



# NORTH EAST REGIONAL PROGRESSION FRAMEWORK



# WELCOME

## Welcome to the North East Regional Progression Framework developed by Outreach North East.

The framework is designed primarily as a tool to support practitioners from across a range of institutions and sectors wishing to develop a programme of activity to increase knowledge and understanding, as well as support progression to higher education.

It has been developed based on the Higher Education Progression Framework Guide<sup>1</sup>, produced as a guide for Aimhigher partnerships that stressed the importance of associating transition-related learning outcomes and milestones with the various phases of education experienced by a learner.

1. [https://www.heacademy.ac.uk/system/files/he\\_progression\\_framework\\_0.pdf](https://www.heacademy.ac.uk/system/files/he_progression_framework_0.pdf)





# WHAT IS A REGIONAL PROGRESSION FRAMEWORK?

Underpinned by six key higher education themes, the Regional Progression Framework has been designed to support practitioners in developing interventions to help learners understand more about higher education in all its forms and how to successfully achieve their progression goals.

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**Each learning objective focuses on one of the following themes:**

- Introducing higher education
- Routes to further and higher education
- Attainment and how this supports progression
- Financial support for further and higher level study
- Applying to further and higher education
- Transition to further and higher education

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The framework is designed on a three phase model so it can be applied regardless of the learner's age, prior knowledge, and mode or level of study, enabling practitioners across a variety of institutions to offer meaningful encounters to each and every learner, at a level appropriate to them.



# WHY IS IT IMPORTANT?

**Delivery of a sustained, intensive and progressive programme of interventions has been shown to have greater impact in raising aspirations and supporting progression to higher education<sup>2</sup>.**

In addition, changes in the Government's Statutory Guidance<sup>3</sup> to implement the Careers Strategy<sup>4</sup> has highlighted the importance of ensuring that everyone, regardless of their background, should have the opportunity to receive information about the full learning offer available to them, a view echoed in the Industrial Strategy<sup>5</sup>. The North East Regional Progression Framework builds on the key principles outlined in the Statutory Guidance, with each of its learning objectives aligned to the Gatsby Good Career Benchmarks<sup>6</sup> and to the Career Development Institute's<sup>7</sup> Framework for Careers, Employability and Enterprise Education.

These underpinning aspects of the Regional Progression Framework can allow progression plans designed using the principles and learning objectives of the framework, to evidence the intention, implementation and impact of higher education encounters as part of a careers programme. This enables practitioners to report on the key components of the Ofsted<sup>8</sup> Education Inspection Framework, in addition to supporting the basis of a solid careers programme

- 2. Mann, et al. (2017) Contemporary transitions: Young Britons reflect on life after secondary school and College. London: Education and Employers.
- 3. Department for Education (2018) Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff
- 4. Department for Education (2017) Careers Strategy: making the most of everyone's skills and talents
- 5. HM Government (2017) Industrial Strategy: Building a Britain fit for the future
- 6. Gatsby Charitable Foundation (2014) Good Career Guidance
- 7. Career Development Institute (2020) Framework for careers, employability and enterprise education
- 8. Ofsted (2019) The education inspection framework
- 9. NERUPI (2019) NERUPI Framework: Version 20 (2019-20)

*We are delighted that the North East Regional Progression Framework is endorsed by NERUPI.*



(Benchmark 1), useful for including in monitoring tools such as COMPASS. It is important to note, that the Regional Progression Framework and encounters with higher education will provide supporting evidence towards a range of Gatsby Benchmarks, however additional reporting materials will be required to fully achieve each component.

Whilst the focus of the Ofsted framework has moved away from a reliance on data, practitioners working towards the Quality in Careers Standard and Matrix Standard will need to evidence the impact of the provision delivered and how this informed future programmes. Higher education institutions and widening participation organisations are also using greater evidence based practice within all outreach they provide, with practitioners increasingly using the NERUPI<sup>9</sup> Framework to support with this. To further support practitioners in the North East, an additional document is available which aligns this framework to NERUPI for pre-application outreach only.

