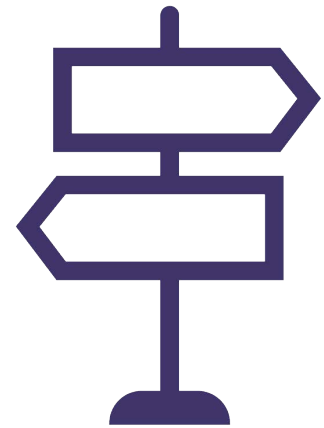


The neaco Progression Framework

For Secondary Schools and 6th Forms 2023 - 24

**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.

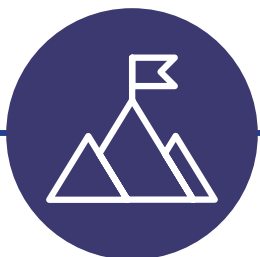
The **Take Your Place programme** is delivered by neaco and it aims to increase the number of young people from underrepresented backgrounds in higher education and degree level apprenticeships. The programme helps young people from East Anglia with little or no experience of university to explore the 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

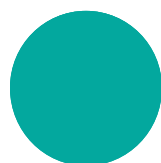
neaco's Mission and Values inform all the work we do in East Anglia, allowing us to tailor our work to the needs of pupils, schools and communities while providing a coherent and impactful programme wherever we deliver.

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.



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 Progression Framework provides a sustained programme of activities for engaging target students aged 14-19, 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 Pupils towards being fully equipped to make informed, positive decisions about their future progression. The first priority when deciding your approach is to develop pupils' 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 pupils with an understanding of Higher Education pathways, practicalities, and tools for identifying and comparing different opportunities, and prepares pupils for the routes and key milestones to reach their preferred destination.

2) **Passion and Ambition**

Focuses on supporting pupils' 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 each year and stage. As a Higher Education Champion you determine which outcomes to deliver to achieve the stage objective with target pupils 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

Stage: Each contains 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 PHSE week, or across the academic year, and can be delivered sequentially or simultaneously to other stages, depending on the needs and capacity of your school and audience.

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: Describe the change you should observe in your audience once they successfully complete an activity. Where outcomes are already being met for our target audience, it is not necessary to duplicate these. You may meet multiple outcomes through an activity.

Each Outcome begins with a reference code (e.g. "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 and understand gaps, should any outcomes not be being met.

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 School Action Plan.

Integrated Skills: Are the eight personal aptitudes identified as important to pupils' success by the Skills Builder partnership. Aptitudes appropriate to each year are listed should you wish to integrate Skills Development exercises into your activity to enhance your overall outcome. It is not essential to include skills in your activity provided you are achieving neaco's main outcomes, and you should not deliver activity primarily or solely focussed on skills. Guidance and resources for integrating skills exercises can be found at <https://hub.skillsbuilder.org/>.

neaco Progression Framework: Year 9 Objectives and Outcomes (this can be adapted for use with Year 7 and 8 pupils)

	Stage 1	Stage 2	Stage 3
Focus	Year 9 as a key transition phase	KS4 course choices	Preparing for KS4 study
Objective	1. To understand the decisions which have to be taken in Year 9 and how these fit into longer-term progression routes	2. To be able to make informed KS4 course choices	3. To understand how to prepare myself for study at KS4
Outcomes	<p>Understanding & Preparedness</p> <p>1.S1.1u: Pupils can provide a basic explanation of the different progression routes post-16 and post-18, including the financial implications</p> <p>1.S1.2u: Pupils can describe the benefits of going to university/HEI/completing a degree apprenticeship</p>	<p>2.S2.1u: Pupils can explain how different KS4 course choices will affect post-16 and post-18 progression route options</p> <p>2.S2.2u: Pupils are able to compare different KS4 subjects</p>	<p>3.S3.1u: Pupils can describe the different demands of working at KS4</p> <p>3.S3.2u: Pupils can demonstrate key study and organisation skills for success at KS4</p>
	<p>Passion & Ambition</p> <p>1.S1.3p: Pupils can identify subjects, topics, activities or skills which they particularly enjoy and may like to pursue in adult life</p> <p>1.S1.4p: Pupils can identify links between their individual academic interests and future opportunities</p>	<p>2.S2.3p: Pupils can articulate their key skills and interests and connect them to KS4 subjects</p>	<p>3.S3.3p: Pupils can identify and explore opportunities for extra-curricular and academic enrichment activities related to chosen KS4 options</p>
Gatsby Benchmarks	3, 4, 7	3, 7	3, 7

