The neaco Progression Framework

For Further Education Colleges

TAKE YOUR PLACE

Welcome to the neaco Progression Framework

Contents

Explore your options, discover your potential

The Network for East Anglian Collaborative Outreach (neaco) aims to help young people from East Anglia with little or no experience of degree-level qualifications to explore the world of higher education routes and opportunities.

At the centre of our approach is our Take Your Place Progression Framework, which provides the foundation to the activities delivered by partner institutions' Higher Education Champions, based in schools and colleges across the region.

Our partnership includes the five universities and eight further education colleges in East Anglia.

neaco's Mission and Values

neaco's Mission and Values inform all the work we do in East Anglia, allowing us to tailor our work to the needs of students, colleges and communities while providing a coherent and impactful programme wherever we deliver.

When considering how to deliver the Framework activities, applying neaco's values can help develop your approach into a more impactful and sustainable experience for your audience and your institution.

Our Mission

Our mission is to support target students to make informed decisions about their future – particularly around progression to Higher Education – and to embed systemic change around Information, Advice and Guidance (IAG) provision in target schools and colleges.

We do this in three main ways

1. By delivering and coordinating outreach activities which raise aspirations and support target students to make better informed choices

2. By supporting the development of IAG related systems and infrastructure, and supporting Continuing Professional Development (CPD) for staff, in target schools and colleges

3. By evaluating our approaches to ensure we learn which interventions work best

Through this, we can work towards our vision of equal rates of progression to higher education and higher apprenticeships in target and non-target wards across East Anglia.

Our Values

COLLABORATIVE
We will work in partnership with other organisations and initiatives which have missions aligned to neaco

SUSTAINABLE
We will deliver and support activity which embeds systemic change in schools and college IAG; we will prioritise initiatives which are scalable and could be sustained post-neaco

RESPONSIVE
We will operate within an agreed framework, while supporting and responding to the needs of target schools. colleges and students

IMPARTIAL
We will be impartial in promoting all available pathways and higher education providers within and beyond East Anglia

LEARNING
We will undertake research to inform practice and better understand decision making of target students. We will thoroughly monitor and evaluate impact; we develop staff.

What is the Progression Framework?

neaco's Progression Framework provides a sustained programme of activities for engaging target students aged 14 and over so as to develop their understanding and ambition for higher education, enabling them to make an informed decision about their futures, and equipping them to realise their goals.

The Progression Framework is a central component of the neaco programme and our work with target schools and colleges, **providing an evidence-based series of objectives and outcomes** with which to design your activities, and **against which to evaluate activity for our national evaluation.**

The Framework is highly adaptable to the needs of your audience, the delivery environment, and the resources available to you. The Framework draws on existing sources of high-quality provision and research to provide a coherent structure of meaningful engagements and supporting resources, appropriate to your audience and their existing knowledge, while avoiding local duplication.

Two key approaches to activity underpin the Progression Framework throughout the stages, objectives and outcomes, which together incrementally build our Target Students towards being fully equipped to make informed, positive decisions about their future progression. The first priority when deciding your approach is to develop Student's Understanding and Preparedness, so that should their passion and ambitions change, they remain able to make informed decisions based on current and accurate information.

1) **Understanding and Preparedness**
   Equips students with an understanding of Higher Education pathways, practicalities, and tools for identifying and comparing different opportunities, and prepares students for the routes and key milestones to reach their preferred destination.

2) **Passion and Ambition**
   Focuses on supporting students' subject-related interests and ambitions, developing a mind-set which supports their progression by nurturing passions, developing new interests and enhancing their skills.

How to use the Progression Framework

The Framework is designed to be delivered flexibly through a one-year level 2 course followed by a level 3 course. As a Higher Education Champion (HEC) you determine which outcomes to deliver to achieve the stage objective with target students, and the best type and approach to your activities depending on your audience's needs and time available. You may for example decide to achieve an outcome in a 1-hour workshop, or over three 20-minute periods.

For the purpose of evaluation and as a requirement of the national funding, it is essential that the activity you deliver aligns to both the outcomes in the stage, and the objective of the stage overall. If a planned or requested activity does not contribute to achieving a Framework objective in a discernible way, you should revisit your planning, or consider if the activity should go ahead.

Additional guidance for assessing and achieving each outcome is provided in a secondary table of Exploratory Questions, which you may choose to answer some or all of with your target students after determining their existing knowledge and aptitudes around each outcome.

Descriptors

Focus: A quick reference summary of the objective and outcomes contained within each stage when discussing with key contacts.

Objective: The overall aim of each stage that the outcomes and your associated activities must contribute towards achieving, and the measure against which all of neaco's activity and progress towards our programme goals are evaluated.

Outcomes: These are the changes you might observe in learners once they successfully complete an activity. Where outcomes are already being met for our target audience, it is not necessary to duplicate these. An activity can meet multiple outcomes.

