



# **HIGHER EDUCATION PROGRESSION FRAMEWORK**

**2020 / 21**



# Welcome to the Higher Education Progression Framework developed by the Humber Outreach Programme (HOP).

Our HE Progression Framework is an outreach framework for practitioners. It aims to support the planning of future opportunities for school / college students & parents / carers in preparation for Higher Education.

This framework aligns with Gatsby benchmarks and Ofsted's recommendations regarding learners' readiness for the next stages of education, employment or training.

In particular, our progression framework links closely to the Ofsted Education Inspection Framework.

The HOP partnership is in the positive position of being a large consortia. The differences between learners in schools across the region are apparent. Students in Hull may have different needs compared to students in rural or coastal areas making this framework a flexible tool for planning interventions.



# What is the Higher Education Progression Framework?

The HOP HE Progression Framework has three key levels. These levels have been designed to help tailor our outreach based on students' current level of aspirations, knowledge or experience of higher education.

- **LEVEL 1 - Creating, Developing & Supporting Ideas** [Generally Year 9]
- **LEVEL 2 - Skills, Understanding & Guidance** [Generally Year 10 / 11]
- **LEVEL 3 - Practical Support** [Generally Year 12 / 13]

The outreach activities mapped into this framework give a solid foundation from Level 1 to Level 3 and move through a progressive programme of Introductory, Developmental and Consolidatory stages. We have included teacher CPD and parent / carer focused outcomes to sustain the development of building awareness about higher education, increasing the focus and depth as the stages progress.

**HOP recommends that each school focuses first on the desired outcomes, and selects activities accordingly. This puts the learning outcomes as a foundation. This innovative approach allows HOP to have an area-wide picture, whilst allowing individual schools to tailor their own framework of activity in order to deliver a planned, integrated and progressive programme to its students. Bespoke activities can be considered upon request for all schools and for all levels.**

# NERUPI Framework

HOP use the NERUPI Framework to design interventions and for evaluation purposes. The framework, developed by academics at the University of Bath, aids 'effectively capturing and demonstrating impact'.

The NERUPI framework allows the development of provision to meet local need while providing a framework to compare the impact of interventions using a common set of objectives. Within this Progression Framework, learner levels and learning outcomes are mapped closely to the NERUPI Framework aims and objectives. NERUPI also incorporate the needs of adult influencers including teachers, parents and carers and learning outcomes for this group are included in the 'Non-Student' level of this Progression Framework.

HOP delivery is focused on the following NERUPI aims :

NERUPI Aim A	<b>KNOW</b>	Develop students' knowledge and awareness of the benefits of higher education and graduate employment.
NERUPI Aim B	<b>CHOOSE</b>	Develop students' capacity to navigate higher education and graduate employment sectors and make informed choices.
NERUPI Aim C	<b>BECOME</b>	Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression.
NERUPI Aim D	<b>PRACTISE</b>	Develop students' study skills and capacity for academic attainment and successful graduate progression.
NERUPI Aim E	<b>UNDERSTAND</b>	Develop students' understanding by contextualising subject knowledge.

Please see page 7 for NERUPI-based level-specific learning outcomes.



## GATSBY Benchmarks

**The Careers & Enterprise Company recommends 8 benchmarks to assist schools to help learners reach their full potential. DfE legislation (October 2018) expects all schools to meet the benchmarks by the end of 2020. The benchmarks for learning outcomes (linked to individual activities) are indicated in the framework.**

- 1** A stable careers programme
- 2** Learning from career and labour market information
- 3** Addressing the needs of each pupil
- 4** Linking curriculum learning to careers
- 5** Encounters with employers and employees
- 6** Experiences of workplaces
- 7** Encounters with further and higher education
- 8** Personal guidance

Using the Gatsby benchmarks gives schools a clear strategic overview of a student's career needs, knowledge and skills at each stage of their learner journey. This framework will support students career journey.

It is not the remit of the programme to provide workplace experiences. However for activities required to address Gatsby 6, HOP may act as a signposting agency for partners such as the Careers Enterprise Company, local authorities and the Local Economic Partnership (LEP).

