NORTH EAST REGIONAL PROGRESSION FRAMEWORK
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, 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.

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.

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

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?

In addition, changes in the Government’s Statutory Guidance to implement the Careers Strategy 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 Build Back Better: Our Plan for Growth. 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 and to the Career Development Institute’s Career Development Framework. 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 education programme. This enables practitioners to focus on individual learner outcomes for each key stakeholder to ensure that progression plans are designed so that learners 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.

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 effective engagement based on their needs.

The Regional Progression Framework may be used as a 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) How to use the North East Regional Progression Framework (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.

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 effective engagement based 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.

Interactions 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
Learning Objectives
Learning Objective 1
Introduce the importance of understanding the link between current studies and future career opportunities
Activities should enable learners to:
• To understand the link between current studies and future career opportunities

Learning Objective 2
Develop an understanding of the importance of progression routes
Activities should enable learners to:
• To identify progression routes and the skills needed to support attainment

Learning Objective 3
Support learners in identifying progression opportunities and how to apply
Activities should enable learners to:
• To identify progression opportunities available beyond their personal experiences

Learning Objective 4
Support learners in making informed decisions through self-reflection
Activities should enable learners to:
• To develop understanding of the knowledge and skills needed to support attainment

Learning Objective 5
Support learners in making informed decisions through self-reflection
Activities should enable learners to:
• To develop understanding of the knowledge and skills needed to support attainment

Learning Objective 6
Support learners in making informed decisions through self-reflection
Activities should enable learners to:
• To develop understanding of the knowledge and skills needed to support attainment

Transition

CDI Icon Key:
• Green throughout / Always
• Green with brown
• Green without background
• Green with brown
• Green without background

CDI LA:-grow throughout life
Explore possibilities
Manager career
Outcomes
Learner
Teacher/Carer
Parent/Outreach

Sample Evaluation Questions
Theme
Learning Objectives
Sample Evaluation Questions
Response Options
Looking for
Introducing HE
Learning Objective 1
To introduce the importance of understanding the link between current studies and future career opportunities
What are the benefits of attending HE?
• Multiple choice options
• Increased career options
• Increased social options
• Better opportunities

Routes
Learning Objective 3
To develop an understanding of the importance of progression routes
To support learners in identifying progression opportunities available beyond their personal experiences
• All of the above

Attainment
Learning Objective 3
Support learners in identifying progression opportunities available beyond their personal experiences
To engage learners in identifying progression opportunities available beyond their personal experiences
• All of the above

Finance
Learning Objective 3
Support learners in identifying progression opportunities available beyond their personal experiences
To encourage learners to think about budgeting and money management
• Yes

Applying
Learning Objective 3
Support learners in identifying progression opportunities available beyond their personal experiences
To encourage learners to think about budgeting and money management
• Yes

Transition
Learning Objective 4
Support learners in making informed decisions through self-reflection
What skills and I need to develop in order to succeed in higher education?
• Multiple choice options
• Study skills
• Communication
• Time management

Suitable to include on all questionnaires regardless of phase:
I feel able to make informed decisions about higher education?
• Strongly agree
• Strongly disagree

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DEVELOPMENTAL PHASE FRAMEWORK

**Learning Objectives**

**Theme**
- **Introducing HE**
- **Routes**
- **Attainment**
- **Finance**
- **Applying**
- **Transition**

**Outcomes**
- Advisers
- Teachers/Advisers
- Carers
- Parents/Carers
- Learners
- G.B

**Activities should enable learners to:**
- Understand and explain the benefits of each route and how these will support their current level of progression opportunities and future careers.
- Identify key strategies to support learning and future careers.
- Understand the benefits of range of progression opportunities and future careers.
- Identify key strategies to support learning and future careers.
- Understand the benefits of each route and how these will support their current level of progression opportunities and future careers.
- Identify key strategies to support learning and future careers.

**Objectives**
- Learners have increased motivation, higher expectations and are able to make an informed decision through self-reflection.
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- Learners have increased motivation, higher expectations and are able to make an informed decision through self-reflection.

**Questions**
- What are the benefits of higher education?
- What financial support is available to study higher education?
- What are the benefits of higher education?
- How could I study higher education?
- What could I study higher education?
- How could I study higher education?