Each Outcome begins with a reference code (i.e. "1.S1.1u"). These codes allow you to map your activities to the Framework Outcomes in HEAT, supporting neaco's long term evaluation and enabling us to identify any gaps should any outcomes not be being met.

Stage: Each stage comprises one of the fifteen objectives neaco is evaluating, and the cumulative outcomes your activities should meet to achieve the objective. Each stage may be delivered in a term, a shorter timeframe such as a PHSE week, or across the academic year, and can be delivered sequentially or simultaneously to other stages, depending on the needs and capacity of the college and audience.

GATSBY Benchmarks: Suggested outcomes and benchmarks are listed for each stage that may be met by your activities, depending on the format and content you deliver for each outcome. You can identify the specific benchmarks your activities will meet in your College Action Plan.

Integrated Skills: The Skills Builder Partnership has identified eight personal aptitudes essential to student success. Aptitudes appropriate to each year group are listed in the framework should you wish to integrate skills development exercises into your activities to enhance your overall outcome. Depending on the confidence and prior experience of students you may need to adapt skill descriptors from a different level. It is not essential to include a skills component to your activity provided you are achieving the key outcome, and you should not deliver activity primarily or solely focussed on skills. More information and resources for integrating skills exercises can be found at https://hub.skillsbuilder.org/.

		Stage 1	Stage 2	Stage 3
Focus		Goal setting for Level 2 and beyond	Broadening horizons	Careers and the skills they entail
Objective		4.To be able to identify relevant goals for level 2 which are related to level 3 options	5.To understand how to explore new academic subjects and apprenticeship sectors based on current subjects and interests	6.To be able to explore new careers based on current subjects and interests
Outcomes	**Understanding & Preparedness**	**4.S1.1u:** Students can provide detailed and comparative explanations of pathway options; including HE, FE, Apprenticeships, employment **4.S1.2u** Students can explain the payments and repayments of a student loan	**5.S2.1u:** Students can compare the range of learning styles and opportunities on different HEI courses **5.S2.2u:** Students can compare the range of learning opportunities from apprenticeships to degree level apprenticeships, including financial implications. **[For courses offering work experience]** **5.S2.3u:** Students can explain the process for setting up a work experience placement	**6.S3.1u:** Students can explore and discuss potential career options based on research done in college or encounters with work. **[For courses offering work experience]** **6.S3.2u:** Students can reflect on their work experience placement and identify new skills and knowledge they have gained **6.S3.3u:** Students can explore and discuss potential career options based on the outcomes of any work experience
	Passion & Ambition	**4.S1.3p:** Students can independently undertake a self-audit of their current skills and academic interests **4.S1.4p:** Students can articulate their current skills and interests, and how these align to level 3 options	**5.S2.4p:** Students can research and identify new academic subjects and careers based on their current course	**6.S3.4p:** Students are able to link their subjects to real-world applications of these in different careers or sectors.
Gatsby Benchmarks		3, 4, 7	2, 3, 4, 7	2, 3, 4, 5, 6, 7

Integrated Skills Development – SkillsBuilder recommendations			
SK1. Listening	**SK2. Presenting**	**SK3. Problem Solving**	**SK4. Creativity**
Students are able to follow a speaker and create their own meaningful, probing questions to check and deepen their own understanding.	Students are able to modify language, tone and expression according to the listeners' reaction and response to increase the audience's engagement.	Students can choose between the options that they've created and use a justifiable method to do so – such as scoring and weighting outcomes.	Students can explain ways to take alternative perspectives into account and how this impacts creativity.
SK5. Staying Positive	**SK6. Aiming High**	**SK7. Leadership**	**SK8. Teamwork**
Students can evaluate the challenges in a situation and then continue to make progress in their tasks rather than giving up.	Students can analyse and justify their own strengths and weaknesses, and come up with sensible ways of developing themselves further.	Students can perceive if disagreements might be developing and can use some basic approaches to resolve these through structured discussion.	Students demonstrate an awareness of the wider team dynamics and work to avoid negative conflict in the team.