# Evaluation & HEAT Typologies

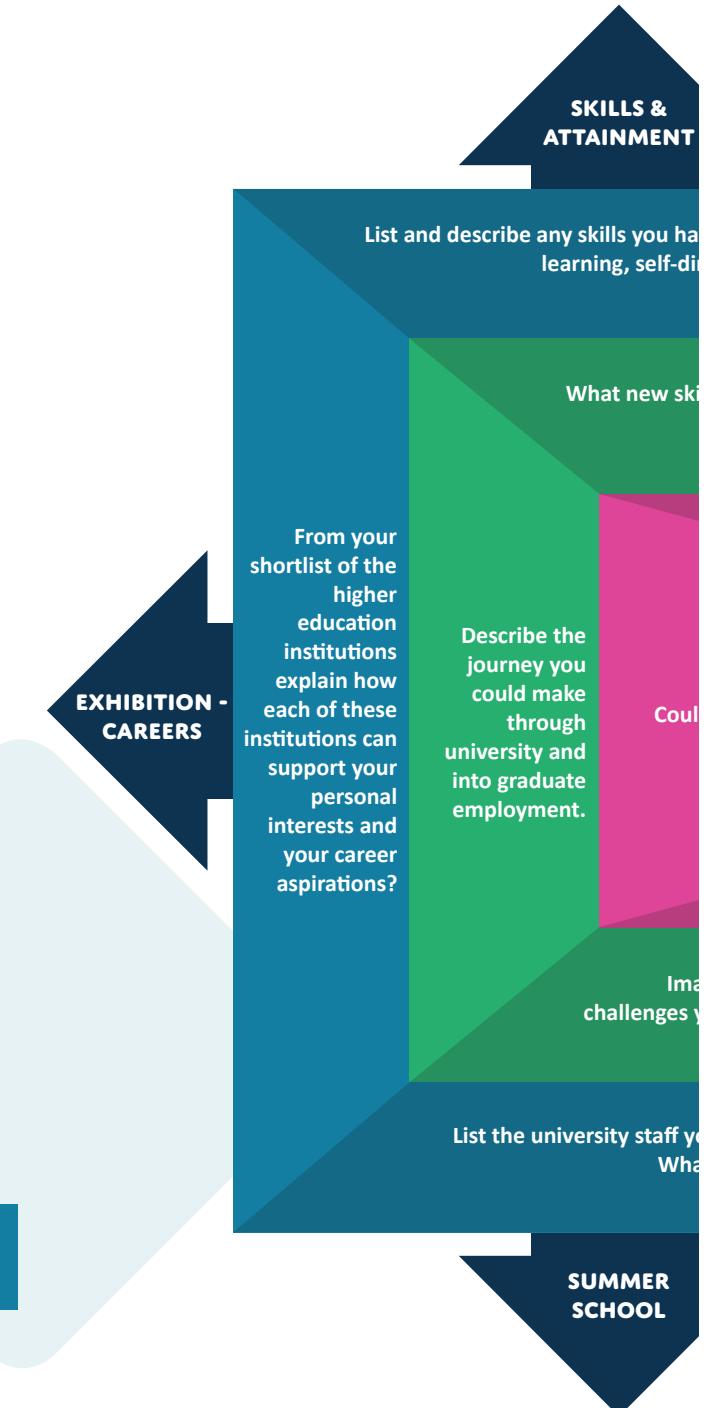
## HEAT Typologies

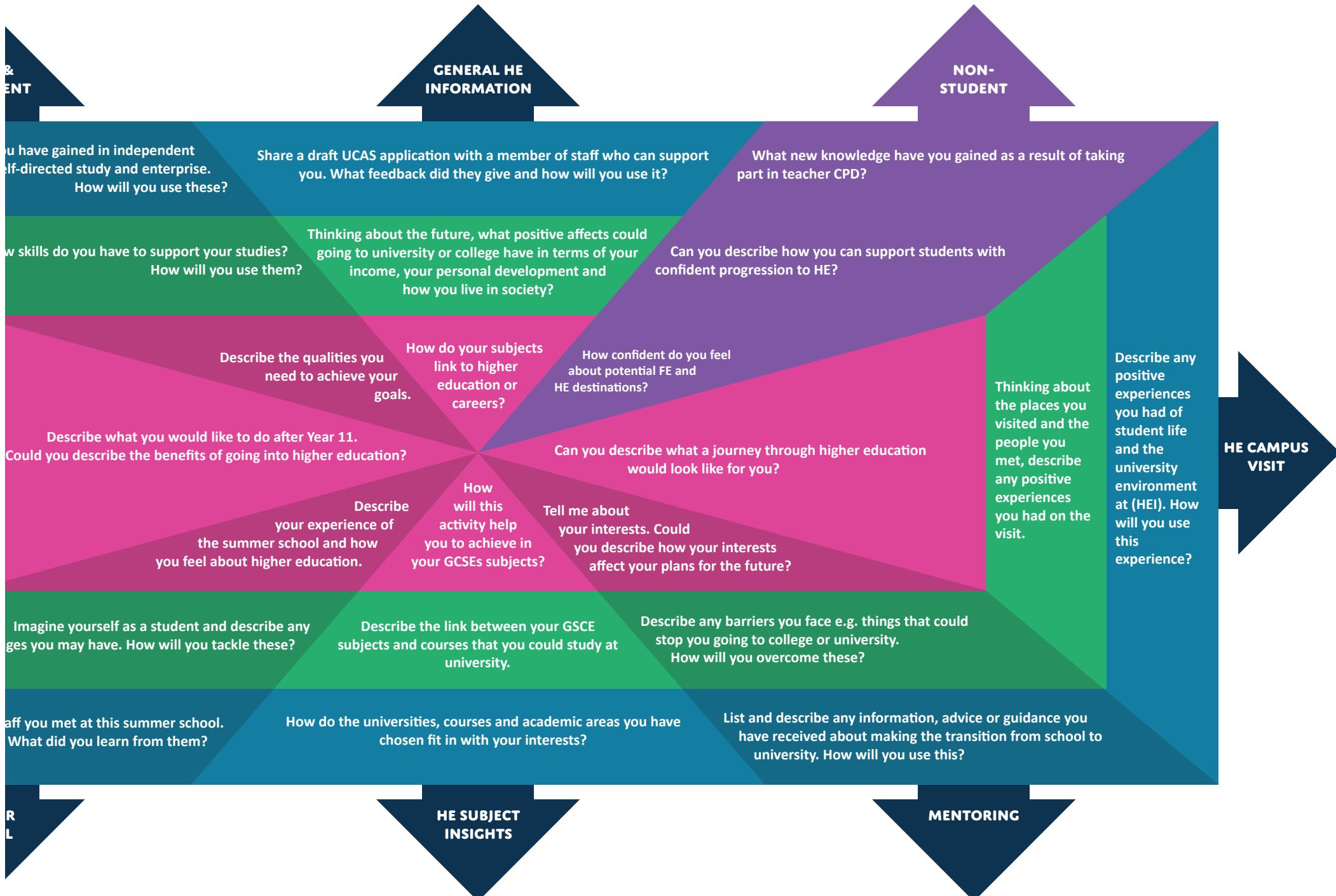
This framework uses HEAT typologies to give thematic structure. These typologies are split into Introductory, Consolidatory and Developmental phases, ensuring that the activities provided are planned, integrated and progressive. The Introductory activities are the lower-intensity activities, and the Consolidatory activities are the higher-intensity.

