



# Progressive Framework

**LINC** **HIGHER**

# INTRODUCTION



Following the OfS Operating Plan Guidance\*, this Progression Framework has been developed to demonstrate that LiNCHigher's delivery of higher education outreach for 2019/20 is a progressive, sustained, planned and integrated programme of activity and engagement.



The Progression Framework describes the journey that learners can take towards higher education through their engagement in activities that influence their expectations, attitudes, aspirations, knowledge and skills. This will ensure that each learner can make informed choices about higher education, achieve their goals, and successfully transition.



The Progression Framework is a live document, which is intended to be used and influenced by other partnerships, and also to be accessible to schools, parents and other wider interested parties.



By giving an overview of all (core) activities and their intended outcomes, the Progression Framework will be used as a management, planning, communication, monitoring and evaluation tool.



The Progression Framework incorporates evaluation as an integral part of the project cycle, which will enable continuous improvement of activities and further development of the Framework.

\*Office for Students, 'Annex A – Progression framework guidance'  
in National Collaborative Outreach Programme (NCOP) Operating Plan guidance February 2019, pp. 23-30



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## The vision for this Progression Framework is to meet the needs of our key stakeholders, our learners.

In working with them and their educational institutions, we will be able to create a suite of support and interventions that truly addresses their needs, identifies barriers and enables them to make informed choices to achieve their aspirations.

# OUR KEY FRAMEWORK OBJECTIVES



**We are committed to creating one model of delivery and a Progression Framework for all schools, colleges/educational institutions.**

Delivery of this model will ensure that we are able to work towards:

- Ensuring that **the learners are directing the development of the programme**, by championing and embedding the learner voice
- **Reducing duplication** of access activity across the region
- **Addressing the gaps** in delivery for schools, colleges and other educational establishments
- **Empowering and facilitating** schools, colleges and other educational establishments
- **Targeting key areas of need** and support
- **Developing a regional workforce** and expertise within it
- Providing **value for money**
- Continuing to **strengthen the partnerships** within our consortia
- **Enabling all partners to evaluate activities** within the context of what works for young people in Lincolnshire, within a collaborative environment





# OUR IMPACT THEMES & LEARNING OUTCOMES

## A PHASED APPROACH

Underpinned by three core phases of development, the six key impact themes used in this Progression Framework are fundamentally informed by evidence-based theoretical frameworks (details on pg. 6); incorporating every element of the NERUPI framework and the Gatsby benchmarks\*.

Within these broad theme headings, specific learning outcomes can be set and measured according to the NERUPI Levels 0-4, thus ensuring that learners can join at various Key Stages and at different times in their education. The Progression Framework will also be responsive in engaging individual learners, whilst taking in to account their level of preparedness, level of engagement in prior activities, and age-based needs. Following these core themes, the package of activities will remain sustainable and progressive.

Achievement of the impact themes and learning outcomes will be monitored and evaluated through the Longitudinal Evaluation Programme (further details on pgs. 11-12).

As recommended by the OfS guidelines, the impact themes and key learning outcomes are divided into **THREE CORE PHASES of development: INTRODUCTION, DEVELOPMENT, and CONSOLIDATION**. The themes help to clarify and guide the learning objectives for each phase, and consolidate the converging NERUPI and Gatsby measures.

Though overlap is inevitable, the themes primarily fit into the phases as follows:

The themes and learning outcomes are broken down by learner level, with core activities mapped to each phase/learner level on pages 14-26.

### INTRODUCTION

- 1 > Knowledge and awareness of the benefits of HE  
> Develop students' knowledge and awareness of the benefits of higher education and graduate employment (NERUPI A)  
> Encounters with further and higher education (Gatsby 7)
- 2 > Knowledge and awareness of the benefits of graduate careers  
> Develop students' knowledge and awareness of the benefits of higher education and graduate employment (NERUPI A)  
> Positive encounter with employers and employees, experience of workplaces, learning from career and labour market information (Gatsby 6, 2, 5)

This theme also supports the 'Industry Insights' goals of schools/educational institutions

Aligns with Ofsted and DfE 'INTENT' priority

### DEVELOPMENT

- 3 > Develop confidence and resilience  
> Develop students' confidence and resilience to negotiate the challenges of university life and graduate progression (NERUPI C)
- 4 > Develop study skills and capacity for academic attainment  
> Develop students' study skills and capacity for academic attainment and successful graduate progression (NERUPI D)

Aligns with Ofsted and DfE 'IMPLEMENTATION' priority

### CONSOLIDATION

- 5 > Contextualised subject knowledge and curriculum-courses/careers link  
> Develop students' understanding by contextualising subject knowledge and supporting attainment raising (NERUPI E)  
> Linking curriculum learning to careers and positive encounters with employers and employees (Gatsby 4, 5)
- 6 > Supported decision-making, addressing the needs of each pupil  
> Develop students' capacity to navigate the higher education sector and graduate employment sectors, and make informed choices (NERUPI B)  
> A stable careers programme; personal guidance; addressing the needs of each pupil (Gatsby 1, 3, 8)

This theme also supports the 'Routes to Pathways' goals of schools/ educational institutions

Aligns with Ofsted and DfE 'IMPACT' priority

\* <http://www.nerupi.co.uk/members/framework> and <http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>



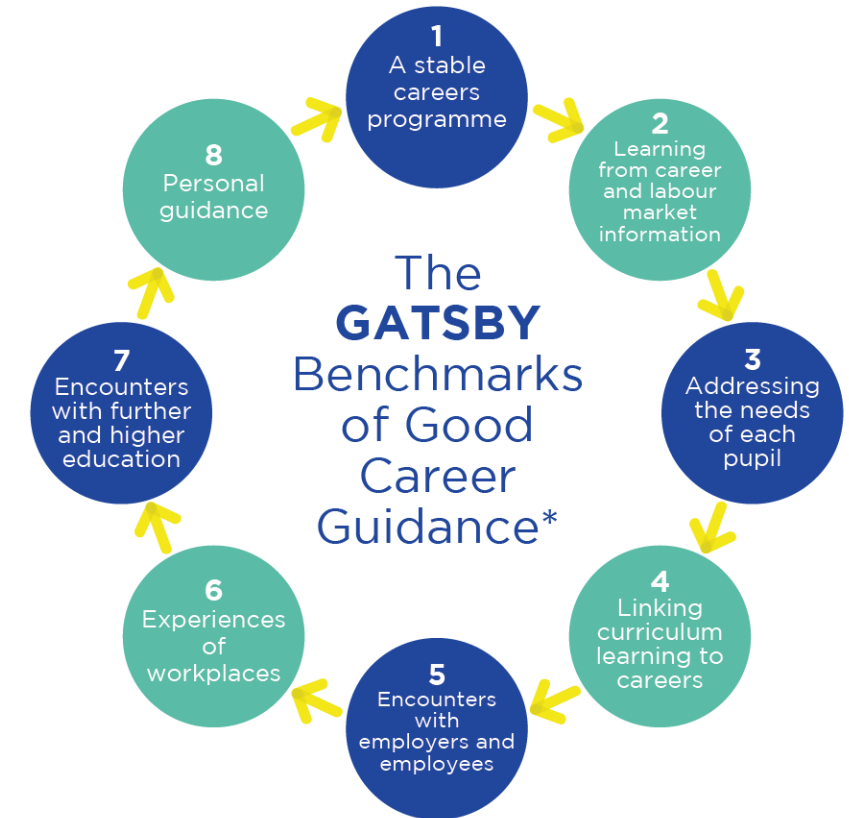
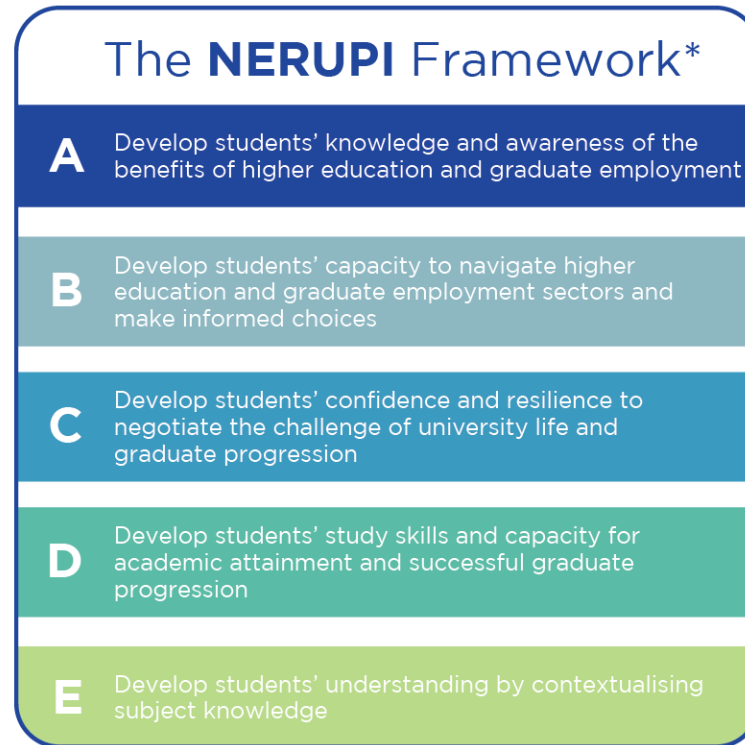
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# EVIDENCE BASE TO SUPPORT OUR IMPACT THEMES AND LEARNING OUTCOMES

The two Theoretical Frameworks detailed below provide a solid evidence-base for the phased approach outlined on pg. 5.

In using an evidence-based approach, the Impact Themes and Learning Outcomes of the Progression Framework were directly informed by the NERUPI framework and Gatsby benchmarks. Further references are detailed on pg. 29.