**Response Options**
- Yes
- No
- Neither agree nor disagree
- Strongly agree
- Strongly disagree
- Strongly disagree

**Looking for**
- Students have increased motivation, higher expectations and are able to make an informed decision through self-reflection.
- Students have increased motivation, higher expectations and are able to make an informed decision through self-reflection.
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- Students have increased motivation, higher expectations and are able to make an informed decision through self-reflection.

**SAMPLE EVALUATION QUESTIONS**

**Theme**
- **Introducing HE**
- **Routes**
- **Applying**
- **Transition**

**Teachers/advisers to:**
- Explain the importance of independent study and planning skills of their young person.
- Explain the importance of independent study and planning skills of their young person.
- Explain the importance of independent study and planning skills of their young person.
- Explain the importance of independent study and planning skills of their young person.

**Finance**
- Identify any contribution they may need to make to an application.
- Identify any contribution they may need to make to an application.
- Identify any contribution they may need to make to an application.
- Identify any contribution they may need to make to an application.

**Attainment**
- To support learners in identifying which career pathway is best for them.
- To support learners in identifying which career pathway is best for them.
- To support learners in identifying which career pathway is best for them.
- To support learners in identifying which career pathway is best for them.

**Suitable to include on all questionnaires regardless of phase:**
- Balancing life and work
- Balance life and work
- Balance life and work
- Balance life and work

**CDI Icon Key:**
- Green throughout HE
- Green throughout HE
- Green throughout HE
- Green throughout HE

**CDI Icon:**
- Create opportunities
- Explore possibilities
- Manage careers
- Create opportunities
- Explore possibilities
- Manage careers
- Take the big picture

**CDI Context:**
- Student has increased motivation, higher expectations and is able to make an informed decision through self-reflection.
- Student has increased motivation, higher expectations and is able to make an informed decision through self-reflection.
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- Student has increased motivation, higher expectations and is able to make an informed decision through self-reflection.

**Suitable to include on all questionnaires regardless of phase:**
- Balancing life and work
- Balance life and work
- Balance life and work
- Balance life and work
CONSOLIDATION PHASE FRAMEWORK

**Learning Objectives**

- **Learning Objective 1:** To ensure learners have a good understanding of the benefits of attending higher education (HE) and the various routes, courses and institutions, and identify the best pathway for them.
- **Learning Objective 2:** To ensure learners are able to create a budget and manage their money.
- **Learning Objective 3:** To ensure learners are able to identify personal preferences to their young person’s decision making to support their future progression.
- **Learning Objective 4:** To provide detailed information on the financial options available to them.
- **Learning Objective 5:** To ensure learners are able to achieve their three step action plan to support relevant to their future.

**CDI Icon Key:**
- **Student has increased motivation, higher expectations and is able to make an informed decision through self-reflection.**
- **Teacher has good understanding of the higher education options available.**
- **Learner has a good understanding of the higher education options available.**

**CDI LAs**

- **G.B.**
- **?**
- **?**

**Outcomes**

- **Adviser**
- **Learner**

**Sample Evaluation Questions**

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<tr>
<th>Theme</th>
<th>Learning Objectives</th>
<th>Sample Evaluation Questions</th>
<th>Response Options</th>
<th>Looking for</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introducing HE</strong></td>
<td><strong>To ensure learners have a good understanding of the benefits of attending higher education (HE) and the various routes, courses and institutions, and identify the best pathway for them.</strong></td>
<td><strong>Which higher education route and financial support options are available to me?</strong></td>
<td>Free text format</td>
<td>Responses should include reflection of value of each route and how it is suited for the student and their family. Responses should address student’s financial understanding of the potential pathways available to them.</td>
</tr>
<tr>
<td><strong>Routes</strong></td>
<td><strong>To ensure learners are able to create a budget and manage their money.</strong></td>
<td><strong>How could higher education help me achieve my future goals?</strong></td>
<td>Free text format</td>
<td>Responses should highlight how HE would support personal, social and financial opportunities. Responses should address student’s financial understanding of the potential pathways available to them.</td>
</tr>
<tr>
<td><strong>Attainment</strong></td>
<td><strong>To ensure learners are able to identify personal preferences to their young person’s decision making to support their future progression.</strong></td>
<td><strong>Three things, or four things, that I want to take, what information is required to support applications and interviews?</strong></td>
<td>Free text format</td>
<td>Responses should reflect a small personal three step action plan to support relevant to their future.</td>
</tr>
<tr>
<td><strong>Finance</strong></td>
<td><strong>To ensure learners are able to manage their money.</strong></td>
<td><strong>Thinking about the route I would like to take and all the support available to me, what financial support is available to me?</strong></td>
<td>Free text format</td>
<td>Responses should be able to make informed decisions about their HE route and the financial support available to them. Responses should address student’s financial understanding of the potential pathways available to them.</td>
</tr>
</tbody>
</table>