Exploratory Questions	**Understanding & Preparedness Exploratory Questions**	**4.S1.1u:** (a) What can I do after level 2? (b) What can I do after level 3? (c) Where can I continue my studies after level 2 and 3? (d) What are the best ways to keep my options open? (e) Why is it important to maximise attainment at GCSE Maths and English? **4.S1.2u:** (a) Can I afford to go to university? (b) what are the financial benefits of studying at HE? (c) How does the student finance system work?	**5.S2.1u:** (a) What might be stopping me from thinking that university/ Higher Education is for me? (b) What could I do at university/HEIs? (c) What are the different ways of learning at university/HEIs? (d) Where could university/HEI take me: year abroad, year in industry, arts/performing arts? (e) What are the non-academic benefits of university/HEI? **5.S2.2u:** (a) What might be stopping me from doing an apprenticeship? (b) What are the pros and cons of doing an apprenticeship? (c) How does an apprenticeship work? (d) What are the main apprenticeship levels? **[For courses offering work experience]** **5.S2.3u:** (a) What do I want to do on my work experience and why? (b) What will I get out of my work experience? (c) What do I need to do to apply?	**6.S3.1u:** (a) What careers have I heard of? (b) Besides work experience, what else can I do to explore possible career options? (c) Are there any careers where it would be impossible to get work experience? What can I do instead? (d) How can I find out about other careers that I can access from my course? (e) What career support is there in college and how do I access it? **[For courses offering work experience]** **6.S3.2u:** (a) What did I learn from my work experience? (b) What did I enjoy and why? (c) What were the main challenges? (d) Can I identify any more areas for development following my work experience? **6.S3.3u:** (a) What careers could I be interested in after my work experience? (b) How has this work experience helped to inform my career choices and aspirations? (c) How can my work experience be used in applications for various progression routes
	Passion & Ambition Exploratory Questions	**4.S1.3p:** (a) What are my skills? (b) What is in store at level 3?/What can I look forward to at level 3? **4.S1.4p:** How can I evidence my skills and interests in appropriate language?	**5.S2.4p:** (a) What new subjects could I study level 3? (b) What new subjects could I study at university/HE here at my FE college with my current level 2? (c) What are the main apprenticeship sectors that are relevant? (d) Dow do these options fit my interests? (e) Where do I go if I need more support?	**6.S3.4p:** (a) How does my course relate to real world applications and future careers?

		Stage 1	Stage 2	Stage 3
Focus		Exploring subjects and options	Careers and the skills they entail	Exploring HE course choices
Objective		**10. To understand the progression pathways and key milestones during level 3, and the study challenges and opportunities to achieve them**	**6. To be able to explore new careers based on current subjects and interests**	**11. To understand the choices available and how to apply for them**
Outcomes	**Understanding & Preparedness**	**10.S1.1u:** Students can list and compare post-FE options (degree, foundation degree, degree apprenticeship, apprenticeship, employment, gap year) including financial implications **10.S1.2u:** Students can explain the main stages and the order of priorities in applying for: degree courses, degree apprenticeships, apprenticeships, employment **10.S1.3u:** Students are able to identify enrichment activities and work placements that will support their progression plans	**6.S3.1u:** Students can explore and discuss potential career options based on in-college research or their own encounters with work **[For courses offering work experience]** **6.S3.2u:** Students are able to reflect on their work experience placement and identify skills and knowledge they have gained or developed **6.S3.3u:** Students can explore and discuss potential career options based on the outcomes of their work experience	**11.S2.1u:** Students are able to discuss a range of different HE courses related to their areas of interest **11.S2.2u:** Students understand the university finance system **11.S2.3u:** Students can identify and plan for additional admissions requirements they may need to achieve e.g. for nursing, social work
	Passion & Ambition	**10.S1.4p:** Students are able to define their key skills and subject interests **10.S1.5p:** Students can explain the exciting and challenging aspects of studying at college	**6.S3.4p:** Students are able to explain the connections between their course and its applications in different careers or sectors.	**11.S2.4p:** Students can identify skills which may be developed in their preferred HE courses
Gatsby Benchmarks		3, 4, 7	2, 3, 4, 5, 6, 7	3, 7

Integrated Skills Development – SkillsBuilder recommendations			
SK1. Listening	**SK2. Presenting**	**SK3. Problem Solving**	**SK4. Creativity**
Students can identify themes, implications and issues in what is being said.	Students can adapt their presentation during its delivery to better engage the audience.	Students are able to generate hypotheses in answer to complex problems, and suggest how they could test these hypotheses.	Students can reflect on how different creative tools work and the different contexts in which they have used creative tools.
SK5. Staying Positive	**SK6. Aiming High**	**SK7. Leadership**	**SK8. Teamwork**
Students can approach situations that involve risks, and assess and manage those risks appropriately.	Students seek wider input to achieve their goals and to chart their own progress against their plans, including both compliments and constructive criticism.	Students are able to judge the appropriate approach to motivating their teams in different situations.	Students can accurately analyse the performance of the team and suggest improvements.

