

The neaco Progression Framework

For Further Education

Colleges 2023-34

**TAKE
YOUR
PLACE**



Welcome to the neaco Progression Framework

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About neaco

The Network for East Anglian Collaborative Outreach (neaco) is a partner of the **Uni Connect programme** funded by the Office for Students. The Office for Students is the independent regulator for higher education in England. neaco is a partnership of 14 higher education providers across East Anglia and is one of 29 partnerships across England which together form the Uni Connect programme.

The **Take Your Place programme** is delivered by neaco and it aims to increase the number of young people from underrepresented backgrounds in higher education and degree level apprenticeships. The programme helps young people from East Anglia with little or no experience of university to explore the world of higher education. It works with students at secondary schools and colleges who live in areas identified by the Government with low rates of progression to higher education.



neaco's Mission and Values

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

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



Our mission

Our mission is to support students who live in areas identified by the Government with low rates of progression to higher education and students who are from groups that are underrepresented in higher education, including adult learners.



Collaborative

We work in partnership with target educational institutions, organisations and initiatives which have missions aligned to neaco.



Sustainable

We deliver and support activity which embeds systematic change in schools Information, Advice and Guidance (IAG).



Responsive

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



Impartial

We promote all available pathways, further and higher education providers within and beyond East Anglia.



Learn

We undertake research to inform practice and better understand decision making of target students.

What is the Progression Framework?

neaco's college Progression Framework provides a sustained programme of activities for engaging target students aged 16 and over so as to develop their understanding and ambition for higher education, enabling them to make an informed decision about their futures, and equipping them to realise their goals.

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

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

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

1) **Understanding and Preparedness**

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

2) **Passion and Ambition**

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

How to use the Progression Framework

The Framework is designed to be delivered flexibly through level 2 and level 3 courses. As a Higher Education Adviser (HEA) you determine which outcomes to deliver to achieve the stage objective with target students locally, and the best type and approach to your activities depending on your audience's needs and time available. For example, achieving an outcome in a 1-hour workshop, or over three 20-minute periods.

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

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

Descriptors

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

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

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

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

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

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

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

neaco Progression Framework: FEC Level 2 - Objectives and Outcomes

	Stage 1	Stage 2	Stage 3
Focus	Goal setting for Level 2 and beyond	Broadening horizons	Careers and the skills they entail
Objective	4. To be able to identify relevant goals for level 2 which are related to level 3 options	5. To understand how to explore new academic subjects and apprenticeship sectors based on current subjects and interests	6. To be able to explore new careers based on current subjects and interests
Outcomes	<p>4.S1.1u: Students can provide detailed and comparative explanations of post-16 options; including HE, FE, Apprenticeships and employment</p> <p>4.S1.2u: Students can explain the payments and repayments of a student loan</p>	<p>5.S2.1u: Students can compare the range of learning styles and opportunities on different HEI courses</p> <p>5.S2.2u: Students can compare the range of learning opportunities from apprenticeships to degree level apprenticeships, including financial implications.</p> <p>[For courses offering work experience] 5.S2.3u: Students can explain the process for setting up a work experience placement</p>	<p>6.S3.1u: Students can explore and discuss potential career options based on research done in college or encounters with work.</p> <p>[For courses offering work experience] 6.S3.2u: Students can reflect on their work experience placement and identify new skills and knowledge they have gained</p> <p>6.S3.3u: Students can explore and discuss potential career options based on the outcomes of any work experience</p>
	<p>4.S1.3p: Students can independently undertake a self-audit of their current skills and academic interests</p> <p>4.S1.4p: Students can articulate their current skills and interests, and how these align to level 3 options</p>	5.S2.4p: Students can research and identify new academic subjects and careers based on their current course	6.S3.4p: Students are able to link their subjects to real-world applications of these in different careers or sectors.
Gatsby Benchmarks	3, 4, 7	2, 3, 4, 7	2, 3, 4, 5, 6, 7

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

neaco Progression Framework: FEC Level 2 - Exploratory Questions

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

neaco Progression Framework: FEC Level 3 Year 1 / T-Level Year 1 Objectives and Outcomes

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

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

neaco Progression Framework: FEC Level 3 Year 1 / T-Level Year 1 Exploratory Questions