# HOW TO USE THE NORTH EAST REGIONAL PROGRESSION FRAMEWORK

**The Regional Progression Framework may be used as tool to build a new progression programme or to identify gaps in an existing programme.**

**Higher education outreach is most effective when delivered as a progressive, sustained programme of activity and through engagement over time.**

Department for Business, Innovation and Skills (2014)

The framework is structured across three phases - introductory, developmental and consolidation – each to be applied according to the learner's current level of knowledge and experience of higher education. The descriptions in each phase provide further explanation on how to focus interventions given the current knowledge level of the intended audience (learner, parent/carer or teacher/adviser). The learning objectives increase in intensity through each phase, with additional focus on individual learner outcomes for each key stakeholder to ensure specific development based upon on their needs.

It is recommended that progression plans are designed so that learners have the opportunity to experience a range of activities across all learning objectives covered in the framework, to ensure that they have access to the full higher education offer and are able to make an informed decision about their future options. To ensure that progression plans have the greatest impact, practitioners are advised to consider a range of opportunities, commencing with light touch introductory sessions, building to more intensive programmes such as mentoring or residential events, based on their learners' needs.

Interventions selected to meet the learning objectives identified in the framework may take various formats, such as visits to further and higher education campuses, small or large group workshops and assemblies, or one-to-one interventions such as mentoring.



# INTRODUCTORY PHASE FRAMEWORK

Theme	Introducing HE	Routes	Attainment	Finance	Applying	Transition
<b>Learning objectives</b>	<b>Learning Objective 1</b> To provide information about what higher education (HE) is and the range of opportunities available. To challenge common misconceptions around HE.	<b>Learning Objective 2</b> To provide information about different progression routes, courses and institutions. To support learners in identifying which pathway is best for them.	<b>Learning Objective 3</b> 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.	<b>Learning Objective 4</b> To provide information about the financial support available for HE and how to apply.	<b>Learning Objective 5</b> To provide step by step instructions regarding how to apply to HE. To consider what makes a good application.	<b>Learning Objective 6</b> 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. →					
<b>CDI LOs</b>	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
<b>G.B</b>	2,7	2,7	2,4,7	7	7	7
<b>Learner Outcomes</b>	<b>Activities should enable learners to:</b> Know what HE is and be able to recall the opportunities available to them. Identify and challenge misconceptions relating to HE.	<b>Activities should enable learners to:</b> Identify progression opportunities available to them following their current studies and discuss how this will support their future career aspirations.	<b>Activities should enable learners to:</b> Recall core study skills and recognise the important connection between working hard, attainment and future opportunities.	<b>Activities should enable learners to:</b> Identify the range of financial support available for FE and HE progression. Discuss the importance of budgeting and money management.	<b>Activities should enable learners to:</b> Describe the application processes and discuss the importance of representing themselves well for selection.	<b>Activities should enable learners to:</b> 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.
<b>Parent/Carer Outcomes</b>	<b>Activities should enable parents/carers to:</b> Know what HE is and be able to recall the opportunities available. Identify and discuss misconceptions relating to HE.	<b>Activities should enable parents/carers to:</b> Identify progression opportunities following their young person's current studies and discuss how this will support their future career aspirations.	<b>Activities should enable parents/carers to:</b> Recall core study skills and recognise the link between qualification levels, future progression and career opportunities.	<b>Activities should enable parents/carers to:</b> Identify the range of financial support available for FE and HE progression. Discuss the importance of budgeting and money management with their young person.	<b>Activities should enable parents/carers to:</b> Be aware of the application processes for FE and HE, and to support their young person in making an application.	<b>Activities should enable parents/carers to:</b> Understand the importance of key qualities required for a successful transition to further and higher study.
<b>Teacher/Adviser Outcomes</b>	<b>Activities should enable teachers/advisers to:</b> Provide clear information about HE and the range of opportunities available beyond their personal experience. Identify and challenge common misconceptions.	<b>Activities should enable teachers/advisers to:</b> Provide clear information about progression opportunities beyond their personal experience and how each may support learners future career aspirations.	<b>Activities should enable teachers/advisers to:</b> Deliver core study skills and support learners in understanding the link between qualification levels and the future progression and career opportunities available.	<b>Activities should enable teachers/advisers to:</b> 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.	<b>Activities should enable teachers/advisers to:</b> Have clear knowledge of application processes required for further study and work.	<b>Activities should enable teachers/advisers to:</b> Identify key personal qualities and skills understand how these will support the achievement of future goals.

