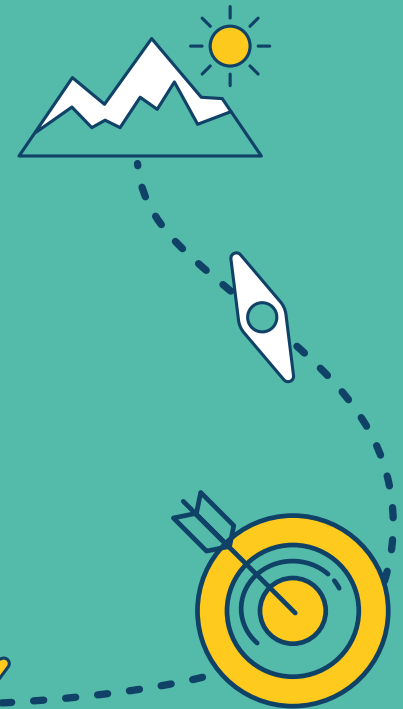


# HOP

HUMBER OUTREACH PROGRAMME

## HIGHER EDUCATION PROGRESSION FRAMEWORK



# Welcome to the Higher Education Progression Framework developed by the Humber Outreach Programme (HOP)

Our HE Progression Framework is an outreach roadmap for practitioners. It aims to support the planning of future opportunities for school/college students & parents/carers in preparation for Higher Education.

In the creation of this framework, we have considered a number of factors including alignment to Gatsby benchmarks and Ofsted's recommendations regarding learners' readiness for the next stages of education, employment or training.

In particular, our progression framework links closely to the Ofsted Education Inspection Framework's section 2 on behaviours and attitudes, and section 3 on personal development.



## What is the HE Progression Framework?

The HOP HE Progression Framework has three key levels.

These levels have been designed to help tailor our outreach based on students' current level of aspirations, knowledge or experience of higher education.



The outreach activities mapped into this framework give a solid foundation from Level 1 to Level 3 and move through a progressive programme of **Introductory, Developmental and Consolidatory** stages. We have included teacher CPD and parent / carer focused outcomes to sustain the development of building awareness about higher education, increasing the focus and depth as the stages progress.

HOP recommends that each school focuses first on the desired outcomes, and selects activities accordingly. This puts the learning outcomes as a foundation. This innovative approach allows HOP to have an area-wide picture, whilst allowing individual schools to tailor their own framework of activity in order to deliver a planned, integrated and progressive programme to its students. Bespoke activities can be considered upon request for all schools and for all levels.






# NERUPI Framework

HOP use the NERUPI Framework to design interventions and for evaluation purposes. The framework, developed by academics at the University of Bath, aids 'effectively capturing and demonstrating impact'.

The NERUPI framework allows the development of provision to meet local need while providing a framework to compare the impact of interventions using a common set of objectives. Within this Progression Framework, learner levels and learning outcomes are mapped closely to the NERUPI Framework aims and objectives. NERUPI also incorporate the needs of adult influencers including teachers, parents and carers and learning outcomes for this group are included in the 'Non-Student' level of this Progression Framework.

## HOP delivery is focused on the following NERUPI aims:

### NERUPI Aims:

- KNOW**  Develop students' knowledge and awareness of the benefits of higher education and graduate employment.
- CHOOSE**  Develop students' capacity to navigate higher education and graduate employment sectors and make informed choices.
- BECOME**  Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression.
- PRACTISE**  Develop students' study skills and capacity for academic attainment and successful graduate progression.
- UNDERSTAND**  Develop students' understanding by contextualising subject knowledge.

Please see page 7 for NERUPI-based level-specific learning outcomes

# GATSBY Benchmarks

The Careers & Enterprise Company recommends 8 benchmarks to assist schools to help learners reach their full potential. DfE legislation (October 2018) expects all schools to meet the benchmarks by the end of 2022. The benchmarks for learning outcomes (linked to individual activities) are indicated in the framework.

## The 8 GATSBY Benchmarks



Using the Gatsby benchmarks gives schools a clear strategic overview of a student's career needs, knowledge and skills at each stage of their learner journey. This framework will support students career journey.

It is not the remit of the programme to provide workplace experiences. However for activities required to address Gatsby 6, HOP may act as a signposting agency for partners such as the Careers Enterprise Company, local authorities and the Local Economic Partnership (LEP).