Integrated Skills Development – Skills Builder Year 9 recommendations			
SK1. Listening	SK2. Presenting	SK3. Problem Solving	SK4. Creativity
Pupils can recognise the tone, emphasis and status of a speaker and consider their effect.	Pupils can use appropriate language, structure and gesture for the context they are presenting in.	Pupils can create a range of possible solutions, identifying the pros and cons of each approach.	Pupils can describe how a random stimulus can spark creativity and support how they generate ideas.
SK5. Staying Positive	SK6. Aiming High	SK7. Leadership	SK8. Teamwork
Pupils can actively seek ways to turn challenging or difficult situations into more positive ones.	Pupils can create a simple plan by setting a goal, prioritising tasks and securing resources.	Pupils can apply, in a basic way, their understanding of peers' strengths and interests to justifiably allocate tasks.	Pupils are able to perceive when conflict with peers might be negative for the team and take steps to avoid it.

neaco Progression Framework: Year 9 Exploratory Questions (these can be adapted for use with Year 7 and 8 pupils by exploring GCSE options and career paths)

Exploratory Questions – Pupils can answer ...	Understanding & Preparedness Exploratory Questions	<p>1.S1.1u: (a) What can I do after my GCSEs? (b) What are my options after A-Levels/ BTECs/ T-Levels/ Apprenticeships? (c) Where can I continue my studies after my: GCSEs, A-Levels, BTEC/ T-Level/ Apprenticeship? (d) How much does it cost to study a degree? (e) How do I know I can afford to go to HE?</p> <p>1.S1.2u: (a) What is my current understanding of university/a degree apprenticeship? (b) What are the benefits of university/a degree apprenticeship? (c) What are the differences between university and degree apprenticeships?</p>	<p>2.S2.1u: (a) Where will my GCSEs lead me? (b) What grades do I need at GCSE to achieve my next step? (c) What will different levels of attainment mean for my next steps?</p> <p>2.S2.2u: (a) Who should I ask if I need help making GCSE choices? (b) What are good information sources/ what are not good information sources?*</p>	<p>3.S3.1u: (a) What is different about studying at GCSE? (b) What difference will homework make to my grades? (c) How much homework will I be expected to do?</p> <p>3.S3.2u: (a) How can I get organised for my GCSEs? (b) What can I learn, prepare or improve now to help with my GCSE studies? (c) What are effective study techniques, and which work for me? (d) How can I ensure a positive mindset during my GCSEs?</p>
	Passion & Ambition Exploratory Questions	<p>1.S1.3p: (a) Which subjects do I enjoy? (b) Which topics do I enjoy? (c) What is the difference between soft and hard skills, and how are they applied? (d) Which skills do I enjoy using? (e) Which skills do I want to develop?</p> <p>1.S1.4p: (a) What roles or sectors could I progress to in future with my current subject interests? (b) What roles or sectors can I see myself enjoying using my skills in?</p>	<p>2.S2.3p: (a) Why do I enjoy specific subjects/topics? (b) What are my options at GCSE? (c) What are good reasons and bad reasons for picking GCSEs? (d) How do my key skills and interests align to different GCSE subjects and their delivery styles?</p>	<p>3.S3.3p: (a) Where can I find out more about my new GCSE subjects? (b) How can I explore my interests further over the summer holidays?</p>