# SAMPLE EVALUATION QUESTIONS

Theme	Learning objectives	Sample Evaluation Questions	Response Options	Looking for
Introducing HE	<b>Learning Objective 1</b> To provide information about what higher education (HE) is and the range of opportunities available. To challenge common misperceptions around HE.	What are the benefits of higher education?	Multiple choice options – • 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.
Routes	<b>Learning Objective 2</b> To provide impartial information about different progression routes, courses and institutions. To support learners in identifying which pathway is best for them.	Where could I study higher education?	Multiple choice options – • College • University • At work (apprenticeships) • At home (distance learning) • All of the above	All of the above Respondents who tick only one answer will benefit from additional information about the full progression routes to HE to achieve full understanding.
Attainment	<b>Learning Objective 3</b> To reinforce the link between current studies, attainment and HE study. To increase motivation to succeed and develop the skills needed to support attainment.	Working hard in school will open up future opportunities for me.	Yes/No	Yes Responses to this question will highlight respondents' current understanding about how qualifications affect future options and inform what future support would be beneficial.
Finance	<b>Learning Objective 4</b> To provide knowledge of financial support available, where to apply, and the application process. To encourage learners to think about budgeting and develop money management skills.	Student finance is available to anyone studying higher education.	Yes/No	Yes Student finance is available to all to enable all learners the opportunity to achieve higher level qualifications. At an introductory phase, this is key information to build upon.
Applying	<b>Learning Objective 5</b> To develop knowledge of application processes, and demonstrate how to make a successful application including key knowledge and skills.	How do you apply for a higher education course?	Please tick all that apply: • You have an interview with a business person • You don't, you go straight from sixth form / college • You apply online through UCAS • You have to create a portfolio of work • You do a presentation in front of a panel	Answer A, C, D and E All learners will be required to apply for HE qualifications. Apprentices will have an interview with their host company. Applying for a full or part time degree will require an application through UCAS and if doing a creative/arts based courses learners will be required to create a portfolio of their work. Finally, when applying to institutions such as Oxbridge or creative, learners may be asked to do a presentation.
Transition	<b>Learning Objective 6</b> To develop understanding of the knowledge and skills required to make a successful transition to HE.	What skills am I developing now that could help me succeed in higher education?	Multiple choice options – • Study skills • Communication • Time management • Team work • All of the above	All of the above Responses will highlight whether respondents understand what skills they are developing within their day to day lives that will be of benefit in the future. If respondents find this difficult, further activity to explore what skills are and where they develop them would be beneficial.
<b>Suitable to include on all questionnaires regardless of phase:</b>		I feel able to make informed decisions about higher education.	• Strongly agree • Agree • Neither agree nor disagree, • Disagree • Strongly disagree	Responses will inform practitioners' understanding about where the respondents perceives their level of understanding to be and allow comparisons pre/post and between interventions.