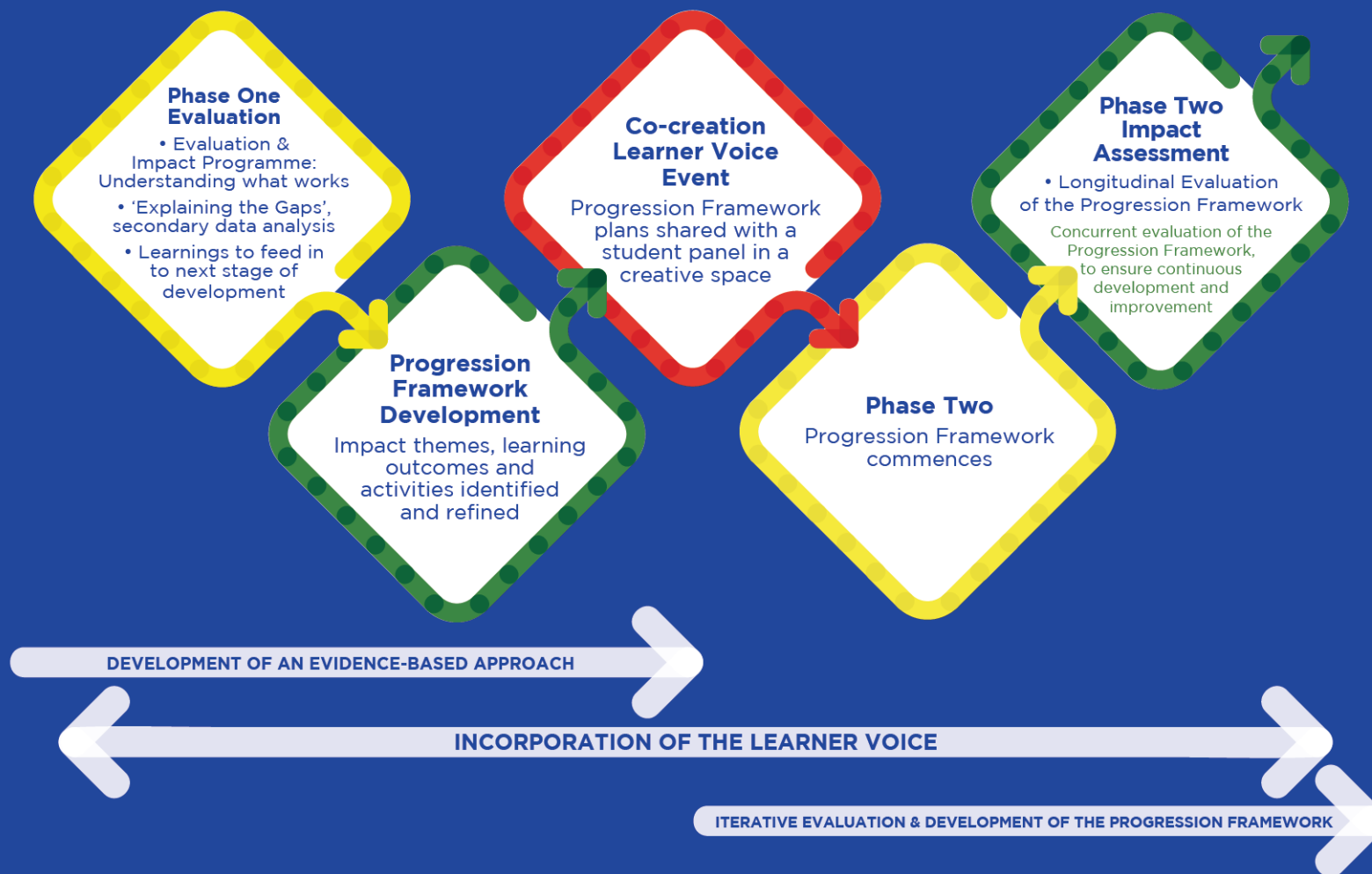
\*<http://www.nerupi.co.uk/members/framework> \*<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

# DEVELOPMENT PLAN

## A PHASED & EVIDENCE-BASED APPROACH



The chart below details how the Progression Framework will be developed, implemented and continually improved through an **evidence-based approach**.



# DEVELOPMENT PLAN

## AN EVIDENCE- BASED APPROACH



### Our commitment to embedding the learner voice

The learner voice is integral to the development and continuous improvement of the LiNCHigher Progression Framework, underpinning key strategic decisions. The learner voice will be sought and acted upon at numerous stages throughout the delivery and implementation of the Progression Framework, this in turn will ensure that the Framework best serves its primary target audience.

Findings and outputs from the evaluation and research activities are, and will continue to be, embedded into the programme's strategic workplan, and underpin the review of the consortium's activities and evaluation reports. Measures taken to secure value for money and to embed the voice of stakeholders and learners are key principles in how the activities will be assessed.

Phase two will build on this momentum and incorporate the evaluation of outreach activities within schools, colleges and other educational institutions, which are delivered through our partner's Access and Participation Plans and other stakeholders' delivery plans.





# PHASE ONE ASSESSMENT AN EVIDENCE- BASED APPROACH

The evaluation programmes on the following pages (9-12) will be used to shape the direction and assess the impact of the Progression Framework, whilst also evaluating the format and delivery of outreach activities within the Framework.

**These primarily include:**

**Assessment of activity carried out in phase one:** these two evaluation programmes will assess what works, why and for whom, whilst also identifying any regional or demographic need Gaps.

## EVALUATION AND IMPACT PROGRAMME - Primary research

This is a multi-method evaluation approach, which includes both qualitative and quantitative methods to identify and measure key impact areas of the programme on learners, parents/carers and key stakeholders. Bespoke interrogative primary research methods will be used to effectively capture the learner voice and evaluate activities. The approach includes both high level quantitative evaluation and immersive in-depth case studies, that will allow for a deeper understanding of the more nuanced impact measures of goals, aspirations and attitudinal / behavioural change. 10 representative activities will be selected from the portfolio to evaluate.

### Key objectives of Evaluation and Impact Programme:

- Effectively and robustly measure the impact that LiNCHigher NCOP activities have had on key stakeholders
- Evaluate activities against academically robust theoretical frameworks to effectively measure any shifts in attitude, outlook, perceptions and/or behaviour. Please see figure below for an overview of impact measures and theoretical frameworks. These frameworks will be used to guide success metrics and impact measures for each activity.
- Evaluate and measure general satisfaction with the activities/events (level 1 Kirkpatrick model)
- Understand and measure overall participant experience and engagement levels, whilst partaking in LiNCHigher activities/events
- Identify and measure any commonalities/differences between NCOP and non-NCOP target students (comparison group), when evaluating the impact of the programme. Both NCOP and non-NCOP students will be included within samples where possible
- Identify and understand which activities work, why and for which audience

## EXPLAINING THE GAPS - Secondary data analysis

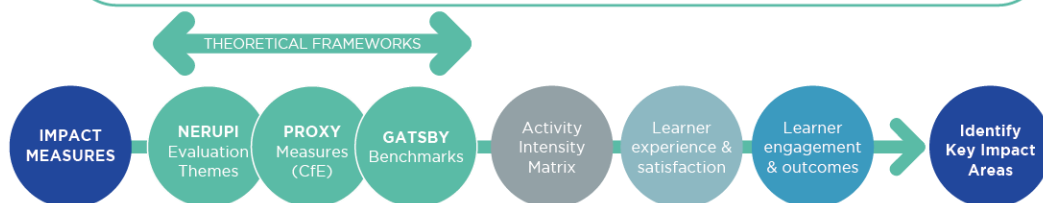
Explaining the gaps is a project run in conjunction with LiNCHigher's impact evaluation of NCOP interventions. The project was commissioned to create an outreach databank in order to help LiNCHigher identify and deliver effective outreach activities to specific groups of NCOP learners within Lincolnshire.

Between October and November 2017 the national participant baseline survey was completed by students from 29 schools across Lincolnshire. Responses were collected from 1,270 NCOP learners. In October 2018 a follow-up survey was undertaken resulting in the collection of responses from 49 schools across the county and a total of 2,260 NCOP learners.

Explaining the gaps focuses on five distinct topics comprised of groups of questions from the baseline survey that measured similar outcomes. The first two measures were knowledge based: understanding of the application process and an awareness of practical aspects of HE such as accommodation options. Two further measures assessed learner attitudes; firstly perception of the personal benefits of HE, such as potential for higher earning, and secondly learners' attitude towards their ability to achieve academically and to integrate well in HE. The final measure gauged learners' motivation to achieve academically.

Data from the baseline survey was split firstly into year groups after which the scores for each of the five aggregated measures were compared across different sub-groups. The main focus was to compare the data at school level and, where possible, by gender within a school. Scores falling within the lowest and highest quartiles were highlighted. In this way activities and interventions can be more precisely targeted towards defined recipients. Overall, this targeted approach is expected to enhance efficacy and is documented as being particularly useful in the case of resource intensive activities<sup>1</sup>. The process was repeated comparing the scores within gender, which highlighted differences within certain areas of Lincolnshire.

It is the intention of the project to analyse data from the follow-up survey, and subsequent surveys, in a similar manner in order to build upon the knowledge obtained from the baseline survey creating a Lincolnshire-specific outreach databank.



This does not include any local evaluation of activities that will be carried out ad hoc during the course of the Framework, using both qualitative and quantitative methods, dependent on the activity type.

1. ARC Network (2013) Literature review of research into widening participation to higher education: Report to HEFCE and OFFA.



# EMBEDDING THE LEARNER VOICE

## AN EVIDENCE- BASED APPROACH



### CO-CREATION LEARNER VOICE EVENT

This event will take place ahead of the implementation and delivery of the **Progression Framework**, thus ensuring that the **learner voice** is at the **core and centre** of the **strategic direction** of the **Progression Framework**.

A live version of LiNCHigher's Progression Framework will be shared with a panel of learners in an interactive and creative setting, which will provide an opportunity for learners to directly feed in to and influence the Framework's implementation plan.

#### Key objectives of the event include:

- > **Embedding the learner voice** within the Framework plans and directional focus
- > **Gather feedback from learners** on the core suite of activities offered within the Framework – appeal and likelihood of engagement
- > To **identify preferred outreach delivery methods**, including feedback on the delivery methods included within the Framework
- > **Identify any barriers** to engaging in outreach activities offered by LiNCHigher

All findings and feedback from the event will be directly fed in to the implementation plans, with any key insights / recommendations acted upon ahead of delivery commencing.





# LONGITUDINAL EVALUATION AN EVIDENCE- BASED APPROACH

**In collaboration with our evaluation partner, we will evaluate the performance of the Progression Framework against identified key impact themes and learning outcomes.**

The overall approach will be a longitudinal programme to effectively capture 'distance travelled' by the learners and assessment of the Progression Framework's contribution to any identified shifts in attitude, behaviour and knowledge.