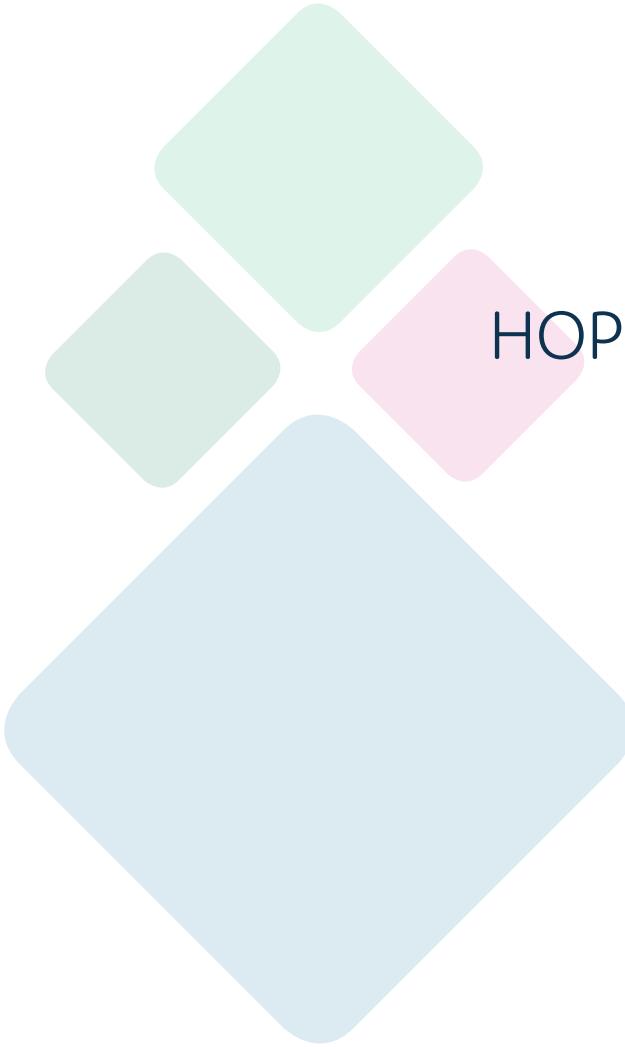
## Evaluation

Evaluation is built into the lifecycle of the Progression Framework. To this end, exploratory questions are provided alongside the learning outcomes. The exploratory questions will help to measure the success of the intended learning outcomes of each typology as the learner moves through their journey to ensure development across the stages.