# DEVELOPMENTAL PHASE FRAMEWORK

Theme	Introducing HE	Routes	Attainment	Finance	Applying	Transition
<b>Learning objectives</b>	<b>Learning Objective 1</b> To support learners in developing understanding of the benefits of HE as applied to them and their future careers.	<b>Learning Objective 2</b> To provide impartial information about different progression routes, courses and institutions.  To support learners in identifying which pathway is best for them.	<b>Learning Objective 3</b> To reinforce the link between current studies, attainment and HE study.  To increase motivation to succeed and develop the skills needed to support attainment.	<b>Learning Objective 4</b> To provide knowledge of financial support available, where to apply and the application process.  To encourage learners to think about budgeting and develop money management skills.	<b>Learning Objective 5</b> To develop knowledge of application processes and demonstrate how to make a successful application including key knowledge and skills.	<b>Learning Objective 6</b> To develop understanding of the knowledge and skills required to make a 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
<b>Learner Outcomes</b>	<b>Activities should enable learners to:</b> Explain how higher education can support their future career aspirations and reflect which option(s) may be best for them.	<b>Activities should enable learners to:</b> Identify and explain the range of progression opportunities and institutions on offer where they can develop their current level of study to support personal progression.	<b>Activities should enable learners to:</b> Demonstrate skills in time management, note taking and revision and give examples of how these will support current attainment and long term goals.	<b>Activities should enable learners to:</b> Identify and explain different financial support opportunities available for higher education. Explain how to budget and manage money.	<b>Activities should enable learners to:</b> Identify where and how they apply for different education options. Explain what skills will be required for different selection processes.	<b>Activities should enable learners to:</b> Explain the importance of planning, independent study and self-development skills to achieve future goals. Demonstrate confidence in their ability to achieve their goals.
<b>Parent/Carer Outcomes</b>	<b>Activities should enable parents/carers to:</b> Understand and explain the benefits of alternative routes to higher education and how these will enhance their young person's career readiness in their prospective profession.	<b>Activities should enable parents/carers to:</b> Explain the benefits of a range of transition opportunities in relation to support their young person's decision making.	<b>Activities should enable parents/carers to:</b> Identify key strategies to support their young person's academic development and positive working ethos.	<b>Activities should enable parents/carers to:</b> Identify different financial support opportunities available for higher education and know where and how to apply.  Identify any contribution they may need to make to an application.	<b>Activities should enable parents/carers to:</b> Identify where and how their young person will apply for different educational options. Support their young person to develop key skills required for writing applications and interviews.	<b>Activities should enable parents/carers to:</b> Identify key strategies to support the independent study and planning skills of their young person.
<b>Teacher/Adviser Outcomes</b>	<b>Activities should enable teachers/advisers to:</b> Understand and explain the benefits of the range of higher education options relevant to learner's career goals.	<b>Activities should enable teachers/advisers to:</b> Understand the range of courses and institutions available to enhance a learner's learning and the benefits of each option.	<b>Activities should enable teachers/advisers to:</b> Identify key strategies to support a learner's academic development and positive association to learning.	<b>Activities should enable teachers/advisers to:</b> Identify different financial support opportunities available for further and higher education and how to apply.  Be able to support learners in understanding how to budget and manage money.	<b>Activities should enable teachers/advisers to:</b> Identify key skills to support and encourage learners with their applications.	<b>Activities should enable teachers/advisers to:</b> Demonstrate the different study requirements associated with different progression routes.