**Continued overleaf...**
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, Senior Research Assistant, Northumbria University

**SAMPLE EVALUATION QUESTIONS**

### Theme: Applying

**Learning Objective 5**
Economic literacy understanding to apply to HE 

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<th>Sample Evaluation Questions</th>
<th>Response Options</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>What key skills would I need to make a successful application?</strong></td>
<td>Free text format</td>
<td>Responses should build on the themes from the previous LO5 questions, with graded focus upon the individual's personal HE progression route and why these will be important.</td>
</tr>
<tr>
<td><strong>Where could I develop these skills?</strong></td>
<td>All of the above</td>
<td>Respondents must be able to recognize that they have developed skills and qualities throughout their educational journey and that they could develop these skills further.</td>
</tr>
<tr>
<td><strong>When do UCAS applications have to be submitted?</strong></td>
<td>15 January</td>
<td>Respondents should now be able to recognize that they have developed skills and qualities throughout their educational journey and that they could develop these skills further.</td>
</tr>
<tr>
<td><strong>Is UCAS the only way to apply to study at higher education?</strong></td>
<td>No</td>
<td>Respondents should be able to explain that there are other ways to apply, including to FE colleges and employers if applying for an apprenticeship.</td>
</tr>
<tr>
<td><strong>Personal statements are not important as no one actually reads them.</strong></td>
<td>False</td>
<td>Respondents should be able to explain that personal statements are important and will reflect individual information relevant to the course in question in a portfolio qualification on an ongoing basis.</td>
</tr>
<tr>
<td><strong>What will my tutor base my reference on?</strong></td>
<td>All of the above</td>
<td>Respondents should be able to explain that personal statements will reflect individual information relevant to the course in question in a portfolio qualification on an ongoing basis.</td>
</tr>
</tbody>
</table>

### Theme: Transition

**Learning Objective 6**
To consolidate understanding of the knowledge and skills required to make a successful transition to HE.

<table>
<thead>
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<th>Sample Evaluation Questions</th>
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</thead>
<tbody>
<tr>
<td><strong>What concerns do I have about going to higher education?</strong></td>
<td>Free text format</td>
<td>Respondents should be able to explain that personal statements will reflect individual information relevant to the course in question in a portfolio qualification on an ongoing basis.</td>
</tr>
<tr>
<td><strong>Where could I find support to help me with these?</strong></td>
<td>All of the above</td>
<td>Respondents should be able to explain that personal statements will reflect individual information relevant to the course in question in a portfolio qualification on an ongoing basis.</td>
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<tr>
<td><strong>Suitable to include on all questionnaires regardless of phase:</strong></td>
<td></td>
<td>Responses will inform practitioners' understanding about where the respondents perceive their level of understanding to be and allow comparisons pre/post and between interventions.</td>
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</table>
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)

WORKED EXAMPLE

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

Statutory Guidance
www.gov.uk/education/careers-guidance-in-schools

Build Back Better: Our Plan for Growth
www.gov.uk/government/publications/build-back-better-our-plan-for-growth

Gatsby Good Career Benchmarks
www.goodcareerguidance.org.uk

Career Development Institute
www.thecdi.net

NERUPI Framework
www.nerupi.co.uk
<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Description</th>
<th>Learning Objective</th>
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<th>Oct</th>
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<tr>
<td>Introduction to FutureMe and HE</td>
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<td>Year 9</td>
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<td>Destination Success</td>
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<td>Career Connections</td>
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<td>Get real - Pong game</td>
<td>HE Ambassador Workshop</td>
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<td>Campus visit</td>
<td>University visit day</td>
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<td>What if?</td>
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<td>Think outside the slide</td>
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<td>The Buzz (David Hodgson)</td>
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<td>Online Aspiration Raising and Academic Tutoring</td>
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<td>HE Ambassador Workshop</td>
<td>LO3</td>
<td>Year 13</td>
<td></td>
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<tr>
<td>FutureMe awards</td>
<td>Celebration and award ceremony</td>
<td>LO1</td>
<td>Year 13</td>
<td></td>
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**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
## SAMPLE COLLEGE PROGRESSION PLAN