## Key







HOP Higher Education Progression Framework

**Level One**

**Creating, Developing & Supporting Ideas**

Generally (but not restricted to) Year 9

# Creating, Developing & Supporting Ideas

Year 9

INTRODUCTORY

DEVELOPMENTAL

CONSOLIDATORY

	Learning Outcomes	NERUPI L1	GATSBY	Example of Activity	HEAT Typology	Example Indicator for Evaluation	
<b>LO1:1</b>	Learners will discuss a range of educational options	A, B	4	Options and Pathways Board Game / Gameshow Workshop, 30 learners	General HE Information	'Please list the options you are thinking of and tell me why you want to do these.'	
<b>LO1:2</b>	Learners will choose GCSE subjects that relate to personal and career interests					'How do your choices fit in with your interests and any potential jobs you are thinking about?'	
<b>LO1:3</b>	Learners will link GCSE study and HE / careers					'How do your subjects link to higher education or careers?'	
<b>LO1:4</b>	Learners will be introduced to life skills					'What life skills do you use in your daily life (home / school)?'	
<b>LO1:5</b>	Learners will increase their confidence and resilience					'How has this activity affected your confidence?'	
<b>LO1:6</b>	Learners will identify qualities and abilities for personal development and healthy living		8		Skills and Attainment	'Describe the qualities you need to achieve your goals and be healthy.'	
<b>LO1:7</b>	Learners will identify their own learning styles					'What is your learning style?'	
<b>LO1:8</b>	Learners will list their existing skills, capacities and areas of expertise					'What are you good at?'	
<b>LO1:9</b>	Learners will demonstrate knowledge about a range of educational routes and options					'What have you learnt about HE on this trip?'	
<b>LO1:10</b>	Learners will experience an encounter with HE, will consider routes through HE, and have an opportunity to challenge stereotypes of HE		7	Inspiration Day at University of Hull, 100 learners	HE Campus Visit	'Can you describe what a journey through higher education would look like for you?'	