Exploratory Questions	**Understanding & Preparedness Exploratory Questions**	**10.S1.1u:** (a) What are the main options post-FE? (b) Can I apply for more than one option? (c) How can I start thinking about which progression option might be right for me? (d) What are the financial implications of the different pathways? (e) Who can support me further as I approach post-18 options? **10.S1.2u:** (a) What are the main stages in applying for degrees, degree apprenticeships, apprenticeships and jobs? **10.S1.3u:** (a) What enrichment activities are available? (b) How could these activities inform and support my post-college choices? (c) What support do I need to successfully retake maths or English GCSE?	**6.S3.1u:** (a) What careers have I heard of? (b) Besides work experience, what else can I do to explore possible career options? (c) Are there any careers where it would be impossible to get work experience? What can I do instead? (d) How can I find out about other careers that I can access from my course? (e) What career support is there in college and how do I access it? **[For courses offering work experience]** **6.S3.2u:** (a) What did I learn from my work experience? (b) What did I enjoy and why? (c) What were the main challenges? (d) Can I identify any more areas for development following my work experience? **6.S3.3u:** (a) What careers could I be interested in after my work experience? (b) How has this work experience helped to inform my career choices and aspirations? (c) How can my work experience be used in applications for various progression routes	**11.S2.1u:** (a) How can I explore HE courses which are related to my subject interests? (b) How can I understand if a course which I have shortlisted is suitable for me? (c) What are useful strategies in selecting HE courses? (d) What are good reasons for choosing suitable HE courses? (e) What are problematic reasons for selecting HE courses? (f) How can I compare and evaluate different HE courses? (g) Who can give additional support in making HE choices? **11.S2.2u:** (a) How much a university degree cost? (b) How is a student loan paid back? **11.S2.3u:** (a) How do I find out if the courses I am interested in have additional admissions requirements? (b) What are the main examples of courses which have additional admissions requirements? (c) How can I plan ahead for these additional admissions requirements?
	Passion & Ambition Exploratory Questions	**10.S1.4p:** (a) What are my current skills? (b) Which skills do I want to develop? (c) What parts of my course am I particularly looking forward to? (d) What does a successful student on my course look like? **10.S1.5p:** (a) What are the main attractions (e.g. independence) and challenges which I might face in college (e.g. loss of motivation)? (b) What strategies can I use to overcome likely challenges and stay motivated?	**6.S3.4p:** (a) How does my course relate to real world applications and future careers?	**11.S2.4p:** (a) What are the skills that I can develop in Higher Education? (b) Where can I learn more about the skills which I will develop in different HE courses? (c) What are examples of how key skills can link to a range of career options?

neaco Progression Framework: FEC Level 3 Year 2 Objectives and Outcomes

		Stage 1	Stage 2	Stage 3
Focus		Preparing and submitting applications	Alternative application support for HE in FE and non-HE progression routes	Post-application support for HE and non-HE progression routes
Objective		**13. To understand how to apply to HE and be able to make a successful application**	**14. To understand how the other routes available besides UCAS and how to apply for them**	**15. To be able to identify the best progression pathway for me and make a successful transition**
Outcomes	**Understanding & Preparedness**	**13.S1.1u:** Students understand how to make a high-quality application for HE where required **12.S3.1u:** Students can select an appropriate range of HE courses to apply for, and explain their reasons for their choices **13.S1.3u:** Students can explain the cost of university, how repayments are made and the possible financial benefit of a degree.	**[For Students holding UCAS offers]** **14.S2.1u:** Students can explain how to make appropriate firm and insurance offers, and their reasoning for their choices **[For students who have not applied through UCAS]** **14.S2.2u:** Students understand the next steps if they remain undecided about HE, including how to apply to HE within FE **[For Students applying for apprenticeships (including degree level) and employment]** **14.S2.3u:** Students are able to identify apprenticeship sectors and local opportunities **14.S2.4u:** Students apprenticeship applications are of a high standard	**[For students who have not received expected grades]** **15.S3.1u:** Students can identify alternative opportunities or pathways that can allow them to access their preferred HEI or course area **15.S3.2u:** Students are able to explain the other options available should they remain undecided about HE **[For students who have not received any degree apprenticeship offers]** **15.S3.3u:** Students can identify alternative opportunities or pathways that can allow them to access their preferred sector or course area
	Passion & Ambition	**13.S1.4p:** Students understand the other progression routes available		
Gatsby Benchmarks		3, 7	2, 3, 7	3, 7

Integrated Skills Development – SkillsBuilder recommendations			
SK1. Listening	**SK2. Presenting**	**SK3. Problem Solving**	**SK4. Creativity**
Students can analyse bias through language, omission and ambiguity.	Students begin to develop a presenting style, adapting the content, structure, language and non-verbal features to the audience and purpose of the talk.	Students have a basic understanding of deductive and inductive logic and understand how these can be applied effectively to problems.	Students can reflect on how they approach creative tasks and evaluate the effectiveness of creative tools for themselves.
SK5. Staying Positive	**SK6. Aiming High**	**SK7. Leadership**	**SK8. Teamwork**
Students can recognise and assess their emotions and choose an appropriate positive course of action.	Students can evaluate their longer term plans in terms of their own strengths, weaknesses and ambitions.	Students understand different styles of leadership and are able to judge what type of leadership they tend towards.	Students can evaluate a team's approach, and positively influence the team's performance and outcomes.