Worked example based on the North East Regional Progression Framework

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Description</th>
<th>Learning Objective</th>
<th>Year Group</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>FutureMe Launch Event</td>
<td>Introduction to programme</td>
<td>LO1</td>
<td>Year 12 - 13</td>
<td>All</td>
</tr>
<tr>
<td>FutureMe Ambassadors</td>
<td>Support for external and internal FutureMe Events</td>
<td>LO1 - LO6</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>FutureMe Higher Education Ambassadors</td>
<td>Promotion of alternative routes to Higher Education e.g. Foundation degrees, HNCs, HNDs</td>
<td>LO3</td>
<td>n/a</td>
<td>L3 +</td>
</tr>
<tr>
<td>Parent/Carers’ Evening</td>
<td>Introduction to FutureMe and routes into Higher Education</td>
<td>LO1, LO5</td>
<td>Year 13</td>
<td>L3</td>
</tr>
<tr>
<td>Student Finance England</td>
<td>Introductory students’ and/or parents’/carers’ presentation</td>
<td>LO5</td>
<td>Year 13</td>
<td>L3</td>
</tr>
<tr>
<td>Higher Apprenticeship Event</td>
<td>Workshops on routes into higher apprenticeships and opportunities available</td>
<td>LO2, LO3, LO6</td>
<td>Year 13</td>
<td>L2 &amp; L3</td>
</tr>
<tr>
<td>HE Open Days and Discovery Days</td>
<td>Visits to regional and national higher education institutions including open days and subject specific events</td>
<td>LO1, LO2, LO3, LO5, LO6</td>
<td>Year 12 - 13</td>
<td>L3</td>
</tr>
<tr>
<td>UCAS Application and Personal Statement Support</td>
<td>Support for completing personal statements and applications</td>
<td>LO5</td>
<td>Year 13</td>
<td>L3</td>
</tr>
<tr>
<td>Interview Preparation</td>
<td>Support and confidence building for HE courses and apprenticeship interviews</td>
<td>LO5</td>
<td>Year 12 - 13</td>
<td>L2 &amp; L3</td>
</tr>
<tr>
<td>Focus On: Student Money Week</td>
<td>Range of activities focussing on budgeting and financial support for HE level study</td>
<td>LO4, LO6</td>
<td>Year 12 - 13</td>
<td>L2 &amp; L3</td>
</tr>
<tr>
<td>Motivational speaker</td>
<td>Motivation and confidence building session for large groups following first assignment feedback - delivered by external provider</td>
<td>LO3</td>
<td>All</td>
<td>All</td>
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<tr>
<td>Revision and Exam Support Workshop</td>
<td>Workshop skills based workshop delivered by external provider to prepare students for revision and exams</td>
<td>LO3</td>
<td>Year 12 - 13</td>
<td>L3</td>
</tr>
<tr>
<td>National Careers Week and National Apprenticeship Week</td>
<td>Sector skills workshops on opportunities and labour market information relating to range of sectors and HE study options</td>
<td>LO2</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>College HE Open Evening</td>
<td>Information evening on internal access to HE and foundation degrees e.g. progression from vocational study</td>
<td>LO2, LO3, LO4, LO5</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Summer School</td>
<td>Intensive Maths and English support in a non-residential summer school</td>
<td>LO3</td>
<td>Year 13</td>
<td>L3</td>
</tr>
<tr>
<td>Higher Education Progression Pathway</td>
<td>Focus on progression routes into Higher Education including university visits, taster sessions, team building and action planning, NECOP students only</td>
<td>LO1 - LO6</td>
<td>Year 12</td>
<td>L3</td>
</tr>
<tr>
<td>Celebration Event</td>
<td>End of year celebration and recognition of achievement</td>
<td>LO1</td>
<td>All</td>
<td>All</td>
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<thead>
<tr>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
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</table>

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.

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

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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.

Gillian Miller, FutureMe Project Manager
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