**This will be a two-year study that will commence from August / Sept 2019**

The approach will be multi-method, including quantitative and qualitative methods. This comprises a large-scale quantitative longitudinal tracker with a regionally representative sample, secondary analysis of tracking data gathered by EMWREP - which will also involve accurately mapping tracking data against the quantitative data, and a qualitative learner voice panel. The panel will provide rich and nuanced insights on the true impact of any activities that students have engaged with and complement the quantitative data collated.

The longitudinal evaluation will include learners that have had access to a number of LiNCHigher interventions, assessing both attitudinal and behavioural changes, alongside progression through to FE / HE using quantitative tracking data.

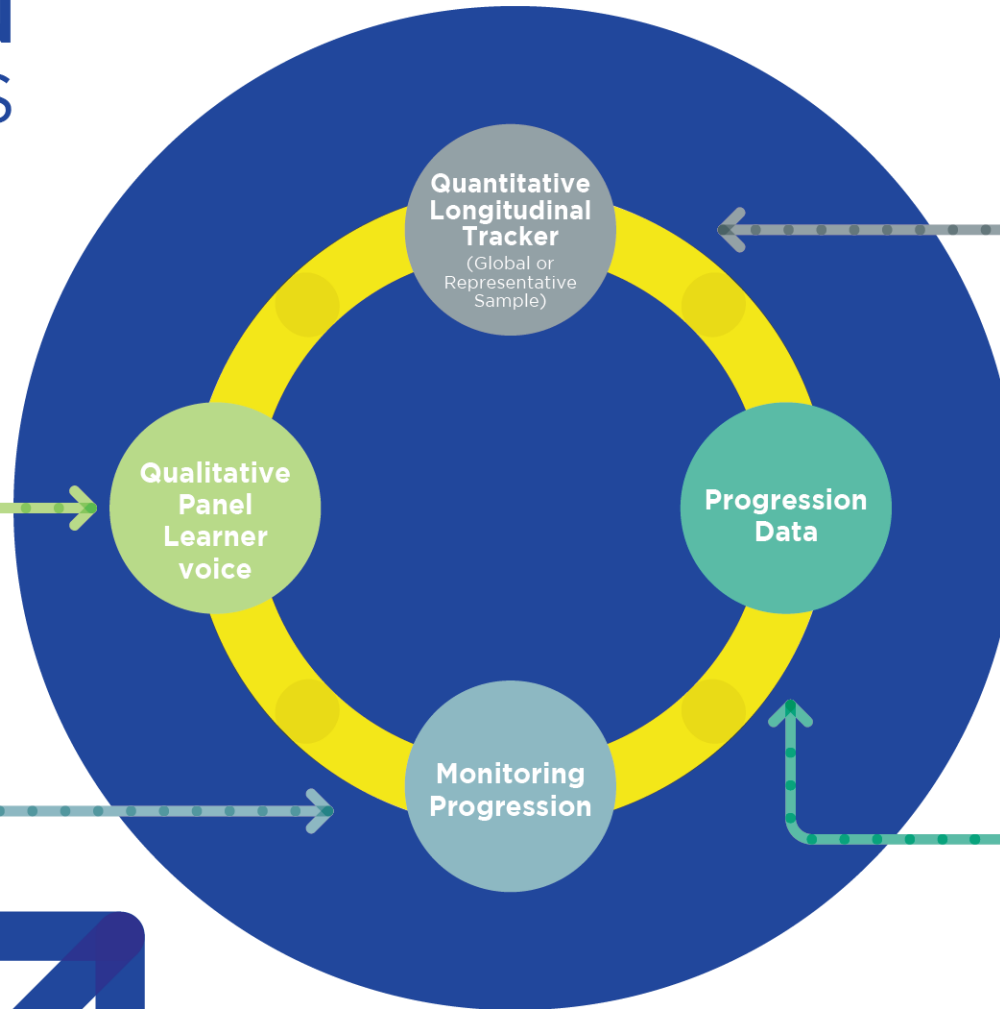
The longitudinal evaluation will:

- Evaluate the impact of the Progression Framework against the impact themes and learning outcomes, over a two-year period. This includes any change in attitude, outlook, perceptions, behaviour and/or progression
- Test our 'Theory of Change', for anticipated learner outcomes as they move through the Progression Framework
- Evaluate which combination of activities have the highest level of impact and for which groups of learners, through causality testing - comparison groups will be included in the evaluation and data will be stratified by activity level / intensity and demographic groups, inc. NCOP and non-NCOP groups
- Track progression and advancement of the Progression Framework against identified 'hot' and 'cold' spots of need. The regional/learner 'need gaps' will be identified by the 'Finding the Gaps' evaluation project
- Provide a deep dive in to the Learner Voice - to understand why certain initiatives have less impact
- Track student participation in and progression through the Progression Framework

# LONGITUDINAL EVALUATION METHODS

- › Qualitative sample and objectives to rotate each school term
- › New cohort tracked each term – learner tasks and key touchpoints
- › In-depth view of perceptions / attitudes and feedback on initiatives engaged with
- › Rich and nuanced insights gathered

- › Tracking and monitoring level of engagement with/in the Progression Framework



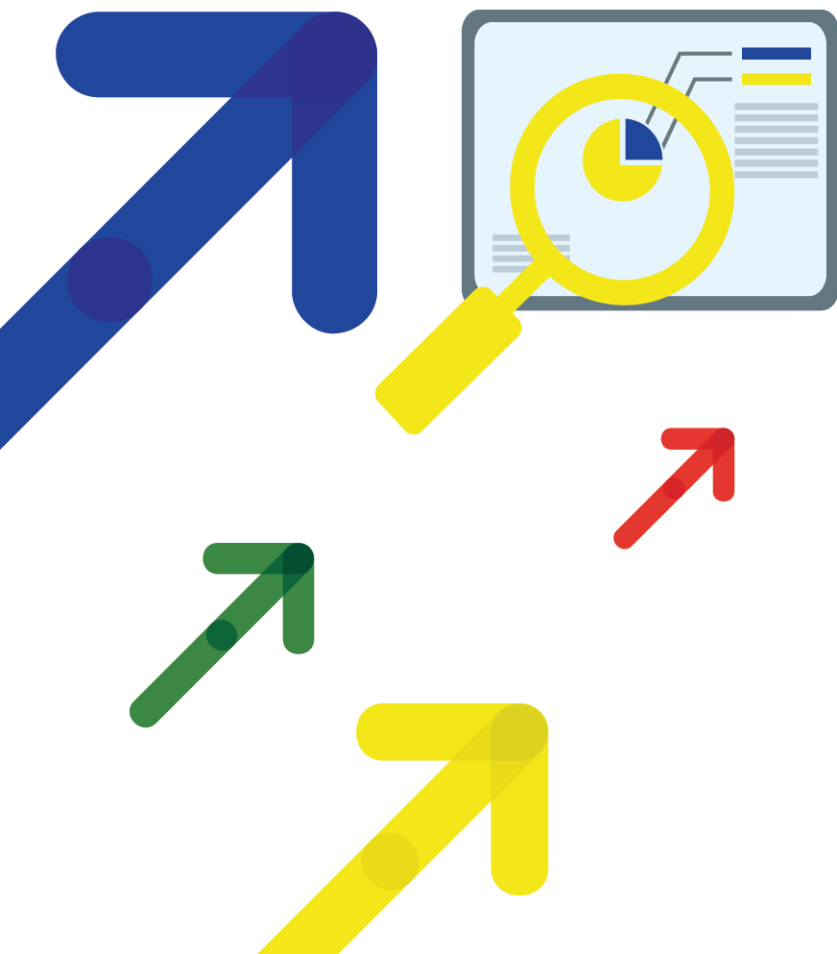
- › Ideal 'global' sample – for robust results and more accurate tracking
- › Survey developed for each year group based on the exploratory questions & piloted with students ahead of launch
- › Quantitative 'dips' at the start and end of the school year (two years)
- › Results mapped by activity, level of engagement, demographics, NCOP/ non-NCOP, impact theme to identify what works and for whom
- › Results from 'Explaining the Gaps' to be fed in to the analysis phase

## Consideration:

- mapping on to accurate progression
- activity data
- survey fatigue
- completion rates

- › Mapping learners against wider tracking datasets and monitoring their progression
- › -EMWPREP
- › Progression benchmarked against wider student population (where data is available)
- › – to identify a comparison group

# MANAGEMENT & REVIEW OF THE PROGRESSION FRAMEWORK



**LiNCHigher has a very robust governance structure in place, operating within a two tier level; the Steering Group monitor the efficacy of the programme and make recommendations for the Governance Board, who are responsible for the strategic oversight and direction of the programme.**

The LiNCHigher Governance Board/Steering Group, with Bishop Grosseteste University as lead HEI institution, will oversee the delivery of the LiNCHigher Progression Framework. This board includes Riseholme College, New College Stamford, Bishop Grosseteste University, Grantham College, Lincoln College, Lincolnshire County Council, University of Lincoln, Boston College, Grimsby Institute and Lincoln UTC.

Both groups meet on a quarterly basis, and have representatives from all Further Education Colleges, Universities, Schools, Apprenticeships, the Careers Enterprise Company (steering group only), the Greater Lincolnshire Local Enterprise Partnership (GLLEP) and Lincolnshire County Council.

## **Key Partnerships**

Along with LiNCHigher, the following public and private sector partners are involved in establishing a framework for the county and allowing for effective support and opportunities for sharing good practice. The partners include The Greater Lincolnshire Local Enterprise Partnership, LTSA (STEM Ambassadors), Lincolnshire Teaching Schools Together (LTT), Lincolnshire County Council, Department for Work and Pensions (Job Centre Plus), Complete Careers and the EBP. ('Confident Choices' in Establishing a Careers Education Framework for Lincolnshire [March 2019]).

# IMPACT THEMES & LEARNING OUTCOMES BY LEVEL

In the following pages the themes are split into **THREE PHASES** which accommodate both OfS and Ofsted definitions:

INTRODUCE/INTENT

DEVELOP/IMPLEMENT

CONSOLIDATE/IMPACT

The impact themes are also split according to the level of the learner in order to reflect the student life-cycle. For each stage, there are a series of expected outcomes. The activities we expect to take place to achieve these outcomes are detailed in the breakdown of each level (pgs. 20-26).