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Exploratory Questions	**Understanding & Preparedness Exploratory Questions**	**13.S1.1u:** (a) What do I do if I need to begin writing an application at this stage? What needs to go into a personal statement? (b) What should I avoid when writing a personal statement? (c) What are good and problematic sources of information when researching my personal statement? (d) How can I make sure that my application is of a high standard and will give me the best chance of receiving the offers for courses I have applied for? **12.S3.1u:** (a) What are useful strategies in selecting HE courses? (b) What are good reasons for choosing suitable HE courses? (c) What are problematic reasons for selecting HE courses? (d) How can I compare and evaluate different HE courses? (e) Who can give additional support in making HE choices? **13.S1.3u** I am reassured that the cost of university is not a barrier to me	**14.S2.1u:** (a) What is the difference between firm and insurance offers? (b) What are good/inappropriate examples of firm and insurance choices? (c) What is UCAS extra? **14.S2.2u:** (a) Do I have any continuing doubts about whether HE is for me? (b) How do I ensure I leave my options open? (c) How do I manage issues or setbacks? **14.S2.3u:** (a) Can I apply for an apprenticeship/job at the same time as university courses? (b) What are the key apprenticeship sectors? (c) How can I ensure that apprenticeship sectors match my interests? **14.S2.4u:** (a) What are the main sections of an apprenticeship application? (b) How can I ensure each section of my application maximises my chances of receiving an apprenticeship offer?	**15.S3.1u:** (a) What opportunities are available if I have received grades I was not expecting? (b) *Only if appropriate to a student's course* What do I do if my grades are higher than I expected; what is UCAS adjustment? (c) What do I do if my grades are lower than I expected; what is clearing? **15.S3.2u:** (a) Do I have any continuing doubts about whether HE is for me? (b) How can I deal with any specific problems or setbacks? **15.S3.3u:** (a) What are my options if I have not been successful in securing an apprenticeship or degree apprenticeship offer?
	Passion & Ambition Exploratory Questions	**13.S1.4p:** (a) How do I explore non-HE options at this time? (b) Who can support me if I am finding it difficult to make choices?		

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The neaco Supplementary Framework

For engaging target

- Parents & Guardians
- School & College Staff

TAKE YOUR PLACE
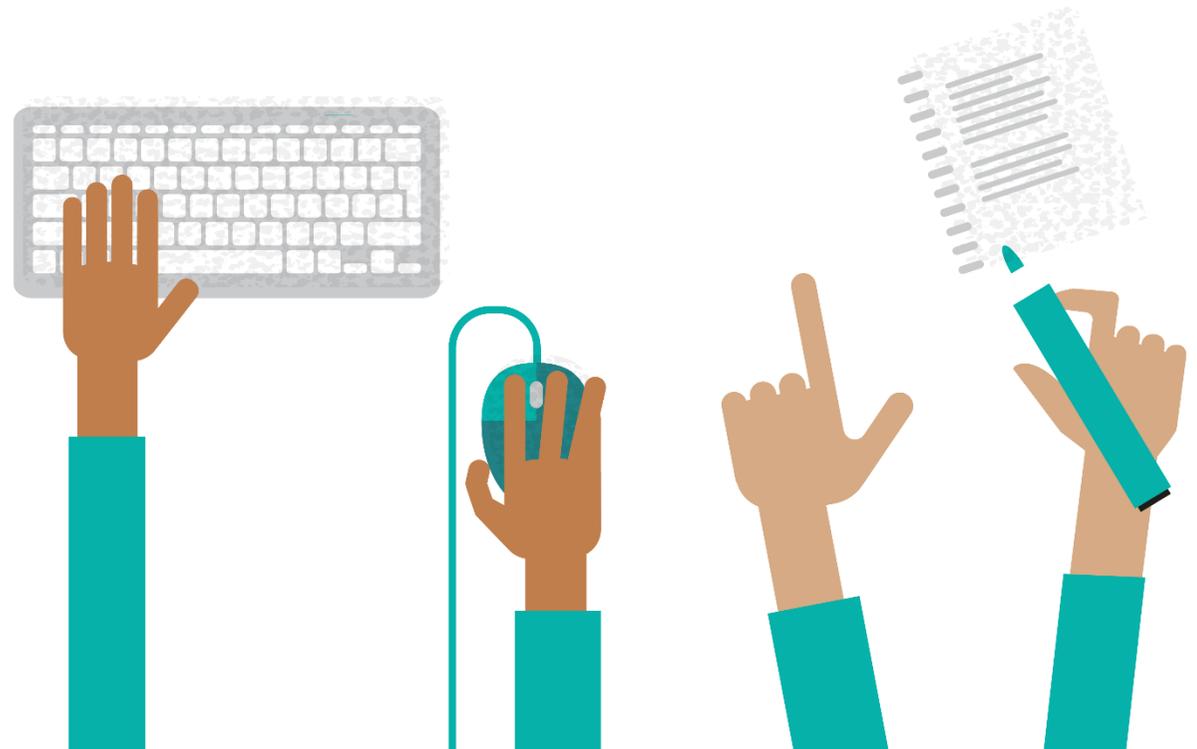
Supplementary Delivery

Whilst neaco prioritises engagement with target learners in school and college, we also recognise the role parents and teachers take in enabling progression to HE pathways. The parent and teacher sections of the framework are optional content that aim to support your primary work with target young people and enhance the sustainable impact of our activity in our target wards, schools and colleges.