# SAMPLE EVALUATION QUESTIONS

Theme	Learning objectives	Sample Evaluation Questions	Response Options	Looking for
Introducing HE	<b>Learning Objective 1</b> To support learners in developing understanding of the benefits of HE as applied to them and their future careers.	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.
Routes	<b>Learning Objective 2</b> To provide impartial information about different progression routes, courses and institutions. To support learners in identifying which pathway is best for them.	Where could I study higher education?	Free text format	Respondents should be able to identify a range of progression routes and institutions where they can study HE qualifications.
Attainment	<b>Learning Objective 3</b> To reinforce the link between current studies, attainment and HE study. To increase motivation to succeed and develop the skills needed to support attainment.	Higher education will open up opportunities for me.	Yes/No	Yes Where respondents respond 'No', further exploration of future career goals may be beneficial to identify potential reasons for this response.
	What grades do I need to get at GCSE to progress to higher education?	Free text format	Yes Responses to this question will highlight respondents' current understanding about how qualifications affect future options and inform what future support would be beneficial.	
Finance	<b>Learning Objective 4</b> To provide knowledge of financial support available, where to apply and the application process. To encourage learners to think about budgeting and develop money management skills.	What financial support is available to study higher education?	Free text format	Respondents should be able to identify that all students in HE can receive student finance in the form of a tuition fee and maintenance loan for full or part-time study. Students may expand that such support is means-tested and based upon household income. More detailed responses will also include references to bursary and scholarship opportunities which are institution and subject dependant. If studying a degree apprenticeship students will earn while they learn, with their employer paying for their tuition fee and salary.
Applying	<b>Learning Objective 5</b> To develop knowledge of application processes, and demonstrate how to make a successful application including key knowledge and skills.	A good application to a job opportunity or higher education course should include...	Please tick all that apply: • An ability to work and think independently • How much I expect to earn • A positive attitude towards work/study • My ability to take perfect selfies every time	A and C Personal statements for UCAS or job opportunities require identification of an applicant's skills and qualities which will demonstrate their ability to succeed on their course or job.
Transition	<b>Learning Objective 6</b> To develop understanding of the knowledge and skills required to make a successful transition to HE.	What skills am I developing now that could help me succeed in higher education?	Free text format	Respondents should be able to identify what skills and qualities they have and where they have obtained them. Responses should also be able to explain how these skills will support higher level study.
<b>Suitable to include on all questionnaires regardless of phase:</b>		I feel able to make informed decisions about higher education.	• Strongly agree • Agree • Neither agree nor disagree, • Disagree • Strongly disagree	Responses will inform practitioners' understanding about where the respondents perceives their level of understanding to be and allow comparisons pre/post and between interventions.



# CONSOLIDATION PHASE FRAMEWORK

Theme	Introducing HE	Routes	Attainment	Finance	Applying	Transition
<b>Learning objectives</b>	<b>Learning Objective 1</b> To ensure learners have a good understanding of the higher education (HE) offer and the benefits of attending HE as applied to them.	<b>Learning Objective 2</b> To ensure learners are able to make informed decisions about progression routes, courses and institutions, and identify the best pathway for them.	<b>Learning Objective 3</b> To reinforce the link between current studies, attainment and HE study. To increase motivation to succeed and intentions to progress. To ensure learners have the skills needed for success.	<b>Learning Objective 4</b> To provide detailed information on the financial options available and the application processes for all routes.	<b>Learning Objective 5</b> To ensure learner understands how to apply to HE and is able to make a successful application.	<b>Learning Objective 6</b> To consolidate understanding of the knowledge and skills required to make a successful transition to HE.
	← Student has increased motivation, higher expectations and is able to make an informed decision through self-reflection. →					
<b>CDI LOs</b>	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
<b>G.B</b>	2,7	2,7	2,4,7	7	7	7
<b>Learner Outcomes</b>	<b>Activities should enable learners to:</b> Identify and research options regarding to higher education to explore their personal choices and justify their reasoning.	<b>Activities should enable learners to:</b> Assess the most appropriate route, course and institution to suit their career goals, learning styles and personal preferences.	<b>Activities should enable learners to</b> Plan and identify personal strategies to maximise success in education, including upcoming assessments.	<b>Activities should enable learners to</b> Identify and explain financial support relevant to their future study options and know the steps to making an application.  Demonstrate budgeting and money management skills.	<b>Activities should enable learners to</b> Identify and articulate the appropriate transferable skills (academic and practical) required for their application.	<b>Activities should enable learners to</b> Identify personal preferences and study styles and apply it to their progression planning (goal setting). Be confident in the career choices they make.
<b>Parent/Carer Outcomes</b>	<b>Activities should enable parents/carers to:</b> Be able to support their young person with identifying and researching suitable higher education options.	<b>Activities should enable parents/carers to:</b> Positively challenge and discuss their young person's decision making to support their future progression.	<b>Activities should enable parents/carers to:</b> Identify key strategies to support their young person's academic development and positive working ethos.	<b>Activities should enable parents/carers to:</b> Identify and explain the information is required to support their young person's application for financial opportunities.  Contribute to the application as required.	<b>Activities should enable parents/carers to:</b> Identify key skills and to support and encourage their young person in applying for further and higher education.	<b>Activities should enable parents/carers to:</b> Identify their young person's study styles and personal preferences and their support needs.
<b>Teacher/Adviser Outcomes</b>	<b>Activities should enable teachers/advisers to:</b> Demonstrate how skills from their own subject area transfers into a range of higher education options.	<b>Activities should enable teachers/advisers to:</b> Positively challenge and debate a variety of options to support learner's future progression.	<b>Activities should enable teachers/advisers to:</b> Provide practical opportunities for the learner to plan and identify personal strategies to maximise success in upcoming assessments.	<b>Activities should enable teachers/advisers to:</b> Identify what information is required to support applications for financial opportunities and be able to support a learner in making an application.  Positively challenge the learner on budgeting and money management skills.	<b>Activities should enable teachers/advisers to:</b> Support learners in developing key skills required for writing applications and interviews.	<b>Activities should enable teachers/advisers to:</b> Identify personal preferences to studying in learners and advise on future decision making.