# Evaluation & HEAT Typologies

## HEAT Typologies

This framework uses HEAT typologies to give thematic structure. These typologies are split into **Introductory**, **Consolidatory** and **Developmental** phases, ensuring that the activities provided are planned, integrated and progressive. The Introductory activities are the lower-intensity activities, and the Consolidatory activities are the higher-intensity.

## Evaluation

Evaluation is built into the lifecycle of the Progression Framework. To this end, exploratory questions are provided alongside the learning outcomes. The exploratory questions will help to measure the success of the intended learning outcomes of each typology as the learner moves through their journey to ensure development across the stages.

### KEY:



## INTRODUCTORY — DEVELOPMENTAL — CONSOLIDATORY

HE CAMPUS VISIT



Can you describe what a journey through higher education would look like for you?

Thinking about the places you visited and the people you met, describe any positive experiences you had on the visit.

Describe any positive experiences you had of student life and the university environment at (HEI). How will you use this experience?

EXHIBITION - CAREERS



Describe what you would like to do after Year 11. Could you describe the benefits of going into Higher Education?

Describe the journey you could make through university and into graduate employment.

From your shortlist of the higher education institutions explain how each of these institutions can support your personal interests and your career aspirations?

SUMMER SCHOOL



Describe your experience of the summer school and how you feel about Higher Education.

Imagine yourself as a student and describe any challenges you may have. How will you tackle these?

List the university staff you met at summer school? What did you learn from them?

HE SUBJECT INSIGHTS



How will this activity help you to achieve in your GCSE subjects?

Describe the link between your GCSE subjects and courses that you could study at university.

How do the universities, courses and academic areas you have chosen fit in with your interests?

MENTORING



Tell me about your interests. Could you describe how your interests affect your plans for the future?

Describe any barriers you face e.g. things that could stop you going to college or university. How will you overcome these?

List and describe any information, advice or guidance you have received about making the transition from school to university. How will you use this?

GENERAL HE INFORMATION



How do your subjects link to Higher Education or careers?

Thinking about the future, what positive affects could going to university or college have in terms of your income, your personal development and how you live in society?

Share a draft UCAS application with a member of staff who can support you. What feedback did they give and how will you use it?

SKILLS & ATTAINMENT



Describe the qualities you need to achieve your goals.

What new skills do you have to support your studies? How will you use them?

List and describe any skills you have gained in independent self-directed study and enterprise. How will you use this?

NON-STUDENT



How confident do you feel about potential FE and HE destinations?

Can you describe how you can support students with confident progression to HE?

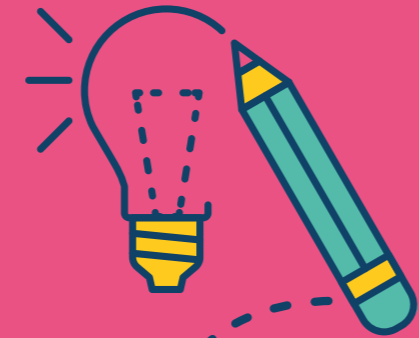
What new knowledge have you gained as a result of taking part in teacher CPD?

HOP  
Higher Education Progression Framework



# Creating, Developing & Supporting Ideas

Generally (but not restricted to) Year 9



## LEVEL 1: Creating, Developing & Supporting Ideas Year 9

	Learning Outcome	NERUPI	Gatsby	Example Activity	HEAT Typology	Specific changes expected for individuals
LO1:1	Learners will discuss a range of educational options	A,B	4	Options Pathways board game / game show workshop	General HE Information	<ul style="list-style-type: none"> <li>Learners will be able to name the different post-16 educational options</li> <li>Learners will be able to distinguish between different post-16 educational options</li> </ul>
LO1:2	Learners will choose GCSE subjects that relate to personal and career interests					<ul style="list-style-type: none"> <li>Learners will be able to provide a list of chosen GCSE subjects and potential career options</li> </ul>
LO1:3	Learners will link GCSE study and HE / careers					<ul style="list-style-type: none"> <li>Learners will be able to explain how a specific GCSE subject will be able to help them pursue a specific career</li> </ul>
LO1:4	Learners will be introduced to life skills	C,D	8	Fear of failure / revision techniques	Skills and Attainment	<ul style="list-style-type: none"> <li>Learners will be able to explain what life skills are and how they will benefit them</li> </ul>
LO1:5	Learners will increase their confidence and resilience					<ul style="list-style-type: none"> <li>Learner will rate themselves on a scale of self-confidence about specific tasks</li> <li>Learners will be able to list situations/activities that they now feel more confident to achieve</li> </ul>