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

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

	Stage 1	Stage 2	Stage 3
Focus	Preparing and submitting applications	Alternative application support for HE in FE and non-HE progression routes	Post-application support for HE and non-HE progression routes
Objective	13. To understand how to apply to HE and be able to make a successful application	14. To understand how the other routes available besides UCAS and how to apply for them	15. To be able to identify the best progression pathway for me and make a successful transition
Outcomes	<p>Understanding & Preparedness</p> <p>13.S1.1u: Students understand how to make a high-quality application for HE where required</p> <p>12.S3.1u: Students can select an appropriate range of HE courses to apply for, and explain their reasons for their choices</p> <p>13.S1.3u: Students can explain the cost of university, how repayments are made and the possible financial benefit of a degree.</p> <p>13.S1.4u: Students can explain the process and preparation for higher education course interviews</p>	<p>[For Students holding UCAS offers]</p> <p>14.S2.1u: Students can explain how to make appropriate firm and insurance offers, and their reasoning for their choices</p> <p>[For students not applying through UCAS]</p> <p>14.S2.2u: Students understand the next steps if they remain undecided about HE, including how to apply to HE within FE</p> <p>[For Students applying for apprenticeships (including degree level) and employment]</p> <p>14.S2.3u: Students are able to identify apprenticeship sectors and local opportunities</p> <p>14.S2.4u: Students apprenticeship applications are of a high standard</p> <p>[For students considering gap years]</p> <p>14.S2.5u: Students can discuss what they want to achieve in their gap years and why those experiences are important to them</p>	<p>[For students who have not received expected grades]</p> <p>15.S3.1u: Students can identify alternative opportunities or pathways that can allow them to access their preferred HEI or course area</p> <p>15.S3.2u: Students are able to explain the other options available should they remain undecided about HE</p> <p>[For students who have not received any degree apprenticeship offers]</p> <p>15.S3.3u: Students can identify alternative opportunities or pathways that can allow them to access their preferred sector or course area</p> <p>[For students who can proceed to their preferred pathway and course]</p> <p>15.S3.4u: Students are prepared to transition to their Higher Education pathway</p>
	Passion & Ambition	13.S1.4p: Students understand the other progression routes available	
Gatsby Benchmarks	3, 7	2, 3, 7	3, 7

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

neaco Progression Framework: FEC level 3 Year 2/ T-Level Year 2 Primary Delivery – Exploratory Questions

Exploratory Questions – Students can answer	<p>Understanding & Preparedness Exploratory Questions</p> <p>13.S1.1u: (a) What do I do if I need to begin writing an application at this stage? (b) What should I include or avoid when writing a personal statement? (c) What sources of information should I use or avoid when researching my statement? (d) How can I make sure that my application is of a high standard and will give me the best chance of receiving the offers for courses I have applied for?</p> <p>12.S3.1u: (a) How can I decide between HE courses? (b) What are good or problematic reasons for choosing HE courses? (c) How can I compare and evaluate different HE courses? (d) Who can support my making HE choices?</p> <p>13.S1.3u (a) Can I afford to go to university? (b) what are the financial outcomes of achieving a graduate qualification? (c) How does student finance work? (d) What might my outgoings and student loan repayments look like after I graduate?</p> <p>13.S1.4u: (a) What are the types and stages of a university/ degree apprenticeship interview? (b) Where can I find out the details and requirements for an interview if I'm not sure? (c) How might I answer common university/ degree apprenticeship interview questions? (d) How should I prepare myself practically and mentally ahead of the interview? (e) How can I best prepare and present my portfolio of work?</p>	<p>14.S2.1u: (a) What is the difference between firm and insurance offers? (b) What are good/inappropriate examples of firm and insurance choices? (c) What is UCAS extra?</p> <p>14.S2.2u: (a) Do I have any continuing doubts about whether HE is for me? (b) How do I ensure I leave my options open? (c) How do I manage issues or setbacks?</p> <p>14.S2.3u: (a) Can I apply for an apprenticeship/job at the same time as university courses? (b) What are the key apprenticeship sectors? (c) How can I ensure that apprenticeship sectors match my interests?</p> <p>14.S2.4u: (a) What are the main sections of an apprenticeship application? (b) How can I ensure each section of my application maximises my chances of receiving an apprenticeship offer?</p> <p>14.S2.5u: (a) What is a gap year? (b) What are the possible advantages and disadvantages of taking a gap year? (c) How do I match my options and interests?</p>	<p>15.S3.1u: (a) What opportunities are available if I have received grades I was not expecting? (b) <u>*Only if appropriate to a student's course*</u> What do I do if my grades are higher than I expected; what is UCAS adjustment? (c) What do I do if my grades are lower than I expected; what is clearing?</p> <p>15.S3.2u: (a) Do I have any continuing doubts about whether HE is for me? (b) How can I deal with any specific problems or setbacks?</p> <p>15.S3.3u: (a) What are my options if I have not been successful in securing an apprenticeship or degree apprenticeship offer?</p> <p>15.S3.4u: (a) What are the expectations and requirements of me at my next stage of learning? (b) Who or where can I go to for more information and support? (c) How can I practically prepare myself for my next steps? (d) How can my mindset help me to succeed, and overcome challenges? (e) What can I do if my education plans don't go as expected?</p>
	<p>Passion & Ambition Exploratory Questions</p> <p>13.S1.4p: (a) How do I explore my options at this time? (b) Who can support me if I am finding it difficult to make choices?</p>		

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