# Phase 2 – Review of a Progression Framework

**Summary of Progression Framework Guidance**
- To be submitted alongside the partnership operating plan on 11th April.
- It should set out a clear statement of the specific changes that are expected for an individual learner over time as a result of the activities undertaken as part of NCOP targeted outreach.
- Partnerships can determine the most appropriate format for their progression framework however they should have regard to OfS guidance in its development.
- OfS expects that partnerships that already have a framework in place consider Phase 2 guidance, ensuring they have the core elements in place.

**Defining a Progression Framework**
- Describes the journey learners can take towards higher education.
- It sets out a planned, integrated and progressive approach to supporting learners towards higher education.
  - Planned = activity learners undertake has been organised and is placed within their wider education journey and where they are in terms of their progression to higher education.
  - Integrated = activities the learner undertakes complement one another and are not separate interventions.
  - Progressive = It is part of an incremental journey that take learners towards their goal.
- The framework sets out the interventions learners undertake in order to build their expectations, attitudes, experiences, knowledge and skills so that they can make informed choices about higher education.
- It sets out the stages of the journey. For each stage there are a series of outcomes and the activities we expect to take place to achieve these outcomes.
- Support a personalised approach which recognises that learners are individuals and may not all start from the same point.

**The Core Elements of a Progression Framework**
The four key elements that should be included in any progression framework are:
- ➢ a phased approach demonstrating a learner's journey over time
- ➢ outcomes for each phase
- ➢ details of the activities that are taking place
- ➢ details of how the outcomes support the Gatsby Benchmarks, where appropriate.

Use the checklist on the following pages and the key below to rate your current stage of development of a progression framework and to record steps the partnership can take to address each requirement.

Key:

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

# 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? | |

## Core Element Two: Outcomes

OfS Phase 2 guidance states:

- For each phase within the progression framework we expect to see a series of learning outcomes.
- Learning outcomes are statements that describe a demonstrable change in the participant's knowledge, skills, attitudes or behaviours which it is intended that learners acquire by the end of a particular activity or programme.
- We expect that your choice of outcomes will be developed on the basis of your evaluation activity and other evidence.

We expect that your learning outcomes will:
- Be statements of demonstrable changes in the participant's knowledge, skills, attitudes or behaviours on the completion of an activity or programme
- Be focussed on the change you expect to see in an individual learner
- Help inform learners of the purpose of a particular activity or programme.

To write learning outcomes we suggest you:
- Consider what knowledge, skills, attitudes or behaviours learners should have achieved upon successful completion of the phases of the programme
- Ensure that all learning outcomes are observable and measurable
- Write the outcomes in the future tense and use a verb to describe the intended outcome
- Avoid verbs susceptible to different interpretations of the actions they require (such as 'learn' or 'understand') to help in the evaluation of the impact of the outcomes
- Write clear, simple and concise learning outcomes that can be understood by the learners, schools, colleges and other partners.

They could include that the learner can, for example:
- Identify higher education opportunities
- Explain the links between choices made now and future higher education study
- Compare the learning styles available in higher education
- Demonstrate the skills required for higher education, for example, research skills.

Partnerships should consider how these outcomes might be measured and evaluated as part of your impact assessment.

| Checklist | NCOP Response |
|---|---|
| Do the outcomes reflect the phases and the journey learners are taking? | |
| Do the outcomes have a particular skill or understanding associated with them? | |
| Do all the outcomes benefit the learner? | |
| Are the outcomes measurable? | |

## Core Element Three: Activities

OfS Phase 2 guidance states:

We expect that:

- You choose activities which will be sufficient to deliver the outcomes you have selected.
- Activities are meaningful and learners develop and progress through the phases.
- Activities should build on each other and avoid being repetitive; they should enable learners to engage with and develop their skills, knowledge and understandings in different ways. Meaningful activities engage learners in active, constructive, intentional, authentic, and cooperative ways.
- Your partnership may not be directly responsible for delivering all the elements of the progression framework. Where there is existing provision which you consider is effectively fulfilling your outcomes and the requirements of the relevant phase there is no need for you to duplicate provision. In this instance the progression framework can act as a tool to capture relevant activity and enable better understanding of the broader outreach work taking place in your area.
- All activities delivered through NCOP targeted outreach will be part of your progression framework and contribute to the learner journey. We do not want to see isolated, one-off activities that do not align with your progression framework.
- The progression framework should be a living document and as such we recognise that you may add or remove activities during the year or include specific activities for that year only.
- Each activity to be evaluated in line with the relevant outcomes as set out in the progression framework to understand whether they have been achieved.