# Creating, Developing & Supporting Ideas

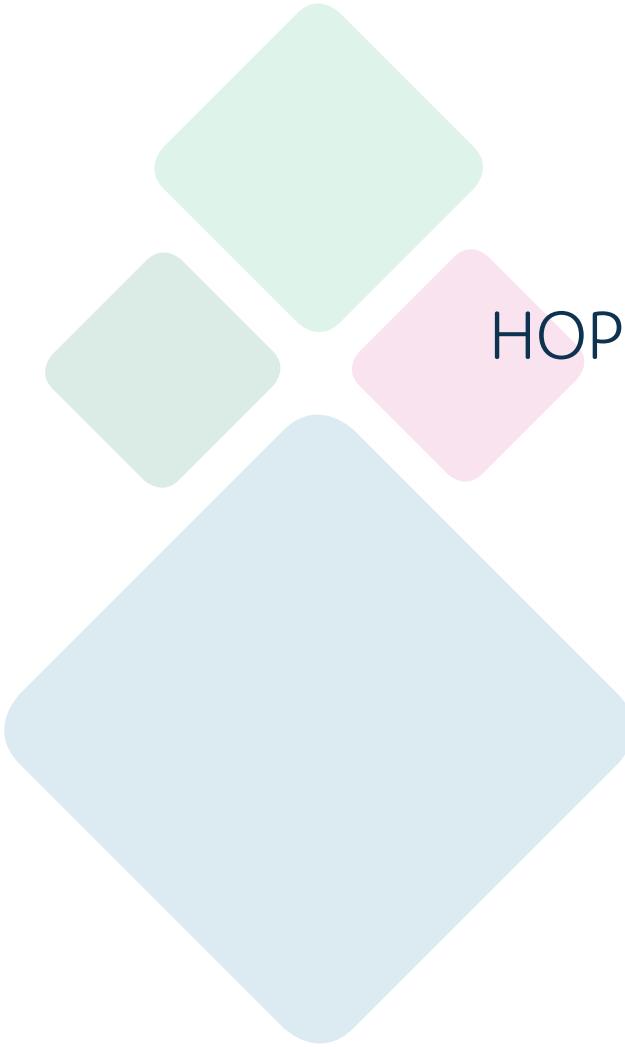
Year 9

INTRODUCTORY

DEVELOPMENTAL

CONSOLIDATORY

	Learning Outcomes	NERUPI L1	GATSBY	Example of Activity	HEAT Typology	Example Indicator for Evaluation
<b>LO1:11</b>	Learners will discuss post-16 options and benefits of HE	A, B	2, 5	Careers Days / Fairs: School / Partner Colleges, LEP, employers to provide employability skills advice and information	Exhibition	'Describe what you would like to do after Year 11. Could you describe the benefits of going into higher education?'
<b>LO1:12</b>	Learners will link GCSE qualifications to academic and 'work-based' routes into HE					'Can you talk about how your GCSEs link to higher education? Are there ways to get into higher education through work?'
<b>LO1:13</b>	Learners will apply GCSE subject knowledge to university subject areas	E	2, 4, 5	3rd party, industry professional delivery of a STEM Inspiration workshop	HE Subject Insights	'Which is your favourite subject of study at the moment?'
<b>LO1:14</b>	Learners will access attainment-raising interventions					'Can you name a job that this subject could lead to?'
<b>LO1:15</b>	Learners will imagine themselves as future university students					'Can you see yourself at university? Please give reasons for your answer.'
<b>LO1:16</b>	Learners will have a positive experience of HE	A, B, C	7	HOP Engagement Team and 3rd Party Providers to accommodate overnight stay with workshop about GCSE options	Summer School	'Describe your experience of the summer school and how you feel about higher education.'
<b>LO1:17</b>	Learners will plan their own route through HE					'Share your plans for going into higher education.'
<b>LO1:18</b>	Learners will identify the skills and strengths they will need to succeed in their future goals	C	3, 7, 8	Marginal Gains style mentoring with HOP Engagement Team and Student Ambassadors	Mentoring	'List the skills and strengths you will need to achieve your goals.'
<b>LO1:19</b>	Learners will discuss their circumstances, interests and personalities, and discuss how these influence their academic and employment goals					'Tell me about your interests. Could you describe how your interests affect your plans for the future?'



HOP Higher Education Progression Framework

**Level Two**

**Skills, Understanding & Guidance**

Generally (but not restricted to) Years 10 & 11

# Skills, Understanding & Guidance

Year 10 / 11

INTRODUCTORY

DEVELOPMENTAL

CONSOLIDATORY

11 | LEVEL TWO

	Learning Outcomes	NERUPI L2	GATSBY	Example of Activity	HEAT Typology	Example Indicator for Evaluation
<b>LO2:1</b>	Learners will be introduced to the different types of HE Provider					'List any higher education providers you know. What are the main differences?'
<b>LO2:2</b>	Learners will be introduced to the different types of university course and their entry requirements					'List any university courses you have researched. What are the entry requirements for these?'
<b>LO2:3</b>	Learners will discuss academic, social, economic and personal benefits of HE	A, B	4, 7	3rd Party delivery of a tailored talk around a variety of topics e.g. Oxbridge / Apprenticeships	General HE Information	'Thinking about the future, what positive effects could going to university or college have in terms of your income, your personal development and how you live in society?'
<b>LO2:4</b>	Learners will explain the economic benefits of HE and graduate employment sectors and make informed choices					'What positive effects could going to college or university have on your income? How does this knowledge affect your decision to go to college or university?'
<b>LO2:5</b>	Learners will discover study and research opportunities in HE					'List any study or research opportunities that might be available to you at college or university.'
<b>LO2:6</b>	Learners will grow in confidence to deal with the challenge of university life and graduate progression					'Describe any ways that your confidence has changed in relation to dealing with the challenges of college and university life.'
<b>LO2:7</b>	Learners will develop confidence in making lifestyle choices, in order to progress onto and succeed at university.	C, D	8	Self-Esteem workshop, 30 learners  Time Management workshop / talk, 300 learners	Skills & Attainment	'Describe any regular choices you will make to help to get to college or university.'
<b>LO2:8</b>	Learners will improve revision techniques and skills					'List any revision skills you have. How have you improved these?'
<b>LO2:9</b>	Learners will improve their study skills					'What new skills do you have to support your studies? How will you use them?'
<b>LO2:10</b>	Learners will be able to distinguish between the economic benefits of HE and career opportunities for graduates					'How can going to college or university increase your income? What new job opportunities could you have after going to college or university? How are these connected?'
<b>LO2:11</b>	Learners will link university subject areas to a range of possible study opportunities	A, B	2, 5	Careers Days / Fairs: School / Partner Colleges, LEP, employers to provide employability skills advice and information	Exhibition	'Pick a subject and describe any higher education courses you are aware of relating to this subject.'
<b>LO2:12</b>	Learners will plan their own path through the HE and graduate employment sectors and make informed choices					'Describe a the journey you could make through university and into graduate employment.'