# SAMPLE EVALUATION QUESTIONS

Theme	Learning objectives	Sample Evaluation Questions	Response Options	Looking for
<b>Introducing HE</b>	<b>Learning Objective 1</b> To ensure learners have a good understanding of the higher education (HE) offer and the benefits of attending HE as applied to them.	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.
<b>Routes</b>	<b>Learning Objective 2</b> To ensure learners are able to make informed decisions about progression routes, courses and institutions, and identify the best pathway for them.	How could higher education help me to achieve my future goals?	Free text format	Responses should highlight how HE can support the individuals' personal goals. If respondents are unsure about career goals, responses may also highlight how HE can support them to make those decisions and provide additional opportunities.
<b>Attainment</b>	<b>Learning Objective 3</b> To reinforce the link between current studies, attainment and HE study. To increase motivation to succeed and intentions to progress. To ensure learners have the skills needed for success.	Three things, or strategies, that are going to help me achieve my current study goals...	Please list them	Responses should reflect a small personal three step action plan to support respondents' progression.
<b>Finance</b>	<b>Learning Objective 4</b> To provide detailed information on the financial options available and the application processes for all routes. To ensure learners are able to create a budget and manage their money.	Thinking about the route I want to take, what financial support options are available to me?	Free text format	Respondents should be able to make the link between their preferred HE route and the financial support available to them. Responses may include any information about bursary and scholarship opportunities, as well as more widely available support such as a student bank account.

Continued overleaf



# SAMPLE EVALUATION QUESTIONS

Theme	Learning objectives	Sample Evaluation Questions	Response Options	Looking for
Applying	<b>Learning Objective 5</b> To ensure learner understands how to apply to HE and is able to make a successful application.	What key skills would I need to make a successful application to higher education?	Free text format	Responses should build on the answers from the previous LO5 questions, with greater focus upon the individual's personal HE progression route and why these will be important
		Where could I develop these skills?	Please tick all that apply: <ul style="list-style-type: none"> <li>• School/college</li> <li>• Voluntary work</li> <li>• Part time work</li> <li>• FutureMe activities</li> <li>• Hobbies and interests (e.g. scouts; cadets, sports teams)</li> <li>• Other – please state.</li> </ul>	All of the above Respondents should now be able to recognise that they have developed skills and qualities throughout their educational journey.
		When do UCAS applications have to be submitted? (Not including Oxbridge, Medicine, Dentistry, and Veterinary Sciences etc.)	<ul style="list-style-type: none"> <li>• 15 July</li> <li>• 15 October</li> <li>• 15 January</li> <li>• 15 March</li> </ul>	15 January Respondents should be aware that the official UCAS deadline is the 15 January. All institutions must consider all applications fairly when submitted by the 15 January. There is no longer a 15 March deadline for creative students. FE Colleges and Sixth Forms will have an additional internal deadline for students to enable time for reference writing, so students should be informed of this also.
		Is UCAS the only way to apply to study a higher education course?	Yes/No	No Respondents should be able to explain that they can also apply to an FE college directly and to an employer if applying for an apprenticeship.
		Personal statements are not important as no one actually reads them.	True or False	False Respondents should be able to explain that personal statements are very important and provide contextual information about the reason to pursue a particular qualification as well as providing an opportunity to demonstrate the skills and qualities they possess that will support their transition to HE.
		What will my tutor base my reference on?	Please tick all that apply: <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Predicted grades</li> <li>• Personal development</li> <li>• All of the above</li> </ul>	All of the above Respondents should understand the purpose of a reference which adds value and personal context to their academic achievements.