neaco Progression Framework: Year 10 Objectives and Outcomes

	Stage 1	Stage 2	Stage 3
Focus	Goal setting for KS4 and beyond	Broadening horizons	Careers and the skills they entail
Objective	4. To be able to identify relevant academic goals for KS4 which are related to post-16 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: Pupils can provide detailed and comparative explanations of post-16 options; including HE, FE, Apprenticeships and employment</p> <p>4.S1.2u: Pupils can explain the payments and repayments of a student loan</p>	<p>5.S2.1u: Pupils can compare the range of learning styles and opportunities on different HEI courses</p> <p>5.S2.2u: Pupils can compare the range of learning opportunities from apprenticeships to degree level apprenticeships, including financial implications</p> <p>[For schools offering work experience] 5.S2.3u: Pupils can explain the process for setting up a work experience placement</p>	<p>6.S3.1u: Pupils can explore and discuss potential career options based on in-school research or their own encounters with work</p> <p>[For schools offering work experience] 6.S3.2u: Pupils can reflect on their work experience placement and identify new skills and knowledge they have gained</p> <p>6.S3.3u: Pupils can explore and discuss potential career options based on the outcomes of their work experience</p>
	<p>4.S1.3p: Pupils can independently undertake a self-audit of their current skills and academic interests</p> <p>4.S1.4p: Pupils can articulate their current skills and interests, and how these align to Post-16 options</p>	<p>5.S2.4p: Pupils can research and identify new academic and apprenticeship subjects and careers based on their current GCSEs</p>	<p>6.S3.4p: Pupils are able to link their GCSE subjects to real-world applications of these in different careers or sectors</p>
Gatsby Benchmarks	3, 4, 7	2, 3, 4, 7	2, 3, 4, 5, 6, 7

Integrated Skills Development – Skills Builder Year 10 recommendations			
SK1. Listening	SK2. Presenting	SK3. Problem Solving	SK4. Creativity
Pupils are able to follow a speaker and create their own meaningful, probing questions to check and deepen their own understanding.	Pupils are able to modify language, tone and expression according to the listeners' reaction and response to increase the audience's engagement.	Pupils can choose between the options that they've created and use a justifiable method to do so – such as scoring and weighting outcomes.	Pupils can explain ways to take alternative perspectives into account and how this impacts creativity.
SK5. Staying Positive	SK6. Aiming High	SK7. Leadership	SK8. Teamwork
Pupils can evaluate the challenges in a situation and then continue to make progress in their tasks rather than giving up.	Pupils can analyse and justify their own strengths and weaknesses, and come up with sensible ways of developing themselves further.	Pupils can perceive if disagreements might be developing and can use some basic approaches to resolve these through structured discussion.	Pupils demonstrate an awareness of the wider team dynamics and work to avoid negative conflict in the team.

neaco Progression Framework: Year 10 Exploratory Questions

Exploratory Questions – Pupils can answer..	<p>Understanding & Preparedness Exploratory Questions</p> <p>4.S1.1u: (a) What can I do after my GCSEs? (b) What can I do after A-Levels/BTECs/T-Levels/Apprenticeships? (c) Where can I continue my studies after my GCSE and Post-16 studies? (d) What are the best ways to keep my options open? (e) Why is it important to maximise attainment at GCSE?</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 schools offering work experience] 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?</p> <p>[For schools offering work experience] 6.S3.2u: (a) What did I learn from 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 guide and inform my career choices and aspirations?</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 GCSE? (c) What can I look forward to during my GCSEs?</p> <p>4.S1.4p: (a) How can I apply and evidence my skills and interests during my GCSEs? (b) How can I discuss these in appropriate language with different audiences?</p>	<p>5.S2.4p: (a) What new subjects could I study at A-Level/T-Level/BTEC? (b) What new subjects could I study at university/FE college? (c) What are the main apprenticeship sectors? (d) How do these options fit my interests?</p>	<p>6.S3.4p: (a) How do my GCSE courses 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: Year 11 Objectives and Outcomes