The Framework supports a personalised approach which recognises that learners are individuals and may not all start from the same point, therefore levels should be flexible – they are generally, but not necessarily, linked to the age of the learner. These learning outcomes and exploratory questions will also form the basis of the activity evaluations.

## Learning Outcomes

Following the OfS guidelines, the learning outcomes are observable and measurable ‘statements of demonstrable changes in the participants knowledge, skills, attitudes or behaviours on the completion of an activity or programme.’\*

They are focused on measuring expected change and distance travelled over time as a result of the activities undertaken as part of LiNCHigher’s targeted outreach, and they help to inform the learners (as well as parents/carers and teachers/advisers) of the purpose of an activity or programme.

## Exploratory Questions

The exploratory questions for each theme are also targeted according to the level of the learner, and they form a robust bank of questions to be used in the evaluation.

The exploratory questions include measurable knowledge-based questions as well as questions measuring learners’ self-perception.

\*Office for Students, ‘Annex A – Progression framework guidance’ in National Collaborative Outreach Programme (NCOP) Operating Plan guidance February 2019, pp. 23-30



# LEVEL 0 (Generally, but not restricted to, Year 9 learners)



## INTRODUCE/INTENT

### 1 Knowledge and awareness of the benefits of HE

The learner will experience a positive introduction to higher education and a campus HEI (NERUPI A).  
The learner will have an encounter with a provider of academic and vocational HE routes (in a school, college, university or workplace) (Gatsby 7).

#### Exploratory questions:

- > Do you know what higher education is?
- > Do you want to go on to university level study?
- > Do you feel that you have lots of options when you leave school?
- > What age do you think you can leave school?

### 2 Knowledge and awareness of the benefits of graduate careers

The learner will demonstrate strong digital skills and be able to use them to access online careers resources and information (Gatsby 2).  
The learner will participate in an encounter with an employer (Gatsby 5).  
The learner will experience a workplace/identify possible work experience opportunities (Gatsby 6).

#### Exploratory questions:

- > Do you know where to find information about careers?
- > Do you think you will get a job you enjoy in the future? Why?
- > Do you know what kind of job you would like to do in the future? Why?
- > What do you think the difference between school and university is?

## DEVELOP/IMPLEMENT

### 3 Confidence

The learner will be able to imagine themselves as a future university student (NERUPI C).

#### Exploratory questions:

- > Do you know anyone who has been to university or studied for a degree?
- > Do you think higher education/university is an option for you in the future?
- > Can you picture yourself as a student at a university?

### 4 Study Skills

The learner will be able to name some of the skills that students require at university (NERUPI D).

#### Exploratory questions:

- Circle the answers you think are correct.
- > To go to university, I need to be good at:  
Research / Writing / Revision / Exams / Teamwork / Communication / Planning / Reading.
  - > What study skills do you think you need to be a good learner?  
Homework / Punctuality / Asking questions / Positive attitude / Punctuality / Team work / Keep on trying.
  - > How do you like to learn?
  - > What other ways of learning are there?

## CONSOLIDATE/IMPACT

### 5 Contextualised subject knowledge

The learner will experience positive learning encounters (NERUPI E).  
The learner will be able to explain how STEM subjects help people to gain entry to a wide range of careers and how English and Maths are important (Gatsby 4).

#### Exploratory questions:

- > Do you enjoy one or more of the subjects you study at school? Why?
- > Do you think English and Maths are important to learn? Why?
- > Do you think STEM subjects are important to learn? Why?
- > What other subjects do you think are important? Why?

### 6 Decision making

The learner will identify the link between higher education and careers (NERUPI B).  
The learner will be able to list a number of resources of careers information and guidance (Gatsby 1, 3, 8).

#### Exploratory questions:

- > Do you think that going to higher education can lead to a good job?
- > Does your school offer careers guidance?
- > Does your school have a website with careers information?
- > Can you go to a careers adviser if you want to?

# LEVEL 1 (Generally, but not restricted to, Year 10 learners)



L1 themes build upon the L0 themes. Therefore, L0 exploratory questions and objectives are incorporated into L1 exploratory questions and objectives (in case a learner joins with no prior engagement).

## INTRODUCE/INTENT

### 1 Knowledge and awareness of the benefits of HE

The learner will relate GCSE study to higher education and future career opportunities (NERUPI A).

The learner will have an encounter with a provider of academic and vocational HE routes (in a school, college, university or workplace) (Gatsby 7).

#### Exploratory questions:

- > Do you want to go on to university level study?
- > Do you think that GCSE study will help you in the future?

### 2 Knowledge and awareness of the benefits of graduate careers

The learner will demonstrate strong digital skills and be able to use them to access online careers resources and information.

The learner will keep updated about new and developing routes and pathways (Gatsby 2).

The learner will participate in an encounter with an employer (Gatsby 5).

The learner will experience a workplace/identify possible work experience opportunities (Gatsby 6).

#### Exploratory questions:

- > Do you know where to find information about careers?
- > Do you know what kind of job you would like to do in the future?
- > Do you know what a starting salary is?
- > Do you know what apprenticeships are?
- > Do you know where to find information about funding options for higher education?
- > Do you know about the financial benefits of getting a degree?

## DEVELOP/IMPLEMENT

### 3 Confidence

The learner will link personal circumstances, interests and characteristics with academic and employment aspirations (NERUPI C).

#### Exploratory questions:

- > Do you think higher education/university is an option for you in the future?
- > Do you know what motivates you? E.g. money, travel, work life balance, enjoyment, making a difference
- > Do you think you can do anything you set your mind to?
- > Do you discuss your future plans and goals with you parents/carers?

### 4 Study Skills

The learner will identify skills and capacities they will need to develop to achieve future aspirations (NERUPI D).

#### Exploratory questions:

Circle the answers you think are correct.

- > I am already good at: Research / Writing / Revision / Exams / Teamwork / Communication Planning / Reading / Confidence / Motivation / Persistence / Resilience (keeping going)
- > To achieve my future goals, I need to develop these skills and characteristics: Research / Writing / Revision / Exams / Teamwork Communication / Planning / Reading / Confidence / Motivation / Persistence / Resilience
- > Which skills could you improve on and how?
- > Do you know the different ways in which you might be able to study for a degree?

## CONSOLIDATE/IMPACT

### 5 Contextualised subject knowledge

The learner will consider how GCSE subject knowledge can be applied and developed in post-16 educational and employment contexts (NERUPI E).

The learner will be able to explain how STEM subjects help people to gain entry to a wide range of careers and how English and Maths are important (Gatsby 4).

#### Exploratory questions:

- > Do you want to continue to use one or more of your GCSE subjects when you leave school (education or career)? Which ones?
- > Do you think English and Maths are important to learn? Why?
- > Do you think STEM subjects are important to learn? Why?
- > What other subjects do you think are important? Why?
- > Do you know what careers your GCSE subjects could lead to?

### 6 Decision making

The learner will choose GCSE subject choices that correspond with personal and career interests (NERUPI B).

The learner will be able to list a number of resources of careers information and guidance (Gatsby 1, 3, 8).

#### Exploratory questions:

- > Do you know how doing well in school will lead you to your future goals and support you in the future?
- > Where do you go for information and advice about careers?
- > Can you go to a careers adviser if you want to?

# LEVEL 2 (Generally, but not restricted to, Year 11 learners)



L2 themes build upon the L1/L0 themes. Therefore, L0 and L1 exploratory questions and objectives are incorporated into L2 exploratory questions and objectives (in case a learner joins with no prior engagement).

## INTRODUCE/INTENT

### 1 Knowledge and awareness of the benefits of HE

The learner will demonstrate awareness of the academic, social, economic and personal benefits of progressing to higher education (NERUPI A).

The learner will have an encounter with a provider of academic and vocational HE routes (in a school, college, university or workplace) (Gatsby 7).

#### Exploratory questions:

- > Do you want to go on to university level study?
- > How much do you agree with the following:
  - I could earn a higher salary if I studied at HE level
  - I would enjoy being a HE student
  - I would gain lots of skills if I went to HE

### 2 Knowledge and awareness of the benefits of graduate careers

The learner will demonstrate strong digital skills and be able to use them to access online careers resources and information.

The learner will keep updated about new and developing routes and pathways (Gatsby 2).

The learner will participate in an encounter with an employer (Gatsby 5).

The learner will have had at least one experience of a workplace (Gatsby 6).

#### Exploratory questions:

- > Do you know what kind of job you would like to do in the future?
- > Do you know what apprenticeships levels and opportunities there are?
- > Do you know how to apply for a job?
- > Do you know how to manage your money?
- > Do you know about the different levels of support available at university?

## DEVELOP/IMPLEMENT

### 3 Confidence

The learner will increase their confidence in their capacity to progress onto higher education (NERUPI C).

#### Exploratory questions:

- > Do you think higher education/university is an option for you in the future?
- > Do you feel capable of achieving your predicted grades?
- > Do you think you can do anything you set your mind to?
- > Do you agree with the following:
  - I am confident in myself and my abilities
  - I am good at overcoming challenges
- > Do your parents/carers know about your future plans? How do they feel?

### 4 Study Skills

The learner will develop study skills through educational projects which encourage active learnings (NERUPI D).

#### Exploratory questions:

- > Do you know how to develop the skills you need to succeed?
- > How much do you agree with the following:
  - I am good at working in a team
  - I have good research skills
  - I have good communication skills
  - I am creative and have good ideas
  - I am good at planning and organising my work
  - I have good study skills

## CONSOLIDATE/IMPACT

### 5 Contextualised subject knowledge

The learner will broaden their understanding of subject knowledge and its wider application, link GCSE subject knowledge to university subject areas, and access and experience appropriate attainment-raising interventions (NERUPI E).

The learner will be able to explain how STEM subjects help people to gain entry to a wide range of careers and how English and Maths are important (Gatsby 4).

#### Exploratory questions:

- > Do you know which of your GCSE or vocational subjects you'd like to continue in your future education or your future career (if any)?
- > If yes, are you happy with your current grades in this subject?
- > Do you think English and Maths are important to learn?
- > Do you think STEM subjects are important to learn?
- > What other subjects are important to you? And what transferable skills might you take from them into future career choices?

### 6 Decision making

The learner will differentiate between higher education Institutions and study opportunities with subject areas (NERUPI B).

The learner will have had an initial interview with a career adviser and used the school's careers website (Gatsby 1, 3, 8).