KEY INTRODUCTORY DEVELOPMENTAL CONSOLIDATORY

## LEVEL 1: Creating, Developing & Supporting Ideas Year 9

<b>LO1:6</b>	Learners will identify qualities and abilities for personal development and healthy living	C,D	8	Fear of failure / revision techniques	Skills and Attainment	<ul style="list-style-type: none"> <li>Learners will be able to list qualities and abilities and explain how they link to lifestyle choices</li> </ul>
<b>LO1:7</b>	Learners will identify their own learning styles					<ul style="list-style-type: none"> <li>Learner will be able to reflect on their preferred learning style and list specific ways to consolidate knowledge</li> </ul>
<b>LO1:8</b>	Learners will list their existing skills, capacities and areas of expertise					<ul style="list-style-type: none"> <li>Learners will list their existing skills, capacities and areas of expertise, for example in applications or CV writing</li> </ul>
<b>LO1:9</b>	Learners will demonstrate knowledge about a range of educational routes and options	A,B	7	University inspiration day	HE Campus Visit	<ul style="list-style-type: none"> <li>Learners will list, tell, and argue about the differences of educational routes, such as explaining the differences between studying A-Levels and a Level 3 Apprenticeship</li> </ul>
<b>LO1:10</b>	Learners will experience an encounter with HE, will consider routes through HE, and have an opportunity to challenge stereotypes of HE					<ul style="list-style-type: none"> <li>Learners will be able to verbally recall their experiences at an HEI. Additionally, they will be able to explain whether they might, or might not, want to consider studying at an HE level</li> </ul>
<b>LO1:11</b>	Learners will discuss post-16 options and benefits of HE	A,B	2,5	Careers Days / Fairs: School / Partner Colleges, LEP, employers to provide employability skills advice and information	Exhibition	<ul style="list-style-type: none"> <li>Learners will be able to list several different post-16 options. They will also be able to identify which option they are most attracted to at this moment in time</li> </ul>
<b>LO1:12</b>	Learners will link GCSE qualifications to academic and 'work-based' routes into HE					<ul style="list-style-type: none"> <li>Learners will be able to explain what GCSEs are necessary for certain careers</li> </ul>
<b>LO1:13</b>	Learners will apply GCSE subject knowledge to university subject areas	E	2,4,5	HOP engagement team and 3rd party, industry professional delivery of a STEM Inspiration workshop	HE Subject Insights	<ul style="list-style-type: none"> <li>Learners will be able to argue how, and in what ways, knowledge acquired throughout their GCSEs will benefit them if they were to study a course at University</li> </ul>
<b>LO1:14</b>	Learners will access attainment-raising interventions					<ul style="list-style-type: none"> <li>Learners will be able to explain what new things they have learned</li> </ul>

## LEVEL 1: Creating, Developing & Supporting Ideas Year 9

<b>LO1:15</b>	Learners will imagine themselves as future university students	A,B,C	7	HOP Engagement Team and 3rd Party Providers to accommodate overnight stay with workshop about GCSE options	Summer School	<ul style="list-style-type: none"> <li>Learners will be able to write a short story describing what their life at University could look like</li> </ul>
<b>LO1:16</b>	Learners will have a positive experience of HE					<ul style="list-style-type: none"> <li>Learners will be able to list the potential benefits of HE</li> </ul>
<b>LO1:17</b>	Learners will plan their own route through HE					<ul style="list-style-type: none"> <li>Learners will be able to provide a document demonstrating how they have mapped their HE journey</li> </ul>
<b>LO1:18</b>	Learners will identify the skills and strengths they will need to succeed in their future goals	C	3,7,8	Marginal Gains style mentoring with HOP Engagement Team and Student Ambassadors	Mentoring	<ul style="list-style-type: none"> <li>Learners will be able to list the skills and strengths they will need to success in their future goals</li> </ul>
<b>LO1:19</b>	Learners will discuss their circumstances, interests and personalities, and discuss how these influence their academic and employment goals					<ul style="list-style-type: none"> <li>Learners will discuss their circumstances, interests and personalities, and be able to link together and discuss how these influence their academic and employment goals</li> </ul>

