

Progression Framework – Next Steps South West Phase 2 Targeted NCOP Provision

Overview of progressive stages:

	<u>Socio-Economic</u>	<u>Lack of transferable skills</u>	<u>Lack of knowledge of HE</u>	<u>Finance (perceived & real)</u>	<u>Negative impacts of influencers</u>	<u>Geography (perceived & real)</u>
Yr 9 Usually KS3 Introduction stage	<ul style="list-style-type: none"> Students are encouraged to challenge their own socio-economic barriers e.g. first generation to HE Exposure to career opportunities raises knowledge and aspiration 	<ul style="list-style-type: none"> Students develop study skills through research 	<ul style="list-style-type: none"> Students are encouraged to explore the career benefits of HE Students are given relevant and timely information on the importance of initial choices Familiarisation with HE e.g. campus visits, interaction with student ambassadors 	<ul style="list-style-type: none"> Myth-busting for factual information Introduction of HE as a managed, personal investment 	<ul style="list-style-type: none"> Parents/carers talk to HE specialists Influencers gain current HE knowledge and encouraged to talk about HE 	<ul style="list-style-type: none"> Students are introduced to online careers guidance Students are given the opportunity to set foot on campus Students learn more about local HE provision Students are introduced to online HE experiences
Yr 10 & Yr 11 KS4 Development stage	<ul style="list-style-type: none"> Students have the opportunity to interact with role models e.g. current students and employers Students increase their cultural capital Aspiration develops further 	<ul style="list-style-type: none"> Students use research skills to identify personal interests and possibilities Students begin to develop their own evidence base Students improve their revision skills to realise their potential and pursue personal interests Students continue to access digital material for skills building 	<ul style="list-style-type: none"> Increased awareness of HE pathways Increased awareness of how HE differs from school Broader experience of how HE is beneficial through meaningful engagement with graduates 	<ul style="list-style-type: none"> New online platforms increase knowledge of student fees & finance 	<ul style="list-style-type: none"> Opportunity to discuss student finance enables this to become an area of discussion with influencers Influencers feel empowered to support career choices Digital applications promote positive dialogue with influencers 	<ul style="list-style-type: none"> Subject specific campus visits promote familiarisation of HE whilst inspiring at subject level New online platforms increase knowledge of geographical LMI
Post 16 including Adult Learners Consolidation stage	<ul style="list-style-type: none"> Students develop the idea of HE as a viable personal option. On-campus experiences embed the HE environment as a familiar concept. Aspirations are raised within progression routes 	<ul style="list-style-type: none"> Students hone skills to enable strong personal statements/applications Students develop their confidence and ability to make informed HE choices Tailored FEC provision addresses the needs of this group 	<ul style="list-style-type: none"> Students spend time on HE campuses, with student ambassadors and lecturers A increased percentage of students decide that they wish to pursue HE 	<ul style="list-style-type: none"> Students are given detailed information about fees and finance, and how to investigate their own options. Finance is dispelled as a barrier to HE progression 	<ul style="list-style-type: none"> Students form a wider circle of influencers, enabling them to make their own choices Students experience an increase in engagements with pro-HE influencers 	<ul style="list-style-type: none"> NSSW offers travel reimbursement for attendance at Open Days, Applicant Day and other HE-related visits Geography is no longer seen as a barrier to HE progression Students are able to have meaningful online HE encounters
Influencers	<ul style="list-style-type: none"> Through progressive engagement, influencers are empowered to support their children in their life choices, most notably having open conversations. 	<ul style="list-style-type: none"> Teachers and parents are shown how to research HE options. 	<ul style="list-style-type: none"> Through engagement with HE specialists, the NSSW website and their own research, influencers will become sufficiently knowledgeable in HE matters. 	<ul style="list-style-type: none"> Parent worries regarding student finance and debt can be allayed through factual, accurate information. 	<ul style="list-style-type: none"> Parents become more willing for their children to consider HE and become less likely to project their own experiences and views Teacher/Tutors view HE as a viable options for a greater number of their students. 	<ul style="list-style-type: none"> Broadened horizons will result in geographical distance being less of a perceived barrier. Understanding of fees and finance will assist in objective decision-making

Progression Framework – Next Steps South West Phase 3 Targeted 'Core' UniConnect Provision

Key:

<p>Session name</p> <p>Outcome in bold This is the measurable outcome from the session. Programme details/lesson plans/resources are designed to ensure that the session content aligns with the desired outcome. Evaluation methods ensure that correct data is collected to enable analysis of the extent to which stated outcomes have been achieved.</p> <p>GB 1-8 Alignment with relevant Gatsby Benchmark and reference to the CEC Compass where applicable</p>

Details of interventions and desired outcomes:

Barrier	Socio-Economic	Lack of transferable skills	Lack of knowledge of HE	Finance (perceived & real)	Negative impacts of influencers	Geography (perceived & real)
Year group						
Yr 9	Careerpivot Increase understanding of job sectors GB2 & GB3	Careerpivot Increase confidence and ability in career research and planning GB3	Careerpivot Increase knowledge of graduate opportunities GB2	Careerpivot Increase knowledge of graduate earning potential GB2	Careerpivot Increase confidence in discussing careers with influencers	Careerpivot Increase knowledge of LMI and regional post-16 courses GB2
			Options Information sessions Increase knowledge of HE pathways and importance of GCSE choices GB4 Intro to HE workshop Gain familiarity with HE terminology & qualifications GB7	Budgeting Workshop Increase awareness of reality of financing student life		
	Presentation Skills Workshop Raise aspiration for HE study GB3	Presentation Skills Workshop Increase confidence and motivation to succeed Improve communication skills	Presentation Skills Workshop TBC GB7			
	Campus visit: generic Experience an HE campus first-hand GB7		Campus visit: generic Increase knowledge of HE in-situ GB7			Campus visit: generic Gain experience and knowledge of local HE provision showcased by partners, through enabling

						access to multiple HE campuses GB7
					Parents'/Options Evenings Increase awareness of NSSW support and opportunities. Signpost to NSSW website. Collect sign-ups for P&C targeted newsletter	GB2.2
<u>Yr 10</u>	Careerpilot Yr 10 session Increase aspiration towards career-choices GB3	Careerpilot Pre-16 Skills Map Demonstrate initial ability to identify and evidence own transferable skills and those required for jobs GB2.1	Careerpilot Pre-16 Skills Map Increase knowledge of career pathways inc HE GB2.1			
	The Pay Index Workshops TBC		The Pay Index Workshops TBC	The Pay Index Workshops TBC	The Pay Index Workshops TBC	The Pay Index Workshops TBC
		Choosing L3 options Increase confidence and expertise in researching personal options. Draw up first stages of personal plan GB3	Choosing L3 options Increase knowledge of HE-related L3 options and pathways GB4	Budgeting Workshop Increase awareness of reality of financing student life		
	Campus visit Increase knowledge of HE environment GB3		Campus visit: subject specific Increase knowledge of HE-level study GB4 & GB7 (GB6)			Campus visit Access HE campus from all locations GB7 (GB6 for some field visits)
<u>Yr 11</u>	Study Skills Workshops Increase aspiration to achieve potential TBC GB3	Study Skills Workshops Improve revision skills + TBC				
			Choosing L3 options Consolidate knowledge of HE-related options/pathways. Apprenticeships session Increase awareness of HE Apprenticeship options GB4 & GB7			Signposting to Apprenticeships guide Evidence of web hits/downloads/Click Through Rates GB4

					Parents Evenings Increase awareness of NSSW support and opportunities. Signpost to NSSW website. Collect sign-ups for P&C newsletter	
					GB2.2	
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<u>Year group</u>						
<u>Yr 12 & 13</u>		Careerpilot HE Mapping Identify own transferable skills and those required. Become proficient in evidencing as part of personal statement GB3			Parents Evenings Increase awareness of NSSW support and opportunities. Signpost to NSSW website. Collect sign-ups for P&C targeted newsletter GB2.2	The Pay Index Workshops TBC
	Student Life workshop Increase understanding of the wider benefits of HE study GB7	Choosing an HE Course workshop Demonstrate understanding of HE choices and ability to identify personally relevant options Personal Statement workshop Understanding role of PS, increase ability and confidence to draft and tailor PS. GB4 & GB3	Preparing for UCAS workshop Increased knowledge and ability to navigate UCAS process Student Life Talk Increased knowledge of student support services	Student Finance workshop Knowledge of system and additional funding support		
				Travel card Reduce financial issues as a barrier to attend HE campus		Travel card Reduce financial issues as a barrier to attend HE campus
<u>L3 in FECs (as Yr 12 & 13 plus.)</u>		Careerpilot HE Mapping (No assumption of prior CP.) Identify own transferable skills and those required. Become proficient in writing a personal statement GB3	WS: Preparing for UCAS (FEC Tailored delivery) Increase knowledge and ability to navigate UCAS process. GB3			
<u>Yrs 9-13 inc L3 Digital</u>	Podcasts with role models Unibuddy for 16+	Licences for select schools for online skills development	NSSW Website digital course directory Student Newsletter Information delivered through Facebook, Instagram & Twitter	Student Newsletter SFE online resources Finance-related podcasts Information delivered through Facebook, Instagram & Twitter	The Pay Index App – promote conversations with parents CPD for Careers Leaders	Virtual HE tours Digital/comms provision accessible to all regardless of Geography

						Asynchronous material is also non-time-dependent
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Adult Learners	Aspiration-raising workshop TBC Intro to HE Workshop TBC	Returning to Study Workshop TBC	Lifepilot, UCAS, The Pay Index TBC	SFE adult-focussed information 1:1 support Targeted IAG support	Develop links and provide CPD to Access tutors in FECs. Identify gaps in provision for HE progression	Travel Card Increased focus on local provision in workshop and digital materials, especially HE delivery at FECs
Adult Learner Digital	Adult Learner targeted: -Unibuddy -Podcasts -Case studies		Adult Learner Newsletter -Signposting to adult learner websites & resources -Current Mature Students on UniBuddy	Adult Learner targeted: -Website area -FAQs -Podcasts -Case studies	-Online CPD -Sustained encouragement to progress to HE: Facebook, Instagram & Twitter	-The Pay Index FEC data
Influencers: In-School Coordinators, Parents, Carers, Teachers					<u>In-School Coordinators</u> Link-up with Enterprise Advisors Create more coherent Hub provision GB1 NSSW engagement records available on request Evidence Careers engagement GB3.2	Strong web/social media presence Engage with HE regardless of geographical location
Influencers Digital			Schools & Colleges Newsletter Parents & Carers Newsletter	The Pay Index Additional Resources	-Online parents' guides e.g. Clearing -Careerpilot Parents' Zone GB2.2 -Careerpilot Reporting Zone GB3.2 -LinkedIn connections with OH Stakeholders, Careers Leaders etc -Signposting to shared UC CPD	