#### Exploratory questions:

- > Are you interested in any particular further education and/or university courses/subjects?
- > Are you interested in any particular universities?
- > Where do you go for information and advice about careers?
- > Have you had a discussion with a careers adviser?



# LEVEL 3 (Generally, but not restricted to, Year 12 learners)



L3 themes build upon the L2/L1/L0 themes. Therefore, L0, L1 and L2 exploratory questions and objectives are incorporated into L3 exploratory questions and objectives (in case a learner joins with no prior engagement).

## INTRODUCE/INTENT

### 1 Knowledge and awareness of the benefits of HE

The learner will investigate course and placement options, and social and leisure opportunities in higher education (NERUPI A).

The learner will have an encounter with a provider of academic and vocational HE routes (in a school, college, university or workplace) (Gatsby 7).

#### Exploratory questions:

- > Do you want to go on to HE?
- > How much do you agree with the following:
  - I am interested in attending university open days
  - I would enjoy being a HE student
  - I would gain lots of academic skills if I went to HE
  - I would have a good social life if I went to HE
  - I would have fun at a HE provider
  - I'm interested in lots of courses and universities

### 2 Knowledge and awareness of the benefits of graduate careers

The learner will demonstrate strong digital skills and be able to use them to access online careers resources and information. The learner will keep updated about new and developing routes and pathways (Gatsby 2).

The learner will participate in an encounter with an employer (Gatsby 5).

The learner will have had at least one experience of a workplace (Gatsby 6).

#### Exploratory questions:

- > Do you know what kind of job you would like to do in the future?
- > Do you know what career/education/training options there are for you once you are 18?
- > Do you think having further qualifications at a degree level could have an influence on your future salary?
- > Do you know how to apply for a job?
- > Do you know how to manage your money?
- > Have you completed work experience in an area you're interested in?

## DEVELOP/IMPLEMENT

### 3 Confidence

The learner will anticipate challenges they will face in higher education and make a successful transition to university (NERUPI C).

#### Exploratory questions:

- > Do you think you can do anything you set your mind to?
- > Do you agree with the following:
  - I am confident in myself and my abilities
  - I am good at overcoming challenges
- > Can you identify the strengths and weaknesses in your skill set?
- > Do you think your family would support you going to university?
  - Why, why not?

### 4 Study Skills

The learner will enhance the academic skills that develop capacity for critical thinking, independent research and self-directed learning (NERUPI D).

#### Exploratory questions:

- > Do you know how to develop the skills you need to succeed?
- > How much do you agree with the following:
  - I have good study skills
  - I am good at working independently
  - I am good at research
  - I am good at planning my revision
  - I am good at critical thinking

## CONSOLIDATE/IMPACT

### 5 Contextualised subject knowledge

The learner will situate their existing knowledge within wider fields of knowledge and apply to other contexts, situate existing knowledge and interests within the context of university degree programmes and academic disciplines, and access and experience appropriate attainment-raising interventions (NERUPI E). The learner will be able to explain how STEM subjects help people to gain entry to a wide range of careers and how English and Maths are important (Gatsby 4).

#### Exploratory questions:

- > Do you know which of your A Level/college subjects you'd like to continue in your future education or your future career (if any)?
- > If yes, are you happy with your current grades in this subject?
- > Do your A Level/college subjects give you transferable skills?
- > Do you understand the different career paths available if you study English/Maths/STEM subjects.

### 6 Decision making

The learner will evaluate courses, student finance and graduate opportunities and make informed choices that align with personal interests and career aspirations (NERUPI B). The learner will have had an initial interview with a career adviser and used multiple IAG resources to support their decision-making (Gatsby 1, 3, 8).

#### Exploratory questions:

- > Are you interested in any particular university courses/subjects?
- > Are you interested in any particular universities?
- > Do you think that some universities/courses offer better career opportunities than others?
- > Do you know how you could pay for HE?/Do you understand your Student Finance options?
- > Have you had a discussion with a careers adviser?

# LEVEL 4 (Generally, but not restricted to, Year 13 learners)



L4 themes build upon the L3/L2/L1/L0 themes. Therefore, L0, L1, L2 and L3 exploratory questions and objectives are incorporated into L4 exploratory questions and objectives (in case a learner joins with no prior engagement).

## INTRODUCE/INTENT

### 1 Knowledge and awareness of the benefits of HE

The learner will increase awareness of study options, social and leisure facilities, and career opportunities for students (NERUPI A).

The learner will have an encounter with a provider of academic and vocational HE routes (in a school, college, university or workplace) (Gatsby 7).

#### Exploratory questions:

- > Do you want to go on to HE?
- > How much do you agree with the following:
  - I would enjoy being a HE student
  - I would gain lots of academic skills if I went to HE
  - I would have a good social life if I went to HE
  - There are lots of leisure opportunities at HE
  - I would get a good job after going to HE

### 2 Knowledge and awareness of the benefits of graduate careers

The learner will demonstrate strong digital skills and be able to use them to access online careers resources and information. The learner will keep updated about new and developing routes and pathways (Gatsby 2).

The learner will participate in an encounter with an employer (Gatsby 5).

The learner will have had at least one experience of a workplace (Gatsby 6).

#### Exploratory questions:

- > Do you know what kind of job you would like to do in the future?
- > Do you know what career/education/training options there are for you leave compulsory education?
- > Do you know how to write a CV/cover letter?
- > Do you know how to manage your finances?
- > Have you completed work experience in an area you're interested in?
- > Have you met anyone who works in an area/company you're interested in?

## DEVELOP/IMPLEMENT

### 3 Confidence

The learner will embrace the challenge of higher education and make a successful transition to university (NERUPI C).

#### Exploratory questions:

- > How much do you agree with the following:
  - I understand how to apply to HE
  - I understand that I will apply to Student Finance if I go on to HE
  - I have discussed my concerns about higher education with friends/family/mentor
  - I am confident that I would cope well at higher education
  - I am confident that I have the independence to go to HE

### 4 Study Skills

The learner will identify and develop skills and capacities needed to achieve academic success (NERUPI D).

#### Exploratory questions:

- > Do you know how to develop the skills you need to succeed?
- > How much do you agree with the following:
  - I have good study skills
  - I am good at working independently
  - I am good at research
  - I am good at planning my revision
  - I am good at critical thinking
  - I am good at writing long pieces of work
  - I am good at organising projects

## CONSOLIDATE/IMPACT

### 5 Contextualised subject knowledge

The learner will situate existing knowledge within wider fields of knowledge and apply to other contexts, situate existing knowledge and interests within the context of university course and subject area, and access and experience appropriate attainment-raising interventions (NERUPI E).

The learner will be able to explain how STEM subjects help people to gain entry to a wide range of careers and how English and Maths are important (Gatsby 4).

#### Exploratory questions:

- > I have a good idea of what I would write on my UCAS personal statement
- > Do you know which of your A Level/college subjects you'd like to continue in your future education or your future career (if any)?
- > If yes, are you happy with your current grades in this subject?
- > Do your A Level/college subjects give you transferable skills?
- > Do you understand the different career paths available if you study English/Maths/STEM subjects? What other subjects could you study?
- > Do you know how to apply for an apprenticeship

### 6 Decision making

The learner will investigate opportunities available to students and make informed choices that align with personal interests and career aspirations (NERUPI B).

The learner will have had a further interview with a career adviser and used multiple IAG resources to support their decision-making (Gatsby 1, 3, 8).

#### Exploratory questions:

- > Have you had access to university prospectuses/websites?
- > Are you interested in any particular university courses/subjects?
- > Are you excited by the opportunities that you might receive as a HE student/after graduating from HE?
- > Do you feel you have had enough guidance and support to make a decision about HE?
- > Have you had at least two discussions with a careers adviser?
- > Do you feel you have enough information to make an informed decision about your future, and how you would like to study at HE level?



# CORE ACTIVITIES BY LEARNER LEVEL

## Activities

Meaningful activities have been chosen to enable each school/learning institution throughout Lincolnshire to offer a suite of activities which allow learners to develop and progress through the phases at different levels. Activities build on each other and avoid being repetitive and there is an even sweep of phases for each level, which progress throughout the academic year.

These activities have been designed and curated to enable learners to engage with and develop their skills, knowledge and understandings in active, constructive, intentional, authentic, and cooperative ways.

## Timeframe

A term 1/2/3 timeframe is used to position the activities in a timeframe during which the activities would be most appropriately and usefully timed to the learners. All of the activities are flexible as to when they can be offered to schools, to fit in with school holidays/exams/curriculum demands, etc. This serves as a guide and is flexible to movement dependent on school/learner need.

Having established the learning outcomes and exploratory evaluation questions, the following pages graph the activities onto a worked example timeframe. The timeframe proposed is indicative and does not include any wrap-around activities that may also be offered. Changes may also be made during the delivery of the Framework to effectively respond to school/learner need.

### The Frameworks aim to fulfil the following OfS guidelines:

- Outcomes aligned to Gatsby benchmarks
- More information on higher education progression provided through engagement with careers advisers and careers hubs
- Activity mapped on to a learning outcome
- Review of whether additional activities need to be developed to support desired outcomes
- Review of partner activities to avoid duplication
- Ensure we have an area-wide picture of all activity being offered
- Phases to take learners on a coherent journey towards higher education
- Flexibility within the Framework for learners to be able to join at different key stages/points in their education
- The proposed phases will complement and build on one another



# YEAR 9 / LEVEL 0 FRAMEWORK

| Activity                           | Description   | Term 1              | Term 2      | Term 3  | Impact Theme 1-6 | Benchmarks Ref Gatsby | NERUPI | Evaluation Methods                                |
|------------------------------------|---|---------------------|-------------|---------|------------------|-----------------------|--------|---|
| Introduction to Higher Education ● | Interactive workshop  | ●                   |             |         | 1                | 4 7                   | A B    | Informal feedback                                 |
| External visits ● ●                | Visits to universities, colleges, careers fairs             |                     |             | ● ● ● ● | 1 6              | 2 4 5 6 7             | A B    | EMWPREP, post-questionnaire, touch-base session   |
| Goal mapping / options session ●   | Interactive workshop around GCSE options                    |                     | ● ● ● ● ● ● |         | 1 2              | 3 4 8                 | A B    | EMWPREP, Informal feedback, stakeholder interview |
| Employer led activity ●            | Visits, careers fairs, assemblies, talks                    | ● ● ● ● ● ● ● ● ● ● |             |         | 1 2              | 2 4 5 6 7             | A      | EMWPREP, interactive feedback activity            |
| Industry related activity ●        | Large scale interactive workshops - STEM, medicine          | ● ● ● ● ● ● ● ● ● ● |             |         | 1 2              | 2 4 5 6 7             | A      | EMWPREP, survey, stakeholder interview            |
| Marginal Gains ●                   | Workshop improving soft skills, e.g. resilience, confidence |                     | ●           | ●       | 3                | 3 8                   | A C E  | Pre and post questionnaire                        |
| Inspirational speakers ●           | Tailored, motivational talk around a variety of topics      |                     |             | ● ●     | 3                | 2 4 5 7               | C      | EMWPREP, observation, Informal feedback           |
| Master Classes ●                   | Small subject enrichment activities                         | ● ● ● ● ● ● ● ● ● ● |             |         | 5                | 2 3 4 5 6 7           | E      | EMWPREP, interactive feedback activity            |
| Parents Evening ●                  | Information evening for parents                             |                     | ●           | ●       | 6                | 3 8                   | A B D  | Verbal feedback from parents                      |

Each year 9 learner will have the opportunity to engage with activities at Level 0 and, by the end of the academic year, they will have interacted with each theme, and therefore each NERUPI aim and Gatsby benchmark, at their intended level.