KEY **INTRODUCTORY** **DEVELOPMENTAL** **CONSOLIDATORY**



# HOP Higher Education Progression Framework



## Skills, Understanding & Guidance

Generally (but not restricted to) Year 10 & 11

KEY INTRODUCTORY DEVELOPMENTAL CONSOLIDATORY

## LEVEL 2: Skills, Understanding & Guidance Year 10 & 11

	Learning Outcome	NERUPI	Gatsby	Example Activity	HEAT Typology	Specific changes expected for individuals
LO2:1	Learners will be introduced to the different types of HE Provider	A,B	4,7	3 <sup>rd</sup> Party delivery of a tailored talk around a variety of topics e.g. Oxbridge /Apprenticeships	General HE Information	• Learners will be able to list the different types of HE Providers and explain how they differ from each other
LO2:2	Learners will be introduced to the different types of university course and their entry requirements					• Learners will know what entry requirements are and be able to state where to find these
LO2:3	Learners will discuss academic, social, economic and personal benefits of HE					• Learners will be able to list and explain the academic, social, economic and personal benefits of HE
LO2:4	Learners will explain the economic benefits of HE and graduate employment sectors and make informed choices					• Learners will be able to list and explain the economic benefits of going to HE and how this is linked with higher employment rates and opportunities once a person has graduated and discuss how this may impact their future choices and decisions
LO2:5	Learners will discover study and research opportunities in HE					• Learners will be able to list any study or research opportunities which may be available to them at HE
LO2:6	Learners will grow in confidence to deal with the challenge of university life and graduate progression	C,D	8	Self-Esteem workshop, 30 learners  Time Management workshop / talk, 300 learners	Skills and Attainment	• Learners will be able to discuss potential challenges of university life and graduate progression and discuss ways in that they could overcome these barriers
LO2:7	Learners will develop confidence in making lifestyle choices, in order to progress onto and succeed at university					• Learners will be able to identify what lifestyle choices they're likely to come across when progressing to HE, and discuss barriers they may face and how they can overcome them
LO2:8	Learners will improve revision techniques and skills					• Learners will put in practice different revision techniques and skills and see the effects they have on recalling information for assessments or exams
LO2:9	Learners will improve their study skills					• Learners will put into practice and discuss the benefits of different types of study skills

## LEVEL 2: Skills, Understanding & Guidance Year 10 & 11

LO2:10	Learners will be able to distinguish between the economic benefits of HE and career opportunities for graduates	A,B	2,5	Careers Days / Fairs: School / Partner	Exhibition	<ul style="list-style-type: none"> <li>Learners will be able to evaluate the benefits of studying to HE level specifically the economic benefits</li> <li>Learners will be able to explore and explain the types of career opportunities available to graduates</li> </ul>
LO2:11	Learners will link university subject areas to a range of possible study opportunities					<ul style="list-style-type: none"> <li>Learners will identify the different study options they have for the specific subjects they are interested in</li> </ul>
LO2:12	Learners will plan their own path through the HE and graduate employment sectors and make informed choices					<ul style="list-style-type: none"> <li>Learners will be able to complete a roadmap detailing their desired progression route through education ending with an exploration of graduate employment sectors</li> <li>Learners will be able to explain why they have chosen each transition step on their road map</li> </ul>
LO2:13	Learners will form positive associations with a HEI / Partner College and its community	C	7	Partner college visit	HE Campus Visit	<ul style="list-style-type: none"> <li>Learners will visit a HE college and be able to identify the options for studying at such a provider</li> </ul>
LO2:14	Learners will identify differences between HE providers and study opportunities within alternative provision					<ul style="list-style-type: none"> <li>Learners will be able to complete a comparison table of the different HEI's and study options available to them including the potential pros and cons of each opportunity</li> </ul>
LO2:15	Learners will increase their knowledge in a particular subject and identify possible careers in this subject	E	2,4,5	3rd party, industry professional delivery of a workshop e.g. Breaking into Science	HE Subject Insight	<ul style="list-style-type: none"> <li>Learners will be able to list potential career pathways and jobs associated with the particular subject</li> </ul>
LO2:16	Learners will link GCSE subject knowledge to university subject areas					<ul style="list-style-type: none"> <li>Learners will be able to identify Higher Education routes available to them based on their current GCSE subjects</li> </ul>