| Checklist | NCOP Response |
|---|---|
| Does every activity map onto an outcome? | |
| Do you need to develop additional activities to support the desired outcomes? | |
| Are other partners already delivering activities that respond to the partnership's outcomes? | |
| Do you have an area-wide picture of all the activity that is being offered that supports progression to higher education? | |

## Core Element Four: Gatsby Benchmarks

OfS Phase 2 guidance states:

- There is a particularly strong link to Gatsby benchmark seven, however we anticipate that parts of your progression framework could align to other benchmarks.
- Aligning learning outcomes within the framework to the benchmarks can help schools to understand how the work fits into the wider picture and reinforces the relevance of the NCOP work with schools.
- As with all other parts of the framework we would encourage you to discuss with the careers staff and advisers supporting the learners you are likely to work with.

| Checklist | NCOP Response |
|---|---|
| Can your outcomes be aligned to the Gatsby benchmarks? | |
| Do you wish to align it to the Matrix standard for advice and guidance? | |
| Can you engage with careers advisers and career hubs to provide more information on higher education progression? | |

## Developing a Progression Framework

OfS Phase 2 guidance states:

- Drawing on evidence is a key part of developing your progression framework. This includes but is not limited to your own evaluation evidence from phase one of the programme.
- In developing your progression framework you should engage with a range of local partners, including schools and colleges. We would also expect you to consider how learners can be involved in shaping the development of the framework.
- There may be other organisations who may also be delivering elements of the progression framework as part of their own remit. For example, as part of its outreach work a university may be offering study skills workshops to students in Year 12. We expect you to be aware of and recognise their contribution within the framework.
- In the development and ongoing use of your progression framework we would encourage partnerships to work together and share practice and experience.
- Some partnerships have already developed a progression framework and engaged with partners in its development. We do not expect you to revisit these conversations.
- We expect your local evaluation plan for phase two, as you develop it, to align with your progression framework. This will include an outline of how you intend to evaluate each of the outcomes you select for the framework.

| Checklist | NCOP Response |
|---|---|
| Have you drawn on relevant evidence to inform your progression framework? | |
| How have you engaged partners in the development of the progression framework? | |
| Are you aware of other activity, outside of the partnerships work, that within your area supports progression to higher education? | |
| Are you working with a sufficiently wide range of partners help to support progression to higher education? | |
| Have you considered how you will evaluate each of the outcomes in the framework? | |

## How a Progression Framework should be Managed and Reviewed

OfS Phase 2 guidance states:

The progression framework is intended to be used as a management tool to support you in the management of the programme to:
- Develop a shared vision and objectives working with partners, schools and colleges and creating ownership
- Support planning through understanding where there are gaps and duplication, thereby ensuring most effective use of resources
- Review activity on the ground, enabling a discussion with your team or partners on the achievement of the learning outcomes
- Ensure joined up messaging across partners and any external organisations involved in the delivery of the programme to ensure a more seamless experience for schools, colleges and learners
- Identify the areas where other providers are delivering activities that align with your learning outcomes
- Reflect on the balance of activities
- Allocate resources to those areas that need most support.

Measuring performance:
- We encourage partnerships to measure their performance against the progression framework looking at the level of participation across each element of the framework for each school or college.
- It could also be used to review the journey of individuals to identify those learners who have zero or one intervention and address it

Reviewing:
- We expect partnerships to review the effectiveness of the progression framework on a regular basis and seek to develop it further in response. Reviewing and managing the progression framework should include reviewing the local evaluation evidence and learning from elsewhere, for example research and other evaluations, to inform choices about which outcomes and activities will be most effective.
- The progression framework should be available to a wide audience within the area. It can help build understanding and credibility amongst wider interested parties. We expect partnerships to make their progression framework available on their website.

| Checklist | NCOP Response |
|---|---|
| How do we use the progression framework in the management, delivery and planning of the programme? | |
| How integrated is the progression framework in the work that you do | |
| How will you we use the progression framework to inform your discussions with schools and colleges? | |
| How will you review the progression framework? | |
| How will you publicise and encourage feedback on the progression framework? | |
| Do all staff within the partnership regularly refer to and use the progression framework within their work? | |