# Skills, Understanding & Guidance

Year 10 / 11

INTRODUCTORY

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CONSOLIDATORY

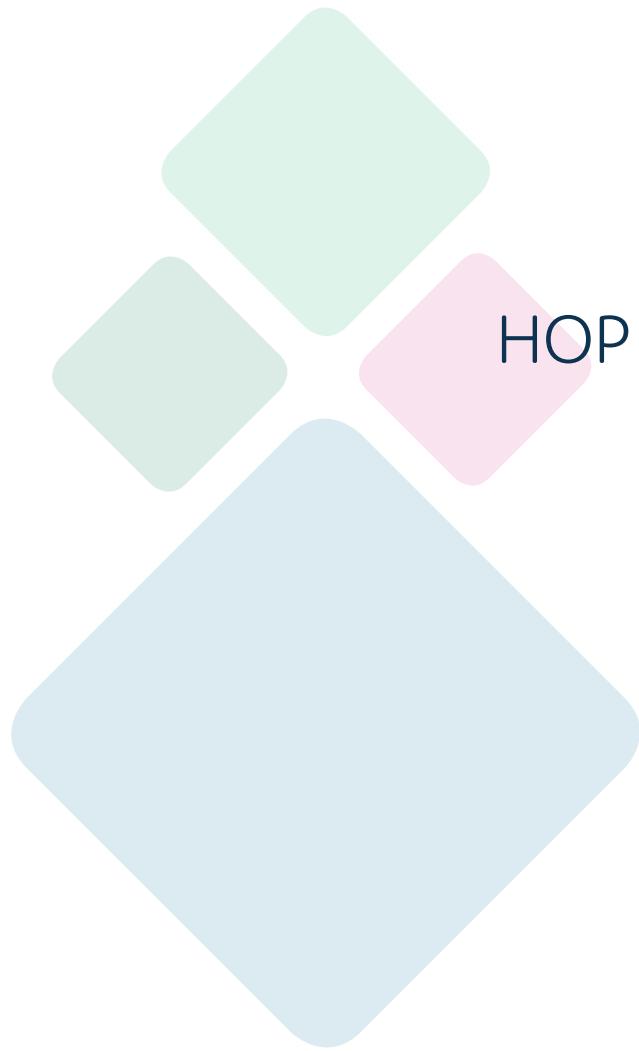
	Learning Outcomes	NERUPI L2	GATSBY	Example of Activity	HEAT Typology	Example Indicator for Evaluation
<b>LO2:13</b>	Learners will form positive associations with a HEI / Partner College and its community	C	7	Partner College Visit	HE Campus Visit	'Thinking about the places you visited and the people you met, describe any positive experiences you had on the visit.'
<b>LO2:14</b>	Learners will identify differences between HE providers and study opportunities within alternative provision					'Describe the main differences between a range of educational providers you have researched including details of any available additional support.'
<b>LO2:15</b>	Learners will increase their knowledge in a particular subject and identify possible careers in this subject	E	2, 4, 5	3rd party, industry professional delivery of a workshop e.g. Breaking into Science workshop / talk, 50 learners	HE Subject Insights	'Describe any new knowledge you have gained in (subject) as a result of this activity. How does this link to jobs in (subject)?'
<b>LO2:16</b>	Learners will link GCSE subject knowledge to university subject areas					'Describe the link between your GSCE subjects and courses that you could study at university.'
<b>LO2:17</b>	Learners will identify barriers to living independently					'Imagine yourself as a student and describe any challenges you may have. How will you tackle these?'
<b>LO2:18</b>	Learners will grow in confidence in their potential to progress onto and succeed at university					'Describe how your confidence has changed as a result of this activity. If your confidence has increased, how will you use this to get to and succeed at college or university?'
<b>LO2:19</b>	Learners will experience the academic and social benefits of HE	A, B, C	7	HOP Engagement Team and 3rd Party Providers to accommodate overnight stay with workshop about GCSE options	Summer School	'Describe how college or university could benefit you in terms of your education and how you live in society.'
<b>LO2:20</b>	Learners will become familiar with a university setting, and experience learning and teaching approaches in HE					'Describe any knowledge you have gained about university. What are the main differences between learning / teaching at school and at university?'
<b>LO2:21</b>	Learners will identify differences between HE providers and study opportunities within alternative provision					'How is learning and teaching at university different from your school?'
<b>LO2:22</b>	Learners will become more confident in their potential to progress onto and succeed at university					'To what extent do you agree with the following: "I can do anything I set my mind to?"'
<b>LO2:23</b>	Learners will meet students from a variety of social, cultural and ethnic backgrounds	C	3, 8	Peer mentoring, facilitated by HOP Team	Mentoring	'Describe any ways that taking part in this activity has helped you. Describe any way that the people you met helped.'
<b>LO2:24</b>	Learners will plan strategies to overcome barriers (increase their resilience)					'Describe any barriers you face e.g. things that could stop you going to college or university. How will you overcome these?'