## LEVEL 2: Skills, Understanding & Guidance Year 10 & 11

LO2:17	Learners will identify barriers to living independently	A,B,C	7	HOP Engagement Team and 3rd Party	Summer School	<ul style="list-style-type: none"> <li>Learners will consider their support needs/gaps and know where they may access support</li> </ul>
LO2:18	Learners will grow in confidence in their potential to progress onto and succeed at university					<ul style="list-style-type: none"> <li>Learners may self-report through a variety of time measured scales, how they have demonstrated self confidence in their options/choices/behaviour</li> </ul>
LO2:19	Learners will experience the academic and social benefits of HE					<ul style="list-style-type: none"> <li>Learners will be able to describe some of the benefits HE could bring them educationally and socially</li> </ul>
LO2:20	Learners will become familiar with a university setting, and experience learning and teaching approaches in HE	C	3,8	Providers to accommodate overnight stay with workshop about GCSE options	Mentoring	<ul style="list-style-type: none"> <li>Learners will be able to experience a university setting and explain some of the differences between school learning and teaching, to HE learning and teaching</li> </ul>
LO2:21	Learners will identify differences between HE providers and study opportunities within alternative provision					<ul style="list-style-type: none"> <li>Learners will be able to identify some of the differences between example HE providers such as through location, size, provision and discuss how this may be relevant to their own interests/goals</li> </ul>
LO2:22	Learners will become more confident in their potential to progress onto and succeed at university	C	3,8	Peer mentoring, facilitated by HOP Team	Mentoring	<ul style="list-style-type: none"> <li>Learners may self-report through a variety of time measured scales, how they have demonstrated self confidence in their options/choices/behaviour</li> </ul>
LO2:23	Learners will meet students from a variety of social, cultural and ethnic backgrounds					<ul style="list-style-type: none"> <li>Learners will be able to describe some of the ways other students they have met have helped their own self development</li> </ul>
LO2:24	Learners will plan strategies to overcome barriers (increase their resilience)					<ul style="list-style-type: none"> <li>Learners will be able to discuss different barriers; perceived or actual and begin to implement strategies through action planning with their mentor to overcome these</li> </ul>

