concept and language of HE. Provide access to contact with HE staff, students, and facilities. Able to support students with the exploration of the range of possibilities/options available	Description Able to provide an understanding of how GCSE/AQA choices fit with longer term progression plans	Description Able to introduce the link between working hard, attainment and opportunities available	Description Able to introduce the concept that financial support is available for HE study. Support students to display basic money management skills	Description Able to introduce the range of application processes and support students to present themselves well	Description Able to identify personal qualities in VP and facilitate VP to make plans to achieve future goals
Example activities	<ul style="list-style-type: none"> HE and FE Advers Visit days UCAS Adverser advice 	<ul style="list-style-type: none"> Industry Visit Days 	<ul style="list-style-type: none"> Peer to peer reviews Joint planning Intensive Adverser meetings 	<ul style="list-style-type: none"> HE Finance Talks The Student Room - HE Profile 	<ul style="list-style-type: none"> Employment / FE visits Market/Job fairs 	<ul style="list-style-type: none"> CVS from Careers used Resilience Activities

Stage 2 – Alignment to Emerging National Priorities

- Gatsby Benchmarks for Good Careers Guidance – national pilot
- CDI Framework for Careers Employability and Enterprise Education
- National Careers Strategy
- Industrial Strategy

Stage 3 – Supporting all Partner Institutions

Working Group

Task:

1. To further develop the progression framework to be suitable for use by all NECOP partners across a range of institutions
2. Lead on the annual review of the framework and updates in line with key policy developments and/or changes to NECOP aims/focus

Key Considerations:

- How can we develop the framework to be suitable for practitioners working with students in schools, colleges and potentially independent learning providers?
- How can the framework reflect and accommodate different ages, study levels and study types?
- Do we incorporate key influencers? How?
- How should the final framework look? How can we present it to make it easy to follow?

The Framework



08

▶ NECOP regional progression framework introductory phase

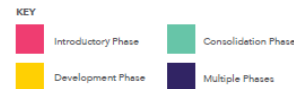
theme	introducing HE	routes	attainment	finance	applying	transition
NECOP learning outcomes	Learning Outcome 1 Learner understands what higher education (HE) is and the benefits of attending HE as applied to them.	Learning Outcome 2 Learner understands the choices available to them including different progression routes, courses and institutions, and is able to identify the best pathway for them.	Learning Outcome 3 Learner recognises the link between their current studies, attainment and HE study, and has an increased interest in continuing to study and motivation to do well. Skills are improved that raise attainment.	Learning Outcome 4 Learner understands the financial support available for HE and how to apply.	Learning Outcome 5 Learner understands how to apply to HE and is able to make a successful application.	Learning Outcome 6 Learner is able to understand what is required to help them make a successful transition to HE.
	← Learner has increased aspirations and motivation and is able to make an informed decision through self-reflection →					
CDI LOs*	4,7,8	1,2,3,4,7,8,10,14,15	1,2,3,8,11,12,14	8,13,16	1,2,3,7,8,10,16	1,2,3,4,7,8,14,15,17
G.B.**	2,7	2,7	2,4,7	7	7	7
learners	Activities should enable the learner to: Have a good awareness of HE and the range of opportunities available. Be able to identify and challenge misconceptions relating to HE.	Activities should enable the learner to: Have an awareness of the progression opportunities following their current studies and how this will support their future career aspirations.	Activities should enable the learner to: Be able to understand what study skills are and recognise the important connection between working hard, attainment/ results and future opportunities available.	Activities should enable the learner to: Be aware of the range of financial support available for FE and HE progression. Be aware of the importance of budgeting and money management.	Activities should enable the learner to: Be aware of application processes and the importance of representing themselves well for selection.	Activities should enable the learner to: Be able to identify key personal qualities and be aware of how these will support them to achieve their future qualifications, skills and achievement of goals.
parents/ carers	Activities should enable parents/carers to: Have a good awareness of HE and the range of opportunities available. Be able to identify and discuss misconceptions relating to HE.	Activities should enable parents/carers to: Have an awareness of the progression opportunities following their young person's current studies and how this will support their future career aspirations.	Activities should enable parents/carers to: Be able to understand what study skills are and recognise the link between qualification levels and the future progression and career opportunities available.	Activities should enable parents/carers to: Be aware of the range of financial support available for FE and HE progression. Be aware of the importance of budgeting and money management for their young person.	Activities should enable parents/carers to: Be aware of application processes required for further and higher study.	Activities should enable parents/carers to: Understand the importance of key qualities required for a successful transition to further and higher study.
teachers/ advisers	Activities should enable teachers/advisers to: Have a good awareness of HE and the range of opportunities available beyond their personal experience.	Activities should enable teachers/advisers to: Be aware of the progression opportunities beyond their personal experience and how this will support the young person's future career aspirations.	Activities should enable teachers/advisers to: Be able to support the young person in understanding the link between qualification levels and the future progression and career opportunities available.	Activities should enable teachers/advisers to: Be aware of the range of financial support available for FE and HE progression. Be able to explain the importance of budgeting and money management to the young person.	Activities should enable teachers/advisers to: Understand the range of application processes required for further study and work.	Activities should enable teachers/advisers to: Be able to identify key personal qualities and understand how these will support future qualifications, skills and achievement of goals.