neaco's Parent and Teacher provision is intended for delivery to audiences from target wards. Our content should not replace a school or college's own parental/staff engagement provision, or be delivered in a school that is not facilitating activity with target pupils that this content can support. Where a school or college provides you opportunities to engage with parents or staff, establish with them the target audience you are there to reach and its size, the messages you are aiming to convey, and the level of engagement you require. If the school or college cannot provide a mutually beneficial engagement, you could explore alternative options together, or decline the offer to focus on engaging target pupils. Prior to implementing parental or staff engagement, talk through your plans with your County Coordinator too.

Engaging parents and guardians

Parents and guardians have a highly influential role on their child's expectations about the future. Supporting this audience to understand the higher education landscape, the opportunities available to their child and routes to access them, can increase the effectiveness of our work.

Parent Framework

When planning any activity with parents, the ultimate aim should be to support target learners in meeting the relevant objective from the progression framework. For example, Objective 11 'Exploring HE course choices' might be backed up with a parents evening workshop signposting target ward parents to how they can support their child in exploring HE courses. You could also use the **outcomes or exploratory questions** for learners in the core framework for guidance.

The framework below outlines the key objectives for parents of children in each year group, split into two types of objective: 'Knowledge and Understanding' and 'Passion and Ambition'. The Knowledge and Understanding outcomes aim to benefit parents in supporting their child in navigating the barriers that typically prevent target students from progressing. The Passion and Ambition outcomes seek to support parents in enthusiastically exploring various progression options with their child.

Guiding Questions

neaco has developed common questions, grouped into six themes, to help guide you in preparing and planning any parent activity. **Remember that any activity with parents and guardians should aim to address the needs of target learners,** as opposed to simply general information sharing which the school or college might offer. Using the example again of a parent session on Objective 11 from the Progression Framework of 'Exploring HE course choices', you might also require additional reinforcement on how student finance works, as finance is a particular barrier to target learners and their families.

Delivery

The School Action Plan identifies six types of parental engagement activity you might use:

- Workshop – A practical session actively engaging with target parents, such as to explore their views about HE together
- Presentation – for example a finance talk or session explaining different progression routes
- Q&A – A drop-in session for parents to approach you, or timetabled sessions answering individual parent questions
- Taster session – parents invited to experience a sample of HE level teaching
- Comms – email/leaflet/phone call to inform parents or guardians about HE, or invite a parent to an event
- Visit – either on or off campus
- Other

Some tips on delivery:
- ✓ Focus on working with target parents and guardians
- ✓ Look for meaningful encounters with parents where you can really discuss their concerns and questions
- ✓ Make sure presentations have an interactive component, allow plenty of time for parents to speak
- ✓ Try to assess prior knowledge on the topic ahead of at the beginning of an activity if possible – be sure to explain vocabulary like HE, university, degree at the start and take care not to slip into acronyms or jargon (The foundation outcomes might help you frame this)
- ✓ Encourage everyone to contribute, such as by gathering questions to be asked on post-it notes during the session
- ✓ Ensure that any activity supports the overall Progression Framework focus for target learners
- ✓ Use the Guiding questions for parents to help prepare and frame your session
- ✓ Ensure terms and phrases are explained and understood, provide appropriate context and examples to illustrate where possible
- ✓ Signpost further support in school, college or a local university
- ✓ You can use the same framework and questions to support family workers or carers of looked-after children
- ✓ Steer away from generic or low interactivity activities in a school or college where you would have little chance to engage with target parents and guardians, even if requested by a school or college – it is not the HEC/A responsibility to deliver the school or college's statutory requirements.

For the purpose of evaluation, you should monitor the numbers of attendees at any event and collect feedback and postcodes from as many attendees as possible. For further guidance please speak to your County Coordinator or Central Team.