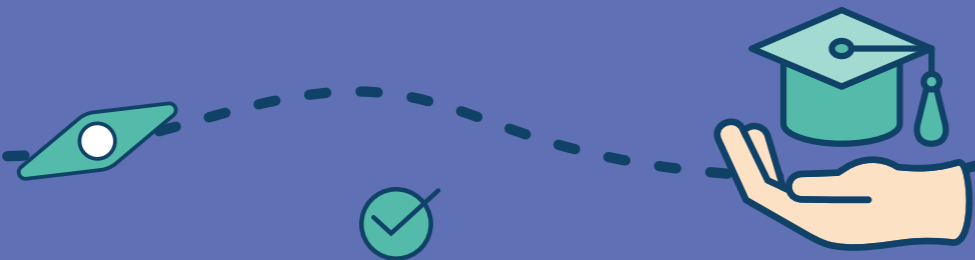


# HOP Higher Education Progression Framework



## Practical Support

Generally (but not restricted to) Year 12 & 13



## LEVEL 3: Practical Support Year 12 & 13

	Learning Outcome	NERUPI	Gatsby	Example Activity	HEAT Typology	Specific changes expected for individuals
LO3:1	Learners will compare student finance, budgeting support and student employment opportunities across a range of universities	B	7,8	Student Finance Update talk, 300 learners / General HE Information Personal Statement workshop, 30 learners	General HE Information	<ul style="list-style-type: none"> <li>Learners will research and be able to list the financial opportunities (bursary etc.) at their chosen universities</li> </ul>
LO3:2	Learners will begin the UCAS process and generate and submit a strong university application					<ul style="list-style-type: none"> <li>Learners will be able to complete and share a draft UCAS application to staff for feedback, after implementing the knowledge they have gained from the workshops listed</li> </ul>
LO3:3	Learners will anticipate challenges they may face in HE and know what skills they need to make a successful transition to university (Soft Skills)	C,D	8	Goal Setting workshop Independence workshop, 300 learners	Skills and Attainment	<ul style="list-style-type: none"> <li>Learners will be able to explain the steps and skills required to transition to HE from where they are presently</li> <li>Learners will be able to discuss some of the challenges they may also face in making this transition</li> </ul>
LO3:4	Learners will identify and practise the skills they need to live independently					<ul style="list-style-type: none"> <li>Learners will be able to explain what life skills are and how they will benefit them</li> </ul>
LO3:5	Learners will participate in challenging educational activities which are stimulating and motivating					<ul style="list-style-type: none"> <li>Learners will complete all activities to the best of their abilities and be able to list the key points of the session and three things they have learnt</li> </ul>
LO3:6	Learners will improve skills of independent learning, self-directed study and enterprise					<ul style="list-style-type: none"> <li>Learners will design their own independent learning timetable and set their own goals</li> </ul>
LO3:7	Learners will improve project-planning skills and expertise in designing, implementing and evaluating a small-scale project					<ul style="list-style-type: none"> <li>Learners will be able to list the skills needed for project planning and will identify potential barriers to their projects</li> </ul>

KEY INTRODUCTORY DEVELOPMENTAL CONSOLIDATORY

## LEVEL 3: Practical Support Year 12 & 13

<b>LO3:8</b>	Learners will know the career benefits of HE and employment opportunities for graduates	A,B	2,5	Open Day / Applicant Day with SCLS / Ambassadors	Exhibition	<ul style="list-style-type: none"> <li>Learners will be able to list and describe the course, placement, social, leisure and extra-curricular opportunities at (HEI)</li> </ul>
<b>LO3:9</b>	Learners will evaluate different types of HEIs in terms of personal interests and career aspirations			Open Day / Applicant Day with SCLS / Ambassadors		<ul style="list-style-type: none"> <li>Learners will be able to compare the pros and cons of different HEI's specific to their personal and career interests</li> </ul>
<b>LO3:10</b>	Learners will discuss course and placement options and social, leisure and extra-curricular opportunities in HE	A,C	7	Open Day / Applicant Day with SCLS / Ambassadors	HE Campus Visit	<ul style="list-style-type: none"> <li>Learners will be able to compare the pros and cons of different courses and placements specific to their personal and career interests</li> <li>Learners will be able to list extra-curricular activities that take place in HEI and where to find more information about them</li> </ul>
<b>LO3:11</b>	Learners will know about academic and information services, facilities and resources at a HE Provider					<ul style="list-style-type: none"> <li>Learners will be able to list the different support services available at HEIs and where to find more information about them</li> </ul>
<b>LO3:12</b>	Learners will know about research areas, expertise and facilities in HE and new areas of development					<ul style="list-style-type: none"> <li>Learners will be able to navigate HEI websites to identify on-going areas of research and list HEIs that specialise in their chosen areas of interest</li> </ul>
<b>LO3:13</b>	Learners will have a positive first-hand experience of student life and a university environment					<ul style="list-style-type: none"> <li>Learners will have asked questions to current students or recent graduates about University</li> <li>Learners will be able to list the different aspects of University life</li> </ul>
<b>LO3:14</b>	Learners will apply existing subject knowledge within wider fields of knowledge	E	4,5	3rd party, industry professional delivery of a workshop e.g. Russell Group	HE Subject Insight	<ul style="list-style-type: none"> <li>Learners will be able to list potential career pathways and jobs associated with their chosen subject choices</li> </ul>
<b>LO3:15</b>	Learners will link existing knowledge and interests to university degree programmes and academic disciplines					<ul style="list-style-type: none"> <li>From their research, learners will have formulated a pathway action plan</li> </ul>
<b>LO3:16</b>	Learners will access and experience appropriate attainment-raising interventions					<ul style="list-style-type: none"> <li>Students will have formulated SMART targets towards their end goal – with a “Plan B” pathway also developed</li> </ul>