* Career Development Institute Learning Outcomes

** Gatsby Benchmarks of Good Career Guidance

sample college progression plan

worked example based on NECOP regional progression framework



activity name	description	learning outcome	year group	level	sep	oct	nov	dec	jan	feb	mar	apr	may	jun	jul
FutureMe Launch Event	Introduction to programme - large group session during induction or Freshers' Fayre	LO1	Year 12 - 13	All	Introductory Phase										
FutureMe Ambassadors	Support for external and internal FutureMe Events	LO1 - LO6	All	All	Recruitment	Delivery									
FutureMe Higher Education Ambassadors	Promotion of alternative routes to Higher Education e.g. Foundation degrees, HNCs, HNDs	LO3	n/a	L4 +	Recruitment	Delivery									
Parent/Carers' Evening	Introduction to FutureMe and routes into Higher Education open evening for parents/carers' primarily of NECOP students	LO1, LO5	Year 13	L3		Introductory Phase									
Student Finance England	Introductory students' and / or parents' / carers' presentation	LO5	Year 13	L3		Introductory Phase									
Higher Apprenticeship Event	Workshops on routes into higher apprenticeships and opportunities available delivered with existing apprentices	LO2, LO3, LO6	Year 13	L2 & L3			Development Phase								
HE Open Days and Discovery Days	Visits to regional and national higher education institutions including open days and subject specific events	LO1, LO2, LO3, LO5, LO6	Year 12 - 13	L3				Development Phase							
UCAS Application and Personal Statement Support	Support for completing personal statements and applications	LO5	Year 13	L3				Consolidation Phase	Consolidation Phase						
Interview Preparation	Support and confidence building for HE courses and apprenticeship interviews	LO5	Year 12 - 13	L2 & L3					Consolidation Phase	Consolidation Phase					
Focus On: Student Money Week	Range of activities focussing on budgeting and financial support for HE level study	LO4, LO6	Year 12 - 13	L2 & L3						Multiple Phases	Multiple Phases				
Motivational speaker	Motivation and confidence building session for large groups following first assignment feedback - delivered by external provider	LO3	All	All					Development Phase	Development Phase					
Revision and Exam Support Workshop	Skills based workshop delivered by external provider to prepare students for revision and exams	LO3	All	All						Development Phase	Development Phase				
Focus On: National Careers Week and National Apprenticeship Week	Sector skills workshops on opportunities and labour market information relating to range of sectors and HE study options	LO2	All	All							Development Phase	Development Phase			
College HE Open Evening	Information evening on internal access to HE and foundation degrees e.g. progression fair or university market place.	LO2, LO4, LO5	All	All									Consolidation Phase		
Summer School	Intensive Maths and English support in a non-residential summer school	LO3	Year 13	L3										Development Phase	Development Phase
Higher Education Progression Pathway Programme	Focus on progression routes into Higher Education including university visits, taster sessions, team building and action planning. NECOP students only.	LO1 - LO6	Year 12	L3										Development Phase	Development Phase
Celebration Event	End of year celebration and recognition of achievement	LO1	All	All											Multiple Phases

N.B The inclusion of the Year Group column may not be required for all Further Education Colleges or other educational institutions, however it may be useful for those with sixth form provision.

Using the Framework

- Inform the development of the NECOP Schools' Programme ensuring content is focussed and all learning outcomes supported
- Inform school delivery planning
- College Action Plans aligned to learning outcomes in the progression framework
- University partners – assessing gaps in outreach provision
- Inform design of programme evaluation
- Clear brief for commissioning third party provision
- Inform marketing approaches
- Remain focussed on core aims and objectives



Regional Progression Framework	Learning Outcomes 1-6 Introductory phase
Gatsby Benchmark	Benchmarks 2, 3, 7
CDI Framework	Learning Outcomes 1-4, 10, 11, 14, 15, 17
PSHE Association	SMSC, Literacy - Speaking and Listening. Numeracy - Use of charts & graphs to visually present data

What Next?

- Continue with dissemination strategy
- Annual review of framework – continue to meet NECOP aims and objectives and alignment with emerging national priorities and strategies
- Alignment to Matrix
- Phase 2 guidance – further refine using checklist for core elements:
 - Phased approach
 - Learning outcomes (language and measurable)
 - Activities
 - Gatsby benchmarks
- Learn from experiences of other NCOP partnerships
- Quality assurance and quality mark



Questions?

Reviewing a progression framework

Progression Framework Checklist

Core Elements of a Progression Framework

- Phased approach demonstrating a learner's journey over time
- Outcomes for each phase
- Details of the activities taking place
- Details of how the outcomes support the Gatsby Benchmarks, where appropriate.

Checklist

+

Core Element One: A Phased Approach

OfS Phase 2 guidance states:

- Example: introductory, development and consolidation phases.
- Partnerships may wish to describe the phases in different ways but they should reflect a developmental and phased journey that can take learners towards higher education.
- This phased approach will allow you to understand the point a learner is in the journey, and their onward progression where appropriate.

Checklist	NCOP Response
Are the phases taking learners on a coherent journey towards higher education?	
Can learners join at different Key Stages, and at different points in their education?	
Do the phases complement and build on one another?	

Key:

	Fully meets parameters detailed in checklist
	Partly meets parameters detailed in checklist
	Does not yet meet parameters detailed in checklist

Discussion

Knowledge Share

- Do you have a progression framework in place currently?
- How does it work/look?
- How did you develop it?
- How do you use it?

Self Assessment

Using the checklist, look at the guidance and checklist questions for core element one – a phased approach.

- Where are you now?
- Does this present any challenges for you as a NCOP? If so, what are these and why?
- How can these be overcome?



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