	Stage 1	Stage 2	Stage 3
Focus	Exploring post-16 options	KS5 course choices	Ensuring successful transition to KS5
Objective	7. To understand the options available at the end of KS4 and beyond	8. To be able to make appropriate KS5 choices	9. To recognise the link between GCSE attainment and future HE opportunities
Outcomes	Understanding & Preparedness	<p>8.S2.1u: Pupils can demonstrate how different KS5 course choices will affect post-18 progression route options</p> <p>8.S2.2u: Pupils can evaluate sources of information to make informed KS5 course choices</p> <p>8.S2.3u: Pupils can explain the principles of how to make a strong Post-16 application</p>	<p>9.S3.1u: Pupils understand how to achieve their goals in their exams</p> <p>9.S3.2u: Pupils are prepared for their next steps after their GCSEs</p>
	Passion & Ambition	<p>8.S2.4p: Pupils can compare A-Level/BTEC/ T-Level/ Apprenticeship content and evaluate KS5 choices</p>	9.S3.2p: Pupils understand why GCSE grades are important, in order to remain motivated for their goals beyond their exams
Gatsby Benchmarks	3, 7	3, 7	3

Integrated Skills Development – Skills Builder Year 11 recommendations			
SK1. Listening	SK2. Presenting	SK3. Problem Solving	SK4. Creativity
Pupils can identify and analyse different points of views they hear in a discussion and explain how they are different.	Pupils are also able to anticipate different responses from the audience and are able to plan accordingly. For example, by varying the mood to elicit different emotional responses.	Pupils can create simple logic trees to think through problems where there are different outcomes.	Pupils can explain ways to overcome 'groupthink', which is the tendency for consensus in groups leading to a lack of diversity in ideas.
SK5. Staying Positive	SK6. Aiming High	SK7. Leadership	SK8. Teamwork
Pupils can confidently approach risks where they might make mistakes because they know and can explain that they will learn from them.	Pupils can set SMART targets, and apply themselves to seeing through their plans over a period of time.	Pupils understand the role of motivation in leadership and can explain some basic approaches to motivating their teams.	Pupils can make valuable contributions to team discussions which build on previous conversations and address particular challenges the team faces.

neaco Progression Framework: Year 11 Exploratory Questions

Exploratory Questions – Pupils can answer..	<p>Understanding & Preparedness Exploratory Questions</p>	<p>7.S1.1u: (a) What do I need if I want to study specific courses at university or do a degree level apprenticeship? (b) How can I keep my options open through my Post-16 choices if I'm not sure about my next steps, or change my mind?</p>	<p>8.S2.1u: (a) Where can my A-Level/ BTEC/ T-level/ Apprenticeship lead me?*</p> <p>8.S2.2u: (a) Who should I ask if I need help making A-Level/BTEC/ T-Level/ Apprenticeship choices? (b) What are good information sources/ what are not good information sources?*</p> <p>8.S2.3u (a) Where am I thinking of applying? (b) What are the grade requirements for specific courses? (c) What information or responses do I need to prepare for my application? (d) What are the key deadlines? (e) How can I be prepared for my Post-16 interview? (if required)</p>	<p>9.S3.1u: (a) What is the best way to revise? (b) How do my GCSE grades affect my KS5 options? (c) How do my GCSE grades affect choices at HE?</p> <p>9.S3.2u: (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>7.S1.2p: (a) What are my options after finishing GCSEs? (b) What activities or experiences can help keep my options open if I am not sure? (c) What am I currently most interested in and how do these interests link to post-KS4 pathways?</p> <p>7.S1.3p: (a) What A-Level/ BTEC/ T-Level/ Apprenticeship subjects am I interested in? (b) Why am I interested in these subjects?</p>	<p>8.S2.4p: (a) What are my options at A-Level/ BTEC/ T-Level/ Apprenticeship? (b) Why have I chosen my proposed A-Level/BTEC/T-Level/Apprenticeship?</p>	<p>9.S3.2p: (a) What parts of my future A-Level/ BTEC/T-Level/Apprenticeship am I looking forward to? (b) How would I feel about different grade outcomes, above or below what I'm aiming for? (c) How can I keep motivated towards my positive goals?</p>