# SAMPLE EVALUATION QUESTIONS

Theme	Learning objectives	Sample Evaluation Questions	Response Options	Looking for
Transition	<b>Learning Objective 6</b> To consolidate understanding of the knowledge and skills required to make a successful transition to HE.	What concerns do I have about going to higher education?	Free text format	Respondents should reflect on their current knowledge and be able to identify any gaps in their understanding and how this may affect their transition. Aspects should be personal to their own individual needs and will allow practitioners to tailor further support and interventions where necessary.
		Where could I find support to help me with these?	Please tick all that apply: <ul style="list-style-type: none"> <li>• Student services and wellbeing in higher education institutions</li> <li>• Student finance</li> <li>• Disabled Students Allowance</li> <li>• FutureMe</li> <li>• Parents/Carers</li> <li>• Teachers</li> <li>• Careers Adviser</li> <li>• Other - please state.</li> </ul>	Respondents should be able to make the link between the gaps in their knowledge or personal concerns about their own HE progression and where to find out more information to support their action planning.
<b>Suitable to include on all questionnaires regardless of phase:</b>		I feel able to make informed decisions about higher education.	<ul style="list-style-type: none"> <li>• Strongly agree</li> <li>• Agree</li> <li>• Neither agree nor disagree,</li> <li>• Disagree</li> <li>• Strongly disagree</li> </ul>	Responses will inform practitioners' understanding about where the respondents perceives their level of understanding to be and allow comparisons pre/post and between interventions.

Conducting robust evaluation is a core aspect supporting evidence based practice. In combination with the regional progression framework, the evaluation questions provided within enable you to conduct evaluations at an institutional level while also providing key evidence for the wider field.

Dr Christina Cooper,  
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## WORKED EXAMPLE

A worked example of a school and college progression plan based on the North East Regional Progression Framework can be found on the following pages. These provide an illustrative example of how a progressive programme of aspiration raising and supporting progression activity may look in different institutional settings.

A progression framework sets out the stages of the journey.

Office for Students (2019)

# LINKS TO FURTHER INFORMATION

For more information about how to develop meaningful higher education provision and key policy guidance, follow the links on this page.

**Outreach North East**  
[www.outreachnortheast.ac.uk](http://www.outreachnortheast.ac.uk)

**FutureMe**  
[www.futureme.ac.uk](http://www.futureme.ac.uk)

**Statutory Guidance**  
[www.gov.uk/education/careers-guidance-in-schools](http://www.gov.uk/education/careers-guidance-in-schools)

**Industrial Strategy**  
[www.gov.uk/government/topical-events/the-uks-industrial-strategy](http://www.gov.uk/government/topical-events/the-uks-industrial-strategy)

**Gatsby Good Career Benchmarks**  
[www.goodcareerguidance.org.uk](http://www.goodcareerguidance.org.uk)

**Career Development Institute**  
[www.thecdi.net](http://www.thecdi.net)

**NERUPI Framework**  
[www.nerupi.co.uk](http://www.nerupi.co.uk)





# SAMPLE SCHOOL PROGRESSION PLAN

Worked example based on the North East Regional Progression Framework

Using the framework allowed us to build a comprehensive, sustained programme of interventions and support for schools and ensured we remained focussed on our core aims.