	Parents/Carer Outcomes	
Year	**Understanding & Preparedness Outcomes**	**Passion & Ambition Outcomes**
Foundation	Parents know the main places to explore post-18 options	Parents understand what Higher Education is and what having a degree means
Year 9	Parents understand how post-16 options can affect post-18 options	Parents can discuss and advocate a range of post-18 choices with their child
Year 10	Parents understand the importance of work experience for progression and how they can support their child to find and apply for work experience	Parents can support their child to explore which future jobs require HE, FE or an apprenticeship
Year 11	Parents are equipped with resources and methods to support their child's success at KS4 and understand how their outcomes relate to their future progression.	Parents understand their child's potential progression routes based on predicted outcomes
Year 12	Parents understand how university finance works and the implications for them and their child	Parents are equipped to support their children to explore post-18 options
Year 13	Parents understand how to support their child reaching their chosen post-18 destination	Parents of children applying to non-HE routes are able to support them in exploring their options
FEC 1	Parents understand the possible progression routes for their child to level 3 and beyond	Parents are able to discuss and advocate a range of career choices with their child
FEC 2	Parents understand how university/HE finance works and the implications for them and their child	Parents are able to support their child in exploring progression options after college
FEC 3	Parents understand how to support their child reaching their chosen progression route	Parents are equipped to support their child in exploring options after college

neaco Progression Framework: Parents – Guiding Questions

Finance	Application Process	Academic and extracurricular support
(a) How does student finance work? (b) What is student debt? (c) How is a student loan different from other types of loan? (d) How is a student loan repaid? (e) How will student debt affect my child's future? (f) Is university worth it? (g) What are the main stages of applying for student finance? (h) Are there other options, e.g. degree apprenticeships? (i) Where can I find more information on student finance? (j) Do I need to contribute to the cost of university?	(a) What is UCAS? (b) How can I support my child through the application process? (c) What are the key dates in the application process for HE/apprenticeships? (d) What does a good personal statement look like? (e) Where can I find reliable information on the application process?	(a) How can I support my child to be organised at KS4/5? (b) What techniques can I use to support my child's revision? (c) How can I support my child in passing maths and English GCSE? (d) Where can I get reliable information on how to support my child at GCSE/A-level /Level 3 etc.? (e) What can my child do over the summer holidays to support their development and future progression options? (f) Why is it important to get involved in extracurricular activities?
Careers/Work experience	**Subject options**	**Progression routes**
(a) What progression routes demand relevant work experience? (b) How can I support my child to find a suitable work experience placement? (c) How can I support my child during a work experience placement? (d) Where can I find local labour market information?	(a) What is the basic structure of GCSE/A-Level/BTEC/Level 3 etc.? (b) How are potential progression options affected by my child's subject choices (c) How can I support my child in making appropriate subject choices for them? (d) What are the academic career/academic paths available with specific combinations of subjects? (e) What are facilitating subjects? (f) What does it mean to 'keep options open' and why is that important?	(a) What are the different options at post-16/ post-18/after college? (b) What new subjects can my child study at HE? (c) What are the pros and cons of HE versus a degree apprenticeship? (d) What is life at university like? (e) How can I best support my child during transition periods? E.g. KS4 to KS5 or college to university? (f) Where do I find apprenticeship vacancies?

Supporting staff in schools and colleges

neaco is committed to embedding a legacy beyond the work currently delivered in our region's schools and colleges. Equipping teachers to better understand the challenges target learners face, coupled with providing some of the resources and HE encounters needed to overcome them, is part of that legacy.

The Progression Framework for target learners is designed to integrate with and compliment the school or college's progression-related activities, and you should share it with the relevant staff in school or college who coordinate such activity. Beyond key contacts in a school or college, we recognise the instrumental roles all staff have in supporting students with information and advice, both pastoral and subject teachers, careers advisors, librarians and support staff, and can engage this audience too in support of working with target pupils. This section provides some direction as to how to achieve this.

Framework

The outcomes for teachers, like the parent outcomes, are themed around 'Understanding & Preparedness', where the aim is for teachers to know how to navigate and apply for different progression routes; and 'Passion and Ambition' where teachers have the opportunity to support students in exploring and experimenting their options.

While you are not responsible for school or college staffs' directly reaching all these outcomes, if you have ideas to help them achieve these, or are offered the opportunity to provide support, explore the approach with your county coordinator in the first instance.

Exploratory questions

In addition to the framework, you will find a list of exploratory questions that your school or college might like to explore with staff to hone their practice. They are under themes that commonly present barriers to target learners, for example the application process and finance. The questions all have a different focus to support the school/college in thinking about its own practice.

Timeline: When are progression topics introduced, is this at the right time for all students?

Information: Can you share any of the knowledge you have on progression topics?

Signposting: Are you able to direct staff to relevant resources

Target students: In your experience, what extra support might target learners need when compared to other learners?

Whilst the staff in charge of coordinating progression activity will answer many of these questions, different members of staff will also have different considerations to make, for example:

- Subject teachers have an important role in developing student passion for their subject through wider reading, in explaining the possible career and progression routes, and reference writing.
- Tutors/Study coaches might be supporting students through the whole progression process.
- A manager/sixth form lead will have a role in planning the timeline for progression and potentially tracking HE encounters
- A careers advisor might be involved with application writing, work experience or course choices.