## HOP Higher Education Progression Framework

**Level Three**

**Practical Support**

Generally (but not restricted to) Years 12 & 13



# Practical Support

Year 12 / 13

INTRODUCTORY

DEVELOPMENTAL

CONSOLIDATORY

	Learning Outcomes	NERUPI L3	GATSBY	Example of Activity	HEAT Typology	Example Indicator for Evaluation
LO3:1	Learners will compare student finance, budgeting support and student employment opportunities across a range of universities	B	7, 8	Student Finance Update talk, 300 learners / Personal Statement workshop, 30 learners	General HE Information	'List the universities you have researched and make a statement about each institution in the area of: Finance / Support for Budgeting / Student Employment.'
	Learners will begin the UCAS process and generate and submit a strong university application					'Share a draft UCAS application with a member of staff who can support you. What feedback did they give and how will you use it?'
LO3:3	Learners will anticipate challenges they may face in HE and know what skills they need to make a successful transition to university (Soft Skills)	C, D	8	Goal Setting workshop Independence workshop, 300 learners	Skills & Attainment	'List and describe the steps you must take to get to university. List the challenges you may face at university and how will you deal with them.'
	Learners will identify and practise the skills they need to live independently					'List and describe how you have begun to use independent living skills.'
LO3:5	Learners will participate in challenging educational activities which are stimulating and motivating					'Describe the activity you have taken part in. Could you describe this as stimulating and motivating? If so, how?'
	Learners will improve skills of independent learning, self-directed study and enterprise					'List and describe any skills you have gained in independent learning, self-directed study and enterprise. How will you use these?'
LO3:7	Learners will improve project-planning skills and expertise in designing, implementing and evaluating a small-scale project					'Share your plans for designing, implementing and evaluating a small-scale project. Why was this useful?'
	Learners will know the career benefits of HE and employment opportunities for graduates					'Describe the career benefits of higher education and the additional employment opportunities for graduates.'
LO3:9	Learners will evaluate different types of HEIs in terms of personal interests and career aspirations	A, B	2, 5	School / Partner Colleges, LEP, employers to provide employability skills advice and information e.g. volunteering opportunities and soft skills	Exhibition	'From your shortlist of the higher education institutions, explain how each of these institutions can support your personal interests and your career aspirations.'

# Practical Support

Year 12 / 13

INTRODUCTORY

DEVELOPMENTAL

CONSOLIDATORY

	Learning Outcomes	NERUPI L3	GATSBY	Example of Activity	HEAT Typology	Example Indicator for Evaluation
<b>LO3:10</b>	Learners will discuss course and placement options and social, leisure and extra-curricular opportunities in HE					'List and describe the course, placement, social, leisure and extra curricular opportunities at (HEI). How is this information useful?'
<b>LO3:11</b>	Learners will know about academic and information services, facilities and resources at a HE Provider	A, C	7	Open Day / Applicant Day with SCLS / Ambassadors	HE Campus Visit	'List and describe the academic, information services and resources you are interested in at (HEI). How is this information useful?'
<b>LO3:12</b>	Learners will know about research areas, expertise and facilities in HE and new areas of development					'List and describe the research areas, expertise, facilities and new areas of development at (HEI). How is this information useful?'
<b>LO3:13</b>	Learners will have a positive first-hand experience of student life and a university environment					'Describe any positive experiences you had of student life and the university environment at (HEI). How will you use this experience?'
<b>LO3:14</b>	Learners will apply existing subject knowledge within wider fields of knowledge					'What extra knowledge did you gain through this activity? How will you use it in the wider world?'
<b>LO3:15</b>	Learners will link existing knowledge and interests to university degree programmes and academic disciplines	E	4, 5	3rd party, industry professional delivery of a workshop e.g. Russell Group	HE Subject Insights	'How do the universities, courses and academic areas you have chosen fit in with your interests?'
<b>LO3:16</b>	Learners will access and experience appropriate attainment-raising interventions					'How will this activity help you to succeed in (subject)?'
<b>LO3:17</b>	Learners will begin to deal with challenges they may face in HE and plan to make a successful transition to university (Mentoring)	D	3, 7, 8	Mentoring with HOP Engagement Team and Student Ambassadors	Mentoring	'Describe any challenges you could face when making the change from school to university. How will you tackle these?'
<b>LO3:18</b>	Learners will access the information, advice and guidance they need to make a successful transition to HE					'List and describe any info, advice or guidance you have received about making the transition from school to university. How will you use this?'