Tanya Harrison  
FutureMe Project Manager

Activity Name	Description	Learning Outcome	Year Group	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Introduction to FutureMe and HE	HE Ambassador Year Group Assembly	LO1, LO2, LO6	Year 9		Introductory Phase									
Destination Success	Theatre Group Presentation	LO1, LO2	Year 9			Introductory Phase								
Career Connections	HE Ambassador Workshop	LO1, LO2, LO3	Year 9				Introductory Phase							
FutureMe undergraduate mentoring	Small group and one to one mentoring	LO1 - LO6	Year 9					Introductory Phase	Introductory Phase					
Get real - finance game	HE Ambassador Workshop	LO1, LO2, LO3, LO4	Year 9										Introductory Phase	
Campus visit	University visit day	LO1 - LO6	Year 9										Introductory Phase	
What if? HE	HE Ambassador Year Group Assembly	LO1, LO2, LO4	Year 10			Multiple Phases								
Think outside the slide	HE Ambassador Workshop	LO1, LO2, LO5, LO6	Year 10				Developmental Phase							
The Buzz (David Hodgson)	Motivational Speaker	LO3, LO6	Year 10						Developmental Phase					
Revision techniques	HE Ambassador Workshop	LO3, LO6	Year 10							Developmental Phase				
Online academic tutoring	Online Aspiration Raising and Academic Tutoring	LO1 - LO6	Year 10						Developmental Phase	Developmental Phase	Developmental Phase			
Create FutureMe	HE Ambassador Workshop	LO3, LO5, LO6	Year 11		Developmental Phase									
Revision workshop	HE Ambassador Workshop	LO3	Year 11							Developmental Phase				
Online academic tutoring	Online Aspiration Raising and Academic Tutoring	LO1 - LO6	Year 11		Developmental Phase	Developmental Phase	Developmental Phase							
College visit	College visit day	LO1 - LO6	Year 11										Consolidation Phase	
The Buzz (David Hodgson)	Motivational Speaker	LO3, LO6	Year 12			Consolidation Phase								
Careers carousel	HE Ambassador Workshop	LO1, LO2, LO6	Year 12							Consolidation Phase				
Advanced thinking skills	Skills Workshop	LO3	Year 12							Consolidation Phase				
Making an application	HE Ambassador Workshop	LO2, LO5	Year 12									Consolidation Phase		
Exploring options and goal setting	Workshop	LO1, LO2, LO3	Year 13		Consolidation Phase									
Beyond the personal statement	HE Ambassador Workshop	LO5, LO6	Year 13		Consolidation Phase									
Advanced thinking skills	Skills Workshop	LO3	Year 13							Consolidation Phase				
Home or Away	HE Ambassador Workshop	LO6	Year 13							Consolidation Phase				
FutureMe awards	Celebration and award ceremony	LO1	Year 9-13										Multiple Phases	





# SAMPLE COLLEGE PROGRESSION PLAN

Worked example based on the North East  
Regional Progression Framework

Each college used the  
Regional Progression  
Framework to design their  
own FutureMe action plan  
– drawing upon a wide  
range of FE resources and  
staff to deliver high quality  
support for students.

Gillian Miller,  
FutureMe Project Manager

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	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			Developmental 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				Developmental Phase							
UCAS Application and Personal Statement Support	Support for completing personal statements and applications	LO5	Year 13	L3					Consolidation Phase						
Interview Preparation	Support and confidence building for HE courses and apprenticeship interviews	LO5	Year 12 - 13	L2 & L3					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					
Motivational speaker	Motivation and confidence building session for large groups following first assignment feedback - delivered by external provider	LO3	All	All					Developmental Phase						
Revision and Exam Support Workshop	Skills based workshop delivered by external provider to prepare students for revision and exams	LO3	All	All					Developmental 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					Developmental 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								Developmental 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								Developmental 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.





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We are delighted to launch this latest version of the progression framework which we hope will be a useful tool for practitioners in supporting young people's progression in education through evidence based practice.

Emma Reay, Chair of the North East Collaborative Outreach Partnership



This work is being carried out as part of the Office for Students' Uni Connect Programme.