

Planning and evaluating using the North East Regional Progression Framework

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Widening Participation and Evaluation

- Widening Participation programmes – where is the evidence of what works??
- Disconnect – WP practitioners and academic researchers
- Summative not formative



The North East Regional Progression Framework

► 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

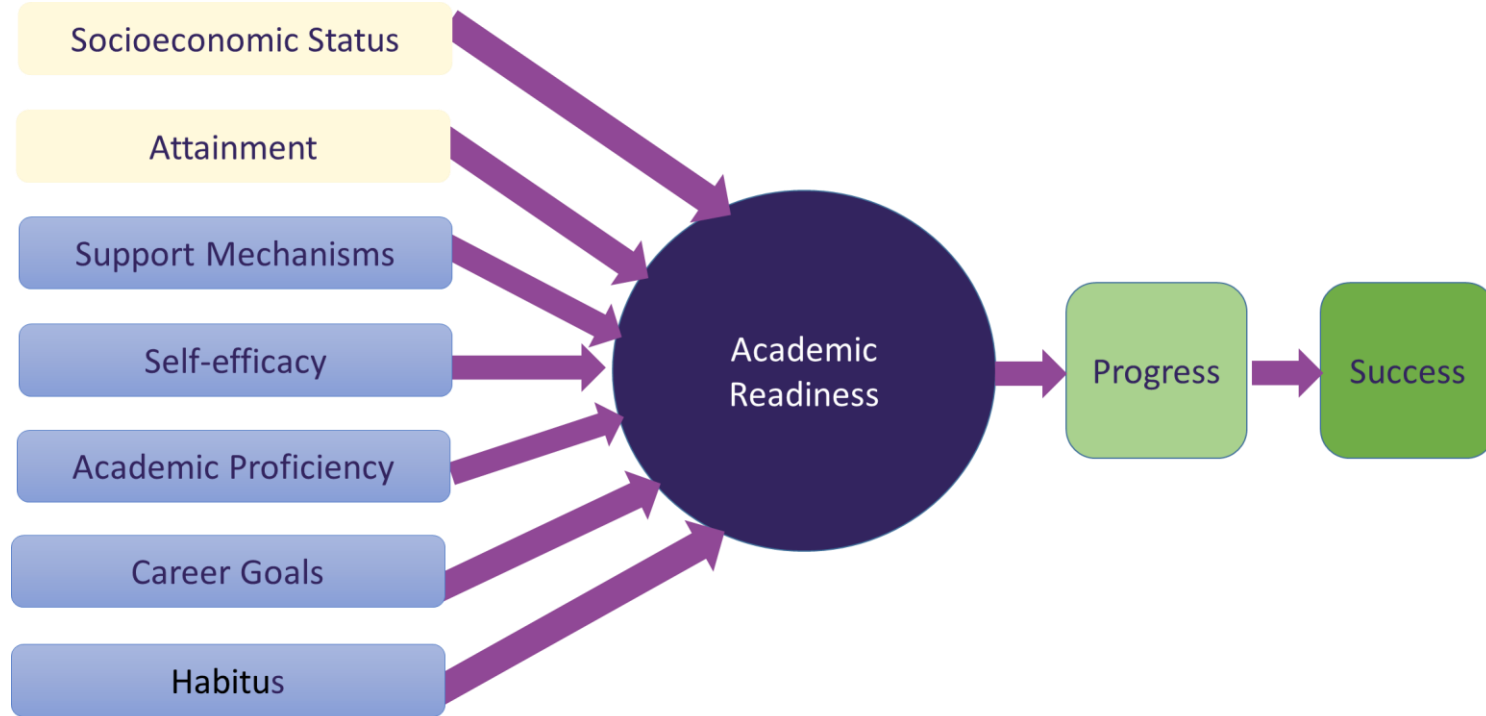
** Gatsby Benchmarks of Good Career Guidance

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NECOP Regional Progression Framework