Delivery

Continuing Professional Development (CPD) is the formal term for the training and upskilling staff receive to be more effective in their role. neaco do not expect individual HECs to offer or deliver formal CPD sessions at any point, but you but may want to support staff in a school or college, for example by:

- ✓ Running an information sharing event with resources on university finance or post-18 pathways
- ✓ Ensuring subject teachers are able to signpost wider reading opportunities around their subject to give a deeper understanding
- ✓ Signposting subject teachers to resources that enable them to talk about the potential career/study opportunities from taking their subject at Level 3/KS5
- ✓ Making teachers aware of the importance of demonstrating how skills from their subject transfer into a number of sectors and HE routes, including apprenticeships
- ✓ Enabling teachers to understand the importance of developing opportunities that support young people in developing key skills required for writing application and interviews
- ✓ Sharing resources you have found helpful, e.g. websites and publications
- ✓ Sharing successful encounters with HE or asking relevant staff to come with you
- ✓ Championing the extra-support needs of Target students and their families
- ✓ Distributing local Labour Market Information relevant to HE routes and progression

If your school asks you to run any staff session, take time to clarify the objective of the session, the staff attending, and how it will support the needs of target pupils. Your County Coordinator or Central Team can help explore requests and suggestions too.

For the purpose of evaluation, you should monitor the numbers of staff at any session and collect names, roles and feedback from as many attendees as possible. For further guidance please speak to your County Coordinator or Central Team.

	Teacher/Advisor Outcomes	
Year	**Understanding & Preparedness Outcomes**	**Passion & Ambition Outcomes**
Year 9	Teachers understand how certain KS4 choices are essential to certain progression routes (medicine, nursing...)	Teachers can identify and advocate ambitious post-18 choices students
Year 10	Teachers are empowered to provide quality encounters with employers or HE within their subject	Teachers are able to talk about the potential career/study opportunities that stem from taking their subject at Level 3/KS5
Year 11	Teachers are equipped to provide examples of the combination of subjects and qualifications required to keep options open and/or meet university entrance requirements for specific courses	Teachers provide opportunities to discuss learners' ambitions and possible routes to achieve these
Year 12	Teachers are able to support and challenge students to make ambitious applications	Teachers are able to signpost wider reading opportunities around their subject to give a deeper understanding
Year 13	Teachers are able to identify areas and methods for improving an application and support a learner to make revisions	Teachers demonstrate how skills from their subject transfer into a number of sectors and HE routes, including apprenticeships
FEC 1	Teachers are able to support and challenge students to make ambitious applications	Teachers are able to talk about the career/study opportunities from taking their subject to Level 3
FEC 2	Teachers are able to discuss the differences in studying at HE in FE/university and apprenticeships	Teachers signpost wider reading opportunities around their subject to give a deeper understanding
FEC 3	Teachers are able to develop opportunities to support young people in developing key skills required for writing application and interviews	Teachers are able to signpost support in the college for students who are undecided about their future options

neaco Progression Framework: Teachers - Exploratory Questions to get schools/colleges thinking about their practices

Finance	Application Process	Academic and extracurricular support
(a) **Information**: How does student finance work? (b) **School/College timeline**: When is this topic introduced at our school/college? (c) **Target students**: How might our finance advice need to be differentiated for target students? (d) **Signposting**: Where can staff find more information on student finance?	(a) **Information**: What are the key dates in the application process for HE/Apprenticeships? (b) **Target students**: What are the main barriers in the application process for target students? (c) **Signposting**: Where can staff find reliable information on the application process for apprenticeships? (d) **Signposting**: Where can staff find information on writing references? (e) **Target students**: Where do staff find information on writing reference for target students?	(a) **Signposting**: Where can staff find information on activities for students over the summer holidays to support their development and future progression options? (b) **Target students**: How might looked after children or target students need extra support participate in both academic and extra-curricular activities at this school/college?
Careers/Work experience	**Parental engagement**	**Progression routes**
(a) **Information**: Which progression routes demand relevant work experience? (b) **School timeline**: What is the school/college timeline for covering careers and work experience? (c) **Target students**: How can form tutors/progress coaches support target students to find a suitable work experience placement? (d) **Signposting**: Where can staff find local labour market information?	(a) **School timeline**: Is there a timeline for parental engagement that fits with the school/college's timeline? (b) **Target Students**: What extra considerations might parents of target students need to support them in making appropriate progression choices?	(a) **Information**: What are the different options at post-16/post-18/after college? (b) **Information**: How does the school/college ensure impartiality is its support? (c) **Target students**: What extra support might target students need during transition periods? E.g. KS4 to KS5 or college to university? (d) **Target students:** How do target students' progress when compared to more advantage groups? Is there an access gap?