The framework for year 9 demonstrates that the activities are slightly weighted towards **Introductory/Intent** activities. (Which is appropriate given that year 9/Level 0 is an introductory phase.)

This graph demonstrates how the progression framework can be used to identify gaps for each year group/level. As it currently stands, Impact Theme 4 is missing from the Level 0 activities. This gap can be filled by 'Wrap-Around' activities at any time (shown right).

Gatsby 1 is not explicitly addressed; however Gatsby 1 is an inevitable outcome of the other Gatsby benchmarks.

The evaluation methods are varied and proportional to the cost of the activity. The evaluations will be based on the Level 0 exploratory questions.

The methods proposed act as a guide and may change during the course of the Framework delivery.

## WRAP-AROUND ACTIVITIES

| Activity                               | Description  | Impact Theme | Benchmarks Ref Gatsby | NERUPI |
|--|--|--------------|-----------------------|--------|
| Employability workshop                 | Interactive workshop - interview skills, CV writing            | 1 2 3        | 2 4                   | A      |
| LMI workshop LiNCH <sup>HIGHER</sup>   | Interactive workshop   | 1 2 3 4      | 2 5 6                 | A B    |
| Introduction to online career platform | Interactive workshop   | 1 3          | 4 8                   | A B E  |
| Future You LiNCH <sup>HIGHER</sup>     | Interactive workshop - looking at LMI and employability skills | 1 2 3        | 2 4 5                 | A B E  |
| University outreach activity           | University delivered workshops                                 | 1 2          | 2 4 5 6 7             | A      |

# YEAR 10 / LEVEL 1 FRAMEWORK

| KEY                                  |                    |
|--------------------------------------|--------------------|
| <span style="color: green;">●</span> | Introduce/Intent   |
| <span style="color: teal;">●</span>  | Develop/Implement  |
| <span style="color: blue;">●</span>  | Consolidate/Impact |

| Activity   | Description   | Term 1                               | Term 2                               | Term 3                               | Impact Theme 1-6 | Benchmarks Ref Gatsby | NERUPI | Evaluation Methods                                       |
|--|---|--------------------------------------|--------------------------------------|--------------------------------------|------------------|-----------------------|--------|--|
| Employer led activity <span style="color: green;">●</span>                               | Visits, careers fairs, assemblies, talks                    | <span style="color: green;">■</span> | <span style="color: green;">■</span> | <span style="color: green;">■</span> | 1 2              | 2 4 5 6 7             | A      | EMWPREP, interactive feedback activity                   |
| Industry related activity <span style="color: green;">●</span>                           | Large scale interactive workshops - STEM, medicine          | <span style="color: green;">■</span> | <span style="color: green;">■</span> | <span style="color: green;">■</span> | 1 2              | 2 4 5 6 7             | A      | EMWPREP, survey, stakeholder interview                   |
| External visits <span style="color: blue;">●</span> <span style="color: green;">●</span> | Visits to universities, colleges, careers fairs             | <span style="color: green;">■</span> | <span style="color: green;">■</span> | <span style="color: green;">■</span> | 1 6              | 2 4 5 6 7             | A B    | EMWPREP, post-questionnaire, touch-base session          |
| Inspirational speakers <span style="color: green;">●</span>                              | Tailored, motivational talk around a variety of topics      | <span style="color: green;">■</span> | <span style="color: green;">■</span> | <span style="color: green;">■</span> | 3                | 2 4 5 7               | C      | EMWPREP, post-questionnaire, touch-base session          |
| Mentoring <span style="color: green;">●</span>   | In-school workshops and online/face to face mentoring       | <span style="color: green;">■</span> | <span style="color: green;">■</span> | <span style="color: green;">■</span> | 3 4              | 1 3 4 7 8             | C D    | EMWPREP pre and post questionnaire and small focus group |
| Marginal Gains <span style="color: green;">●</span>                                      | Workshop improving soft skills, e.g. resilience, confidence | <span style="color: green;">■</span> | <span style="color: green;">■</span> | <span style="color: green;">■</span> | 3                | 3 8                   | A C E  | Pre and post questionnaire                               |
| Summer school <span style="color: green;">●</span>                                       | Summer university experience                                | <span style="color: green;">■</span> | <span style="color: green;">■</span> | <span style="color: green;">■</span> | 1 3 4 6          | 2 4 5 6 7             | A B C  | Impact case studies                                      |
| Master Classes <span style="color: blue;">●</span>                                       | Small subject enrichment activities                         | <span style="color: blue;">■</span>  | <span style="color: blue;">■</span>  | <span style="color: blue;">■</span>  | 5                | 2 3 4 5 6 7           | E      | EMWPREP, interactive feedback activity                   |
| Parents Evening <span style="color: blue;">●</span>                                      | Information evening for parents                             | <span style="color: blue;">■</span>  | <span style="color: blue;">■</span>  | <span style="color: blue;">■</span>  | 6                | 3 8                   | A B D  | Verbal feedback from parents                             |

Each year 10 learner will have the opportunity to engage with activities at Level 1 and, by the end of the academic year, they will have interacted with each theme, and therefore each NERUPI aim and Gatsby benchmark, at their intended level.



The framework for year 10 demonstrates that the activities are weighted towards **Developmental/Implementation** activities. (Which is appropriate given that year 10/Level 1 is a developmental phase.)

This graph demonstrates how the progression framework can be used to identify gaps for each year group/level. As it currently stands, impact Theme 5 is the least encountered theme in the Level 1 activities. This gap can be filled by 'Wrap-around' activities at any time (shown right).

The evaluation methods are varied and proportional to the cost of the activity. The evaluations will be based on the Level 1 exploratory questions. The methods proposed act as a guide and may change during the course of the Framework delivery.

## WRAP-AROUND ACTIVITIES

| Activity                               | Description   | Impact Theme | Benchmarks Ref Gatsby | NERUPI |
|--|---|--------------|-----------------------|--------|
| Study skills workshop                  | 1-2 hour workshop with 1 presenter                                      | 1 2 3        | 2 3 4 7 8             | A B C  |
| Employability workshop                 | Interactive workshop - interview skills, CV writing and mock interviews | 1 2 3        | 2 4                   | A      |
| LMI workshop LINCHigher                | Interactive workshop  | 1 2 3 4      | 2 5 6                 | A B    |
| Introduction to online career platform | Interactive workshop  | 1 3          | 4 8                   | A B E  |
| Future You LINCHigher                  | Interactive workshop - looking at LMI and employability skills          | 1 2 3        | 2 4 5                 | A B E  |
| Mythbusting workshop                   | Interactive workshop  | 1 2 4        | 7 8                   | A B    |
| Course explorer                        | Interactive workshop  | 1 2          | 4 7                   | A E B  |
| Routes into HE                         | Interactive workshop  | 1 2          | 2 4 7                 | A B E  |
| Apprenticeships                        | To be delivered as a workshop, talk or a careers fair                   | 1 2          | 4 5 6 7 8             | B      |
| University outreach activity           | University delivered workshops  | 1 2          | 2 4 5 6 7             | A      |

# YEAR 11 / LEVEL 2 FRAMEWORK

KEY

● Introduce/Intent

● Develop/Implement

● Consolidate/Impact

| Activity                         | Description   | Term 1 | Term 2 | Term 3 | Impact Theme 1-6 | Benchmarks Ref Gatsby | NERUPI | Evaluation Methods                                |
|----------------------------------|---|--------|--------|--------|------------------|-----------------------|--------|---|
| Apprenticeships ●                | Interactive workshop  | ●●●●●  | ●●●●●  | ●      | 2                | 2 5                   | E      | EMWPREP, focus group                              |
| External visits ●●               | Visits to universities, colleges, careers fairs,            |        |        | ●●●●●  | 1 6              | 2 4 5 6 7             | A B    | EMWPREP, post-questionnaire, touch-base session   |
| Employer led activity ●          | Visits, careers fairs, assemblies, talks                    | ●●●●●  | ●●●●●  | ●●●●●  | 1 2              | 2 4 5 6 7             | A      | EMWPREP, interactive feedback activity            |
| Goal mapping / options session ● | Interactive workshop  |        | ●●●●●  |        | 1 2              | 3 4 8                 | A B    | EMWPREP, informal feedback, stakeholder interview |
| University Open Day ●●           | Workshop and Trip   |        | ●●●●●  | ●●●●●  | 1 6              | 2 4 5 6 7             | A B    | EMWPREP, post questionnaire and focus group       |
| Study Skills Workshop ●          | Interactive workshop  | ●●●●●  | ●●●●●  |        | 4                | 5                     | D E    | EMWPREP, post questionnaire and focus group       |
| Inspirational speakers ●         | Aspirational, encouraging talk                              |        | ●●●●●  | ●●●●●  | 3                | 2 4 5 7               | C      | EMWPREP, post questionnaire and focus group       |
| Marginal Gains ●                 | Workshop improving soft skills, e.g. resilience, confidence | ●      | ●      | ●      | 3                | 3 8                   | A C E  | Pre and post questionnaire                        |
| Transition day ●●                | College and Sixth Form speakers                             |        |        | ●●●●●  | 3 6              | 3 4 7 8               | B D    | EMWPREP, post questionnaire and focus group       |
| Master Classes ●                 | Interactive workshop  | ●●●●●  | ●●●●●  | ●●●●●  | 5                | 3 4                   | E      | EMWPREP, post questionnaire and focus group       |
| Careers Guidance ●               | Professional IAG adviser on results day                     |        |        | ●      | 6                | 8                     | B E    | Provider feedback – quantitative and qualitative  |

Each year 11 learner will have the opportunity to engage with activities at Level 2 and, by the end of the academic year, they will have interacted with each theme, and therefore each NERUPI aim and Gatsby benchmark, at their intended level.