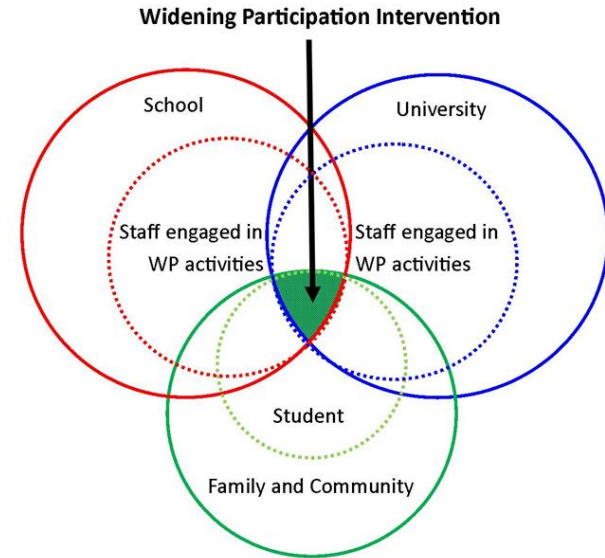
Academic Readiness



The NERUPI Framework

The NERUPI Framework highlights four key areas for change:

- ▶ Social and academic capital
- ▶ Habitus
- ▶ Skills Capital
- ▶ Intellectual Capital



Formative and Summative Evaluation

Formative evaluation

Monitoring
Developmental
Improvement

Learn

Both

Planning
Decision making
Targeting

Summative evaluation

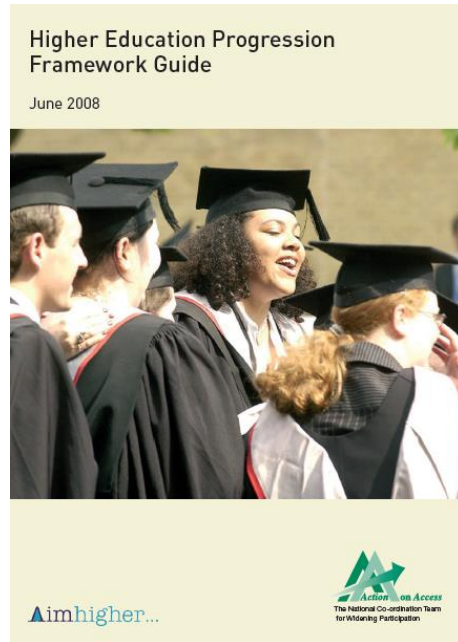
Effectiveness
Efficiency

Measure

North East Regional Progression Framework

Developing the Regional Progression Framework

- ▶ Higher Education Progression Guide - guidance for Aimhigher Partnerships
- ▶ Regional Progression Framework Working Group
- ▶ Not prescriptive - other experiences may make equivalent contribution to the learner journey and outcomes
- ▶ Based around learning outcomes associated with various phases of education stages– distilled down to 6 key learning outcomes
- ▶ Learner focussed
- ▶ Alignment to national policy developments and best practice frameworks



The Framework



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North East Regional Progression Framework