## LEVEL 3: Practical Support Year 12 & 13

<b>LO3:17</b>	Learners will begin to deal with challenges they may face in HE and plan to make a successful transition to university (Mentoring)	D	3,7,8	Mentoring with HOP Engagement Team and Student Ambassadors	Mentoring	<ul style="list-style-type: none"> <li>Learners will devise a list of challenges specific to them. The student will work with the mentor to manage the caseload of potential barriers</li> </ul>
<b>LO3:18</b>	Learners will access the information, advice and guidance they need to make a successful transition to HE					<ul style="list-style-type: none"> <li>Learners will be able to discuss, with mentors, the precise requirements for progression in their chosen paths</li> </ul>
<b>LO3:19</b>	Learners will deepen knowledge of course and placement options, and social and leisure opportunities in HE	A,B,C	3,7,8	HOP Engagement Team and 3rd Party Providers to accommodate overnight stay with a Time Management workshop	Summer School	<ul style="list-style-type: none"> <li>Learners will be able to compare and contrast different types of University campus, course and quality of education</li> </ul>
<b>LO3:20</b>	Learners will evaluate course, student finance, and graduate opportunities and make informed choices that align with personal interests and careers aspirations					<ul style="list-style-type: none"> <li>Students will explore what constitutes good value for money. Learners will research and list post-study employment and study options from a range of institutions</li> </ul>
<b>LO3:21</b>	Learners will have a positive first-hand experience of student life and a university environment					<ul style="list-style-type: none"> <li>Students will explore University life and form opinions of what constitutes a positive experience centred on their personal needs</li> </ul>
<b>LO3:22</b>	Learners will become familiar with learning and teaching approaches in HE					<ul style="list-style-type: none"> <li>Students will visit a campus and experience lectures, workshops and research periods to prepare them for the style of HE learning</li> </ul>
<b>LO3:23</b>	Learners will meet academic staff and other university employees					<ul style="list-style-type: none"> <li>Students will have the opportunity to discuss directly with academic staff, support colleagues and current students to glean information of the University experience</li> </ul>
<b>LO3:24</b>	Learners will practice the skills they need to live away from home	<ul style="list-style-type: none"> <li>External to the educational experience students will “live in” halls overnight and develop practical skills required to live away from home</li> </ul>				