neaco Progression Framework: Year 12 Objectives and Outcomes

	Stage 1	Stage 2	Stage 3
Focus	Exploring subjects and options	Exploring HE course choices	Preparing for applications
Objective	10. To understand the progression pathways and key milestones during KS5, and the study challenges and opportunities to achieve them	11. To be aware of the variety of HE courses and how to apply for them	12. To understand how to make a successful HE application
Outcomes	<p>10.S1.1u: Students can list and compare post-18 options (degree, foundation degree, degree apprenticeship, apprenticeship, employment, gap year) including the 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 can begin planning extra-curricular and academic enrichment activities</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</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>12.S3.2u: Students are aware of how to prepare for any additional admissions requirements</p>
	<p>10.S1.4p: Students can explore key skills and subject interests</p> <p>10.S1.5p: Students can explain the exciting and challenging aspects of studying at KS5</p>	<p>11.S2.4p: Students can explore skills which may be developed in their preferred HE courses</p>	<p>12.S3.3p: Students can explore and analyse additional subject-related experiences/reading</p> <p>12.S3.4p: Students can produce a draft personal statement focused on their course suitability</p>
Gatsby Benchmarks	3, 4, 7	3, 7	3, 7

Integrated Skills Development – Skills Builder Year 12 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: Year 12 Exploratory Questions

Exploratory Questions – Students can answer..	<p>Understanding & Preparedness Exploratory Questions</p> <p>10.S1.1u: (a) What are the main options post-18? (b) Can I apply for more than one option? (c) How can I start thinking about which post-18 option might be right for me? (d) What are the financial implications for the different post-18 options? (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 opportunities are available for extra-curricular and academic enrichment activities? (b) How could these activities inform and support my post-KS5 choices?</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?</p> <p>11.S2.2u: (a) How much does a university degree cost? (b) How is a student loan paid back? (c) What additional financial support might be available to me?</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>12.S3.1u: (a) What are useful strategies in selecting HE courses? (b) What are good reasons for choosing suitable HE courses? (c) What are problematic reasons for selecting HE courses? (d) How can I compare and evaluate different HE courses? (e) Who can give additional support in making HE choices?</p> <p>12.S3.2u: (a) What do I need to do to fulfil additional admissions requirements? (b) What resources are useful for additional admissions requirements? (c) What type of courses require an interview? (d) How are the interviews different in different courses and pathways?</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 A-Level/BTEC/T-level/ Apprenticeship course am I particularly looking forward to?</p> <p>10.S1.5p: (a) What are the main attractions and challenges which I might face in KS5? (b) What strategies can I use to overcome likely challenges and stay motivated? (d) How can I ensure a positive mindset during my course of study?</p>	<p>11.S2.4p: (a) What are the skills which 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>	<p>12.S3.3p: (a) How can I identify and prepare a range of subject-related experiences/reading which I can use in a university or degree apprenticeship application?</p> <p>12.S3.4p: (a) What needs to go into a personal statement? (b) What should I avoid when writing a personal statement? (c) What are good and problematic sources of information when researching my personal statement?</p>

neaco Progression Framework: Year 13 Objectives and Outcomes

	Stage 1	Stage 2	Stage 3
Focus	Submitting applications	Application support for HE and non-HE progression routes	Post-application support for HE and non-HE progression routes
Objective	13. To understand what makes a high-quality application	14. To understand the other routes available beside UCAS and how to apply for them	15. To ensure students receive post-application support for HE and non-HE pathways
Outcomes	<p>Understanding & Preparedness</p> <p>13.S1.1u: Students understand how to make a high-quality application for HE where required</p> <p>13.S1.2u: Ensuring that students have made an appropriate range of HE 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>14.S2.2u: students understand the next steps if they remain undecided about HE</p> <p>[For students applying for apprenticeships (including degree level) and employment]</p> <p>14.S2.3u: Students know how 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>
	<p>Passion & Ambition</p> <p>13.S1.4p: Students understand the other progression routes available</p>		
Gatsby Benchmarks	3, 7	2, 3, 7	3, 7

Integrated Skills Development – Skills Builder Year 13 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: Year 13 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) 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>13.S1.2u: (a) How do I ensure that I have an appropriate range of choices? (b) What are examples of a good range of choices? (c) What are examples of an inappropriate range of choices? (d) How do I respond to offers which are made in the autumn term?</p> <p>13.S1.3u: (a) I am reassured that the cost of university is not a barrier to me</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 am 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) 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? (c) What are my options if I don't progress to HE?</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 non-HE options at this time? (b) Who can support me if I am finding it difficult to make HE choices?</p>		