INTRODUCTORY PHASE FRAMEWORK

Theme	Introducing HE	Routes	Attainment	Finance	Applying	Transition
Learning Objectives	Learning Objective 1 To provide information about what higher education (HE) is and the range of opportunities available. To challenge common misperceptions around HE.	Learning Objective 2 To provide information about different progression routes, courses and institutions. To support learners in identifying which pathway is best for them.	Learning Objective 3 To highlight the link between current studies, attainment and HE study. To increase interest in continuing to study and motivation to do well. To introduce skills that raise attainment.	Learning Objective 4 To provide information about the financial support available for HE and how to apply.	Learning Objective 5 To provide step by step instructions regarding how to apply to HE. To consider what makes a good application.	Learning Objective 6 To provide knowledge, skills and experiences which support and/or promote successful transition to HE.
	← Student has increased motivation, higher expectations 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
Learner Outcomes	Activities should enable learners to: Know what HE is and be able to recall the opportunities available to them. Identify and challenge misconceptions relating to HE.	Activities should enable learners to: Identify progression opportunities available to them following their current studies and discuss how this will support their future career aspirations.	Activities should enable learners to: Recall core study skills and recognise the important connection between working hard, attainment and future opportunities.	Activities should enable learners to: Identify the range of financial support available for FE and HE progression. Discuss the importance of budgeting and money management.	Activities should enable learners to: Describe the application processes and discuss the importance of representing themselves well for selection.	Activities should enable learners to: Identify key personal qualities and skills and be aware of how these will support them to achieve their future goals. To identify skills or experiences needed to progress.
Parent/Carer Outcomes	Activities should enable parents/carers to: Know what HE is and be able to recall the opportunities available. Identify and discuss misconceptions relating to HE.	Activities should enable parents/carers to: Identify progression opportunities following their young person's current studies and discuss how this will support their future career aspirations.	Activities should enable parents/carers to: Recall core study skills and recognise the link between qualification levels, future progression and career opportunities.	Activities should enable parents/carers to: Identify the range of financial support available for FE and HE progression. Discuss the importance of budgeting and money management with their young person.	Activities should enable parents/carers to: Be aware of the application processes for FE and HE, and to support their young person in making in application.	Activities should enable parents/carers to: Understand the importance of key qualities required for a successful transition to further and higher study.
Teacher/Adviser Outcomes	Activities should enable teachers/advisers to: Provide clear information about HE and the range of opportunities available beyond their personal experience. Identify and challenge common misperceptions.	Activities should enable teachers/advisers to: Provide clear information about progression opportunities beyond their personal experience and how each may support learners future career aspirations.	Activities should enable teachers/advisers to: Deliver core study skills and support learners in understanding the link between qualification levels and the future progression and career opportunities available.	Activities should enable teachers/advisers to: Provide clear information about the range of financial support available for FE and HE progression. Explain the importance of budgeting and money management to the learner.	Activities should enable teachers/advisers to: Have clear knowledge of application processes required for further study and work.	Activities should enable teachers/advisers to: Identify key personal qualities and skills understand how these will support the achievement of future goals.



Using the framework to design and evaluate higher education outreach

SAMPLE COLLEGE PROGRESSION PLAN

Activity Name	Description	Learning Objective	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											
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											
Student Finance England	Introductory students' and / or parents' / carers' presentation	LO5	Year 13	L3											
Higher Apprenticeship Event	Workshops on routes into higher apprenticeships and opportunities available delivered with existing apprentices	LO2, LO3, LO6	Year 13	L2 & L3											
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											
UCAS Application and Personal Statement Support	Support for completing personal statements and applications	LO5	Year 13	L3											
Interview Preparation	Support and confidence building for HE courses and apprenticeship interviews	LO5	Year 12 - 13	L2 & L3											
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											
Motivational speaker	Motivation and confidence building session for large groups following first assignment feedback - delivered by external provider	LO3	All	All											
Revision and Exam Support Workshop	Skills based workshop delivered by external provider to prepare students for revision and exams	LO3	All	All											
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											
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											
Summer School	Intensive Maths and English support in a non-residential summer school	LO3	Year 13	L3											
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											
Celebration Event	End of year celebration and recognition of achievement	LO1	All	All											

KEY

- Introductory Phase
- Developmental Phase
- Consolidation Phase
- 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
Gateway 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

Sample Evaluation Questions

Introducing HE – Learning Objective One

INTRODUCTORY PHASE

Sample Evaluation Questions	Response Options	Looking for
What are the benefits of higher education?	Multiple choice options – <ul style="list-style-type: none">• Increased career options• Higher earnings• A great social life• All of the above	All of the above Respondents who tick only one answer will benefit from additional information about the other advantages of HE to achieve full understanding.

DEVELOPMENT PHASE

Sample Evaluation Questions	Response Options	Looking for
What are the benefits of higher education?	Free text format	Respondents should be able to identify the benefits of HE without prompts. Responses may take the form of a list or small paragraph with reference to any identified personal benefits.