# HOP Higher Education Progression Framework



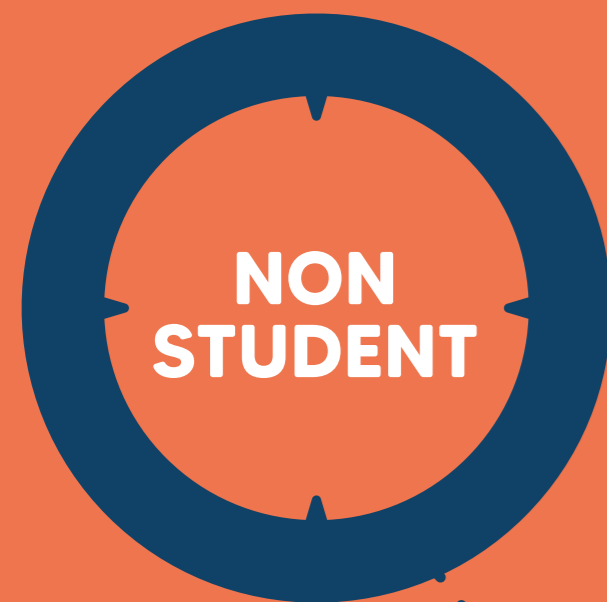
Age  
19+



## ADULT LEARNERS

	Learning outcome	NERUPI	Suggested activity	HEAT Typology	Specific changes expected for individuals
<b>LOAL: 1</b>	Learners will discuss their circumstances, interests and personalities, and how these influence their academic and employment goals	C	1 -1 CIAG interview with FE advisor or HOP engagement team	Mentoring	<ul style="list-style-type: none"> <li>Learners will be able to articulate their aims and goals and compare alternative HE options</li> </ul>
<b>LOAL: 2</b>	Learners will increase knowledge of how student loans work and be able to apply to their own circumstances - compare student finance, budgeting support and employment opportunities	B	Student Finance loans discussion or webinar follow up with 1-1 interview?	General HE Information	<ul style="list-style-type: none"> <li>Learners will research and be able to list their financial options (student loan; bursary etc.) at their chosen HE provider</li> </ul>
<b>LOAL: 3</b>	Learners will gain knowledge of specific educational language at the appropriate level eg. “critically analyse” and what support is appropriate and available to them in HE	B	Vocabulary buster workshop? Discussion with mature peers around what support available on campus?	Skills & Attainment	<ul style="list-style-type: none"> <li>Learners will have increased knowledge of academic terms</li> <li>Learners can specifically identify what support they might need for HE and have increased confidence in approaching staff to ask for help – eg. finding out on learning support/discussing with academics as peers</li> </ul>
<b>LOAL: 4</b>	Learners will consider what the transition to HE would look like for them and what skills would be required	C,D	Introduction to required skills session eg. research skills, essay writing skills, independent learning	Skills & Attainment	<ul style="list-style-type: none"> <li>Learners will have knowledge of the skills needed in order to succeed in Higher Education and be able to demonstrate these</li> </ul>
<b>LOAL: 5</b>	Learners will develop time-management and planning skills including back up plans for care responsibilities etc.	C	Adapted time management workshop?	Skills & Attainment	<ul style="list-style-type: none"> <li>Learners will be confident that they can plan and maintain personal responsibilities whilst studying</li> </ul>
<b>LOAL: 6</b>	Learners will have a meaningful engagement with other mature students, academic staff and other university employees	C	Campus visit//engagement with student ambassadors, maybe on-line, especially if mature	HE Campus Visit	<ul style="list-style-type: none"> <li>Learners will be able to articulate positive experience of HE and be confident is suitable “for people like us”</li> </ul>
<b>LOAL: 7</b>	Learners will begin the UCAS process and generate and submit a strong HE application	B	Personal Statement workshop, And 1-1 support to complete	General HE information	<ul style="list-style-type: none"> <li>Learners will have submitted UCAS or HE application</li> </ul>
<b>LOAL: 8</b>	Learners will gain knowledge of all possible pathways into Higher Education	A, B	Progressing to HE session – including information on different routes such as technical courses, NHD, HNC	General HE information	<ul style="list-style-type: none"> <li>Learners will know where to find more information on HE pathways and be able to compare the different progression pathways available to them</li> </ul>

# HOP Higher Education Progression Framework



## Teachers / Parents / Carers

All Levels



**NON-STUDENT:** Activities are progressive and will take place at key points during the school year to support parents, carers & teachers.

	Learning Outcome	Gatsby	NERUPI	Example Activity	Specific changes expected for individuals
LONS:1	Parents / carers will increase knowledge of potential FE and HE destinations beyond their personal experiences	All	1 2 3 4 5 6 7 8	Parents and Carers Evening (parents / carers of Y9 – 11 learners)	• Parents will have increased self-reported knowledge and awareness of potential FE options
LONS:2	Parents / carers will identify misconceptions faced by families in FE and HE			The Importance of Work Experience (parents / carers of Y10 – 12 learners)	• Parents will be able to report on how knowledge has changed? Finance?
LONS:3	Parents / carers will list a range of study skills and recognise links between qualification level and educational providers			Film produced 'By parents for parents'	• Parents will have greater knowledge of qualification landscape
LONS:4	Parents / carers will increase knowledge of course and entry requirements			HOP website / posters to include articles reassuring parents' / carers' concerns / worries about finance, support, impacts, progress routes	• Parent will have increased confidence around knowledge of HE entry requirements
LONS:5	Parents / carers will be equipped with tools to support students with confident progression			Discussion groups / co-creation workshops / information and celebration events with parents / carers / teachers / wider community	• Parents will be able to report increased levels of confidence in supporting their student
LONS:6	Parents / carers will increase knowledge on the application processes for FE and HE				• Parents will be able to support students in application process or signpost support
LONS:7	Parents / carers will explore graduate career opportunities				• Parents will be able to consider number of graduate career options and pathways to access
LONS:8	Teachers will participate in CPD (training and conferences)			Training and conferences for teachers	• Teachers will have increased knowledge of outreach activities; knowledge of how to signpost to students; ability to supply outreach activities

\*\*\* Can't really expect parents to produce written work for us or even articulate it.

\*\*\* Activity for parents around finance?

\*\*\* Activity for Y11s and Y13 to prime them for learning as adults? - where they would look for info? Come back to us or who???

# HOP Partners:



This document has been developed in partnership with Cosmos Engagement Ltd.



## Get in touch:

E [hop.info@hull.ac.uk](mailto:hop.info@hull.ac.uk)

P 01482 464054

University of Hull, Hull HU6 7RX

[www.hop-humber.co.uk](http://www.hop-humber.co.uk)