The framework for year 11 demonstrates that the activities are weighted towards **Introductory/Intention** and **Developmental/Implementation** activities.

Although year 11/Level 2 is primarily a developmental phase, it is appropriate that year 11 learners receive a further overview of higher education to consolidate information previously delivered, and to ensure that learners who have not previously engaged with any LINCHigher activity receive the introductory information.

This graph demonstrates how the progression framework can be used to identify gaps for each year group/level. As it currently stands, Level 2 activities offer a large range of activities which are evenly spread across the impact themes.

## WRAP-AROUND ACTIVITIES

| Activity                           | Description          | Impact Theme | Benchmarks Ref Gatsby | NERUPI |
|------------------------------------|----------------------|--------------|-----------------------|--------|
| Subject specific activities        | Interactive workshop | 1 2 3 4      | 2 4 5 6 7             | A      |
| Employability workshop             | Interactive workshop | 1 2 3        | 2 4                   | A      |
| LMI workshop LINCHigher            | Interactive workshop | 1 2 3 4      | 2 5 6                 | A B    |
| Online career platform development | Interactive workshop | 1 2          | 4 8                   | A B E  |
| University outreach activity       | Interactive workshop | 1 2          | 2 4 5 6 7             | A      |
| Stress busting                     | Interactive workshop | 2 3          | 3 8                   | C      |

The evaluation methods are varied and proportional to the cost of the activity. The evaluations will be based on the Level 2 exploratory questions. *The methods proposed act as a guide and may change during the course of the Framework delivery.*



## KEY

- Introduce/Intent
- Develop/Implement
- Consolidate/Impact

# YEAR 12 / LEVEL 3 FRAMEWORK

| Activity                          | Description   | Term 1 | Term 2 | Term 3 | Impact Theme 1-6 | Benchmarks Ref Gatsby | NERUPI | Evaluation Methods                              |
|-----------------------------------|---|--------|--------|--------|------------------|-----------------------|--------|---|
| Course Explorer Workshop 1-2hrs   | Interactive workshop  |        |        |        | 1 6              | 7                     | A B D  | EMWPREP, post-questionnaire                     |
| Intro to UCAS/University Fair     | Presentation and attendance                                 |        |        |        | 1 6              | 7                     | A C    | EMWPREP, and questionnaire                      |
| Employer led activity             | Visits, careers fairs, assemblies, talks                    |        |        |        | 1 2              | 2 4 5 6 7             | A      | EMWPREP, interactive feedback activity          |
| External visits                   | Visits to universities, colleges, careers fairs             |        |        |        | 1 6              | 2 4 5 6 7             | A B    | EMWPREP, post-questionnaire, touch-base session |
| Parents Finance Sessions          | Student Finance presentation to parents                     |        |        |        | 1 6              | 3 8                   | A B    | Verbal feedback from parents                    |
| Marginal Gains                    | Workshop improving soft skills, e.g. resilience, confidence |        |        |        | 3                | 3 8                   | A C E  | Pre and post questionnaire                      |
| Inspirational speakers            | Tailored, motivational talk around a variety of topics      |        |        |        | 3                | 2 4 5 7               | C      | EMWPREP, post-questionnaire, touch-base session |
| Master Class                      | Interactive workshop  |        |        |        | 5                | 3 4                   | E      | EMWPREP, interactive feedback activity          |
| English & Maths Re-sits Workshops | Subject-based exam preparation and support                  |        |        |        | 5                | 3 8                   | D E    | EMWPREP, and questionnaire                      |
| Introduction to Student Finance   | Student Finance presentation to learners                    |        |        |        | 6                | 7                     | B      | EMWPREP, and questionnaire                      |

Each year 12 learner will have the opportunity to engage with activities at Level 3 and, by the end of the academic year, they will have interacted with each theme, and therefore each NERUPI aim and Gatsby benchmark, at their intended level.

The framework for year 12 demonstrates that the activities are weighted towards **Consolidatory/Impact** activities. (Which is appropriate given that year 12/Level 3 is a consolidatory phase.)

As these learners will be beginning to make decisions about their higher education pathways. Introductory information is also included to include learners who may have joined year 12 without any prior knowledge or engagement.

This graph demonstrates how the progression framework can be used to identify gaps for each year group/level. As it currently stands, impact Theme 2 is missing from the Level 3 activities.

This gap can be filled by 'Wrap-around' activities at any time (shown right).

## WRAP-AROUND ACTIVITIES

| Activity                        | Description   | Impact Theme | Benchmarks Ref Gatsby | NERUPI |
|---------------------------------|---|--------------|-----------------------|--------|
| Subject specific activities     | More in depth Interactive workshop                              | 1 2 3 4      | 2 4 5 6 7             | A      |
| Employability workshop          | Interactive workshop  | 1 2 3        | 2 4                   | A      |
| Industry related activity       | Interactive workshop  | 1 2 3        | 5 2                   | A B    |
| Employer led activity           | Interactive workshop  | 1 2 3 4      | 2 4 5 6 7             | A B E  |
| LMI Workshop                    | Interactive workshop  |              | 2 5 6                 | A      |
| University Challenge LINCHigher | Interactive session, activities based on university life skills | 1 2 3        | 7                     | C      |
| University outreach activity    | Talk or a workshop  | 1 2          | 2 4 5 6 7             | A      |

The evaluation methods are varied and proportional to the cost of the activity.

The evaluations will be based on the Level 3 exploratory questions.

The methods proposed act as a guide and may change during the course of the Framework delivery.



# YEAR 13 / LEVEL 4 FRAMEWORK

KEY

● Introduce/Intent

● Develop/Implement

● Consolidate/Impact

| Activity                         | Description   | Term 1 | Term 2 | Term 3 | Impact Theme 1-6 | Benchmarks Ref Gatsby | NERUPI | Evaluation Methods                              |
|----------------------------------|---|--------|--------|--------|------------------|-----------------------|--------|---|
| Career and Study Skills ●●       | Study skills & Interview/ CV writing skills                 | ●●●●   | ●●●●   |        | 2 4              | 3 5 8                 | D E    | EMWPREP   |
| Employer Led Activity ●          | Visits, careers fairs, assemblies, talks                    | ●●●●   | ●●●●   | ●●●●   | 1 2              | 2 4 5 6 7             | A      | EMWPREP, interactive feedback activity          |
| External Visits ●●               | Visits to universities, colleges, careers fairs             |        |        | ●●●●   | 1 6              | 2 4 5 6 7             | A B    | EMWPREP, post-questionnaire, touch-base session |
| Intro to UCAS/University Fair ●● | Presentation and attendance                                 |        | ●●     |        | 1 6              | 7                     | A C    | EMWPREP and questionnaire                       |
| Industry Related Activity ●      | Large scale interactive workshops - STEM, medicine          | ●●●●   | ●●●●   | ●●●●   | 1 2              | 2 4 5 6 7             | A      | EMWPREP, survey, stakeholder interview          |
| Inspirational Speakers ●         | Tailored, motivational talk around a variety of topics      | ●●●●   |        |        | 3                | 2 4 5 7               | C      | EMWPREP, post-questionnaire, touch-base session |
| Marginal Gains ●                 | Workshop improving soft skills, e.g. resilience, confidence | ●      | ●      | ●      | 3                | 3 8                   | A C E  | Pre and post questionnaire                      |
| Revision / Exam Preparation ●    | Study Skills  | ●●●●   | ●●●●   |        | 4                | 3 8                   | D E    | EMWPREP   |
| Subject Specific Activities ●    | More in depth interactive workshop                          |        | ●●●●   | ●●●●   | 5                | 4 7                   | E      | EMWPREP, interactive feedback event             |
| Master Class ●                   | Interactive workshop  | ●●●●   | ●●●●   | ●●●●   | 5                | 3 4                   | E      | EMWPREP, interactive feedback activity          |
| Transition Events ●              | Information session to support students going to HE         |        |        | ●●     | 6                | 7                     | A B    | EMWPREP   |

Each year 13 learner will have the opportunity to engage with activities at Level 4 and, by the end of the academic year, they will have interacted with each theme, and therefore each NERUPI aim and Gatsby benchmark, at their intended level.



The framework for year 13 demonstrates that the activities are fewer than in previous years. As this level is **Consolidatory**, in the final months before the majority of learners go to HE, the sessions are focused on ensuring that learners continue with their decision to go to HE by reconfirming information to which they have already been introduced. Introductory phases are placed within development and consolidation sessions to catch any learners who may not have engaged in previous LiNCHigher activities.

This graph demonstrates how the Progression Framework can be used to identify gaps for each year group/level. As it currently stands, Impact Theme 3 is missing from the Level 4 activities. This gap can be filled by ‘Wrap-Around’ activities at any time (shown right).