CONSOLIDATION PHASE

Sample Evaluation Questions	Response Options	Looking for
Which higher education option is most suitable for me? Why?	Free text format	Responses should include reflection of what route will be most suitable for their study preferences and future career plans. Respondents should be able to explain and justify their reasons.

Alignment to the NERUPI Framework



NORTH EAST REGIONAL PROGRESSION FRAMEWORK

Further Supporting Widening Participation Practitioners:
Alignment to the NERUPI Framework



NORTH EAST REGIONAL PROGRESSION FRAMEWORK



	Social and Academic Capital				Habitus		Skills Capital		Intellectual Capital	
	Know	Choose	Become		Practice		Understand			
Level Zero	Develop student knowledge and awareness of the benefits of higher education and progression opportunities	Develop student capacity to recognise higher education and progression opportunities	Develop student confidence and resilience to negotiate the challenge of university life and progression	Develop student study skills and capacity for academic attainment and successful progression	Develop student understanding of contemporary subject knowledge	Develop student capacity to select, manage and evaluate evidence to inform learning	Develop student capacity to select, manage and evaluate evidence to inform learning	Develop student capacity to select, manage and evaluate evidence to inform learning	Develop student capacity to select, manage and evaluate evidence to inform learning	Develop student capacity to select, manage and evaluate evidence to inform learning
Level One	Develop student knowledge and awareness of the benefits of higher education and progression opportunities	Develop student capacity to recognise higher education and progression opportunities	Develop student confidence and resilience to negotiate the challenge of university life and progression	Develop student study skills and capacity for academic attainment and successful progression	Develop student understanding of contemporary subject knowledge	Develop student capacity to select, manage and evaluate evidence to inform learning	Develop student capacity to select, manage and evaluate evidence to inform learning	Develop student capacity to select, manage and evaluate evidence to inform learning	Develop student capacity to select, manage and evaluate evidence to inform learning	Develop student capacity to select, manage and evaluate evidence to inform learning
Level Two	Develop student knowledge and awareness of the benefits of higher education and progression opportunities	Develop student capacity to recognise higher education and progression opportunities	Develop student confidence and resilience to negotiate the challenge of university life and progression	Develop student study skills and capacity for academic attainment and successful progression	Develop student understanding of contemporary subject knowledge	Develop student capacity to select, manage and evaluate evidence to inform learning	Develop student capacity to select, manage and evaluate evidence to inform learning	Develop student capacity to select, manage and evaluate evidence to inform learning	Develop student capacity to select, manage and evaluate evidence to inform learning	Develop student capacity to select, manage and evaluate evidence to inform learning
Level Three	Develop student knowledge and awareness of the benefits of higher education and progression opportunities	Develop student capacity to recognise higher education and progression opportunities	Develop student confidence and resilience to negotiate the challenge of university life and progression	Develop student study skills and capacity for academic attainment and successful progression	Develop student understanding of contemporary subject knowledge	Develop student capacity to select, manage and evaluate evidence to inform learning	Develop student capacity to select, manage and evaluate evidence to inform learning	Develop student capacity to select, manage and evaluate evidence to inform learning	Develop student capacity to select, manage and evaluate evidence to inform learning	Develop student capacity to select, manage and evaluate evidence to inform learning
Level Four	Develop student knowledge and awareness of the benefits of higher education and progression opportunities	Develop student capacity to recognise higher education and progression opportunities	Develop student confidence and resilience to negotiate the challenge of university life and progression	Develop student study skills and capacity for academic attainment and successful progression	Develop student understanding of contemporary subject knowledge	Develop student capacity to select, manage and evaluate evidence to inform learning	Develop student capacity to select, manage and evaluate evidence to inform learning	Develop student capacity to select, manage and evaluate evidence to inform learning	Develop student capacity to select, manage and evaluate evidence to inform learning	Develop student capacity to select, manage and evaluate evidence to inform learning

Any Questions?



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