# Practical Support

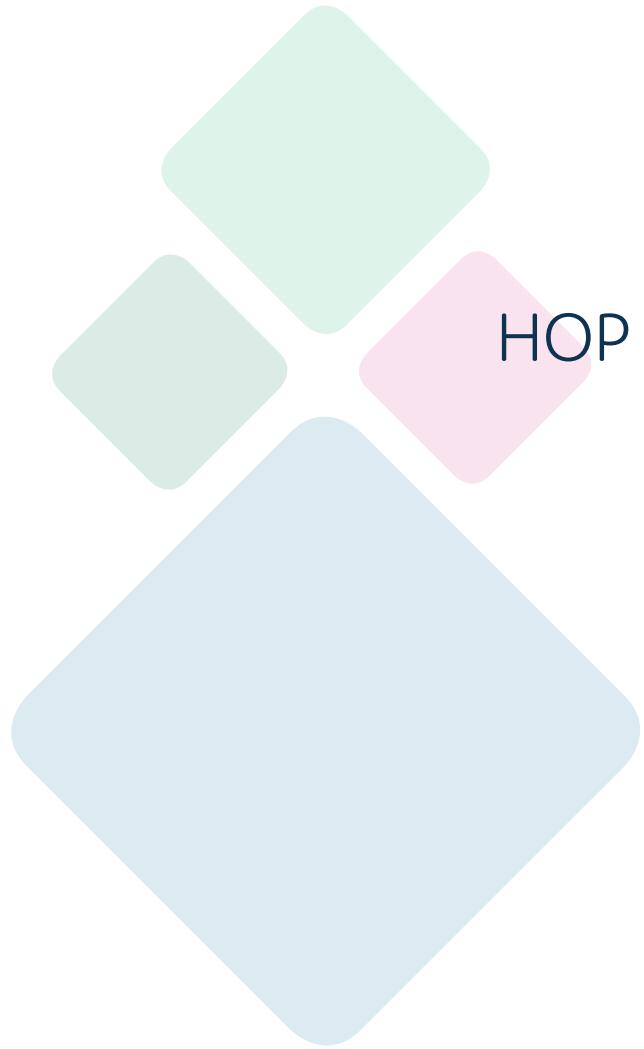
Year 12 / 13

INTRODUCTORY

DEVELOPMENTAL

CONSOLIDATORY

	Learning Outcomes	NERUPI L3	GATSBY	Example of Activity	HEAT Typology	Example Indicator for Evaluation
<b>LO3:19</b>	Learners will deepen knowledge of course and placement options, and social and leisure opportunities in HE					'Specify the courses, placement, leisure and social opportunities available at your shortlisted universities.'
<b>LO3:20</b>	Learners will evaluate course, student finance, and graduate opportunities and make informed choices that align with personal interests and careers aspirations					'Review the course, student finance support and graduate opportunities available at your shortlisted HE Institutions. How do these align to your personal interests and career aspirations?'
<b>LO3:21</b>	Learners will have a positive first-hand experience of student life and a university environment	A, B, C	3, 7, 8	HOP Engagement Team and 3rd Party Providers to accommodate overnight stay with a Time Management workshop	Summer School	'Describe the positive aspects of your visit to (institution) during this summer school.'
<b>LO3:22</b>	Learners will become familiar with learning and teaching approaches in HE					'How do universities teach and how do students learn? How is this different from school?'
<b>LO3:23</b>	Learners will meet academic staff and other university employees					'List the university staff you met on this visit. What did you learn from them?'
<b>LO3:24</b>	Learners will practice the skills they need to live away from home					'Describe the skills you would need to live independently at university. How will you develop these? What challenges will you face? How will you tackle these?'



HOP Higher Education Progression Framework

**Non-Student**  
**Teachers / Parents / Carers**

All Levels

# Non-Student

*Activities are progressive and will take place at key points during the school year to support parents, carers & teachers.*

	Learning Outcomes	NERUPI	GATSBY	Example of Activity	Example Indicator for Evaluation
<b>LONS:1</b>	Parents / carers will increase knowledge of potential FE and HE destinations beyond their personal experiences			Parents and Carers Evening (parents / carers of Y9 – 11 learners)	'How confident do you feel about potential FE and HE destinations?'
<b>LONS:2</b>	Parents / carers will identify misconceptions faced by families in FE and HE			The Importance of Work Experience (parents / carers of Y10 – 12 learners)	'How has your thinking about FE and HE changed as a result of taking part in a HOP activity?'
<b>LONS:3</b>	Parents / carers will list a range of study skills and recognise links between qualification level and educational providers			Film produced 'By parents for parents'	'Can you talk about study skills, qualifications, courses, educational providers and entry requirements?'
<b>LONS:4</b>	Parents / carers will increase knowledge of course and entry requirements	All	1, 2, 3, 4, 5, 6, 7, 8	HOP website / posters to include articles reassuring parents' / carers' concerns / worries about finance, support, impacts, progress routes	'What new knowledge have you gained during the activity?'
<b>LONS:5</b>	Parents / carers will be equipped with tools to support students with confident progression				'Can you describe how you can support students with confident progression to HE?'
<b>LONS:6</b>	Parents / carers will increase knowledge on the application processes for FE and HE			Discussion groups / co-creation workshops / information and celebration events with parents / carers / teachers / wider community	'Do you feel confident to discuss the application processes for FE and HE with students?'
<b>LONS:7</b>	Parents / carers will explore graduate career opportunities				'Can you explore graduate career opportunities with students?'
<b>LONS:8</b>	Teachers will participate in CPD (training and conferences)			Training and conferences for teachers	'What new knowledge have you gained as a result of taking part in teacher CPD?'



humber outreach programme

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**NERUPI** *Network*  
Evaluating & Researching University  
Participation Interventions

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