## WRAP-AROUND ACTIVITIES

| Activity                        | Description   | Impact Theme | Benchmarks Ref Gatsby | NERUPI |
|---------------------------------|---|--------------|-----------------------|--------|
| Employability/Graduate workshop | Interactive workshop  | 1 2 3        | 2 4                   | A      |
| LMI Workshop LiNCHigher         | Interactive workshop  | 1 2 3 4      | 2 5 6                 | A B    |
| University Challenge LiNCHigher | Interactive session, activities based on university life skills | 1 2 3        | 7                     | C D    |
| University outreach activity    | University delivered workshops                                  | 1 2          | 2 4 5 6 7             | A      |

The evaluation methods are varied and proportional to the cost of the activity. The evaluations will be based on the Level 4 exploratory questions. *The methods proposed act as a guide and may change during the course of the Framework delivery.*

# OTHER / ALL LEVELS FRAMEWORK

| Activity                            | Description   | Term 1  | Term 2  | Term 3  | Impact Theme 1-6 | Benchmarks Ref Gatsby | NERUPI    | Evaluation Methods  |
|-------------------------------------|---|---------|---------|---------|------------------|-----------------------|-----------|---|
| Career and Study Skills ● ●         | Study skills & Interview/ CV writing skills         | ● ● ● ● | ● ● ● ● |         | 2 4              | 3 5 8                 | D E       | EMWPREP   |
| Talks ● ●                           | LMI data, Finance, UCAS, Study Abroad etc           | ● ● ● ● |         |         | 1 6              | 7                     | B         | EMWPREP   |
| CPD for teachers/advisers ● ● ●     | On-site and regional training                       | ● ● ● ● | ● ● ● ● | ● ● ● ● | All              | 1 2 3 4 6 8           | A B C D E | Dependent   |
| VR Workshop ●                       | Interactive Higher Education workshop               |         | ● ● ● ● | ● ● ● ● | 1                | 7                     | A D       | EMWPREP, Evaluation Forms, Observations, Teacher Feedback |
| Parent/Carer Information Evenings ● | Baseline information sessions                       | ● ● ● ● | ● ● ● ● | ● ● ● ● | 1                | 3 8                   | A B D     | Dependent   |
| Kudos/Fast Tomato ● ●               | Kudos/Fast Tomato subscriptions / GCSE Pod          | ● ● ● ● | ● ● ● ● | ● ● ● ● | 2                | 3 8                   | D E       | School contact to gauge use                               |
| Subject Specific Activities ●       | Master Classes, Taster Days, Guest Speakers         | ● ● ● ● | ● ● ● ● | ● ● ● ● | 5                | 4 7                   | E         | EMWPREP   |
| Transition Events ●                 | Information session to support students going to HE |         |         | ● ●     | 6                | 7                     | A B       | EMWPREP   |

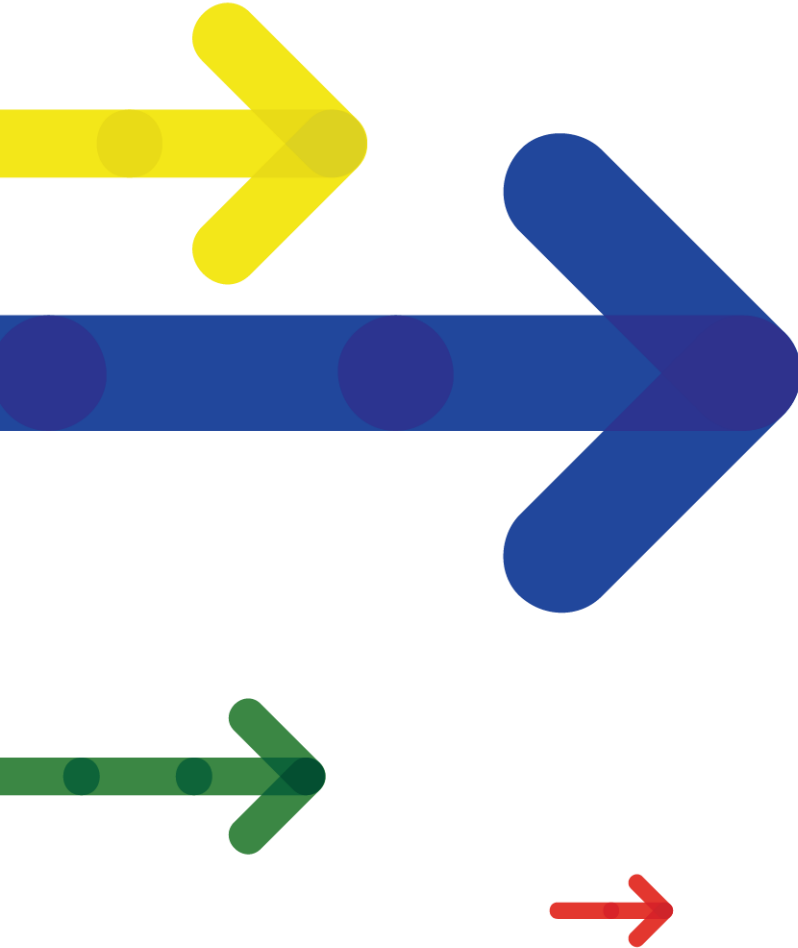
**All Impact Themes are covered in the 'OTHER' Framework.**

**All learners**, from any year group and at any level, can access these activities/provisions at any point during the year, to top up the suite of level-based activities.

The evaluation methods are varied and proportional to the cost of the activity. As these activities are tailored and adjusted according to the level of the learner, the evaluations of the 'Other' activities will be based on exploratory questions at the learner's level.

*The methods proposed act as a guide and may change during the course of the Framework delivery.*

# SUMMARY POINTS



## **Planned**

Activity learners undertake has been organised and is placed within their wider education journey, and where they are in terms of their progression to higher education.



## **Integrated**

Activities the learner undertakes complement one another and are not separate interventions.



## **Phased and Progressive**

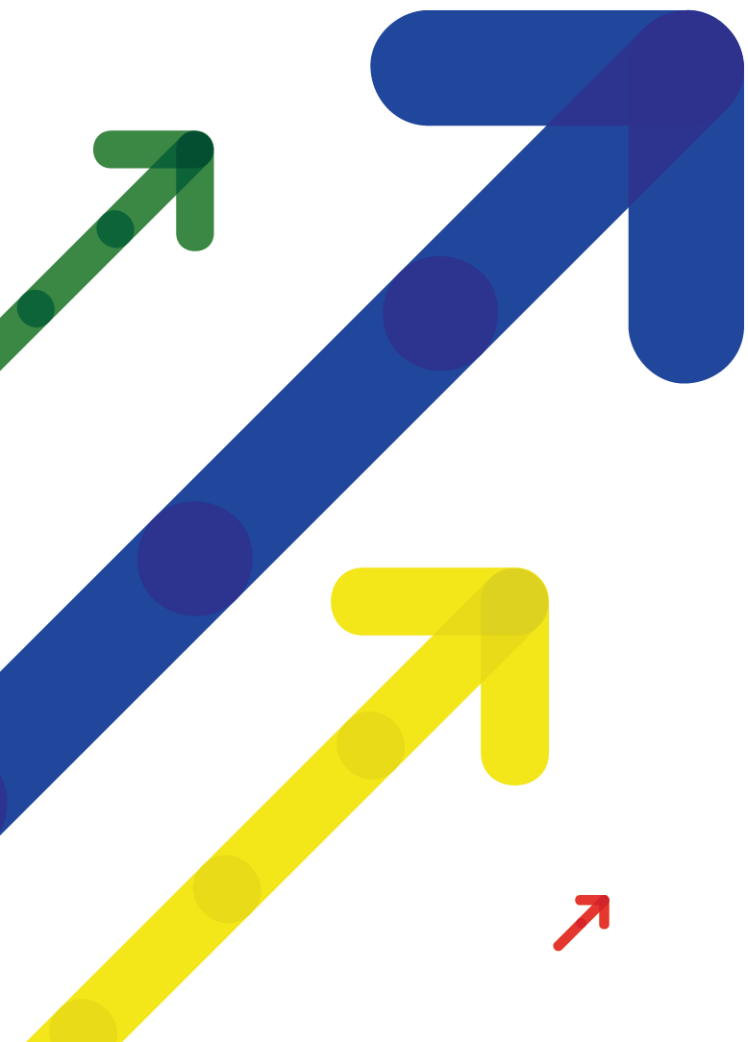
Activities are part of an incremental journey that take learners towards their goal.



## **Iterative**

Evaluations from previous interventions have informed this plan, and this plan will impact the next through rigorous evaluation methods; including longitudinal tracking.

# CONTINUOUS IMPROVEMENT & MONITORING



The Progression Framework will act as a live document. Therefore, going forward, the following checklist will be used to **continually evaluate and monitor** the project, in order to ensure that the learners reap the maximum benefits from it:

- How do we use the Progression Framework in the management, delivery and planning of the programme?
- How integrated is the Progression Framework in the work that we do?
- How will we use the Progression Framework to inform your discussions with schools and colleges?
- How will we review the Progression Framework?
- How will we publicise and encourage feedback on the Progression Framework?
- Do all staff within the partnership regularly refer to and use the Progression Framework within their work?



# EVIDENCE BASE TO SUPPORT IMPACT THEMES



## Further secondary research influenced the choice of impact themes and learning outcomes, including:

- Pierre Bourdieu, *The Logic of Practice* (Polity Press: July 1992)
- Annette Lareau and Elliot B. Weininger, 'Cultural Capital in Educational Research: A Critical Assessment,' *Theory and Society*, 32.5/6 (December 2003)
- Neil Harrison and Richard Waller, 'Challenging discourses of aspiration: The role of expectations and attainment in access to higher education,' *British Educational Research Journal*, 44.5 (September 2018)
- Maddie Breeze, Karl Johnson and Clare Uytman, 'What (and who) works in widening participation? Supporting direct entrant student transitions to higher education,' *Teaching in Higher Education* (November 2018)
- Claire Crawford, Paul Johnson, Steve Machin, Anna Vignoles, 'Social Mobility: A Literature Review,' Department for Business Innovation and Skills  
<[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/32111/11-750-social-mobility-literature-review.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/32111/11-750-social-mobility-literature-review.pdf)> (March 2011)
- Neil Harrison, Katy Vigurs, Julian Crockford, Colin McCaig, Ruth Squire, Lewis Clark, 'Evaluation of outreach interventions for under 16 year olds,' Office for Students  
<[https://www.officeforstudents.org.uk/media/e2c5eea5-b262-4ff6-8261-5b0bc84ba46a/ofs2018\\_apevaluation\\_a.pdf](https://www.officeforstudents.org.uk/media/e2c5eea5-b262-4ff6-8261-5b0bc84ba46a/ofs2018_apevaluation_a.pdf)> (Accessed March 2019)
- 'National Collaborative Outreach Programme: The first year,' Office for Students  
<[https://www.officeforstudents.org.uk/media/2d64895c-74b8-4993-ac60-6bc65d14fe00/ofs2018\\_25.pdf](https://www.officeforstudents.org.uk/media/2d64895c-74b8-4993-ac60-6bc65d14fe00/ofs2018_25.pdf)> (May 2018)