



Aimhigher <sup>Plus</sup>

# PROGRESSION FRAMEWORK



Part of the  
National Collaborative  
Outreach Programme

Explore  
Discover  
Achieve





## PROGRESSION FRAMEWORK

The Aimhigher Plus Progression Framework is designed to support learners' progress to higher education. The activities and interventions outlined in the framework will enable learners to develop the growth mind-set and agency to make informed decisions about their future learning and career pathways.

Each of the activities detailed in the Aimhigher Plus Progression Framework have been carefully linked to the Gatsby Benchmarks in line with DFE's 'Careers guidance and access for education and training providers' report to support schools and colleges to evidence how they are embedding their statutory requirements for career advice and guidance.

## A PHASED APPROACH DEMONSTRATING A LEARNER'S JOURNEY OVER TIME

THE LEARNER PROGRESSION FRAMEWORK IS SPLIT INTO THREE IMPORTANT PHASES WHICH SUPPORT THE DEVELOPMENT OF LEARNERS' MOTIVATIONS, KNOWLEDGE AND EXPERIENCES OF HIGHER EDUCATION:

### 1. EXPLORING

Time given to investigate future educational and career pathways.

### 2. PROGRESSING

Time given to build on and develop expectations, attitudes, experiences, knowledge and skills associated to future educational and career pathways.

### 3. AFFIRMING

Time given to establish future educational and career pathway goals and strategies to access them.

Whilst key stages are used for guidance, the framework can be applied to learners depending on their knowledge and experience of the 5As: **Aspiration, Awareness, Attainment, Application** and **Access**. The framework is designed to enable practitioners to offer meaningful engagements with learners that are appropriate to them over a period of time.



## OUTCOMES FOR EACH PHASE

In consultation with schools and colleges, the wider partnership and with reference to the current evaluation framework, learning outcomes have been agreed and plotted against the 5As. Through addressing gaps associated with **Aspiration, Awareness, Attainment, Application** and **Access** to higher education, utilisation of the framework will support learners to make informed decisions about higher education pathways and careers.





## HOW TO USE THE PROGRESSION FRAMEWORK

THE FRAMEWORK IS DIVIDED INTO THREE PHASES: EXPLORING, PROGRESSING AND AFFIRMING.

The framework is designed to give structure to the existing Aimhigher Plus offer and identify learning outcomes for the three phases. Aimhigher's 5As are mapped against 6 key intervention types (Campus visits, Information, Advice and Guidance (IAG), Masterclasses, Mentoring, Tutoring and Summer Schools). Whilst the framework offers structure, it remains learner focused and supports practitioners to develop a

programme of interventions that meets learners' needs. Schools and Colleges should use the framework as a tool to build their own programmes with reference to the Activity Key. Learners are likely to take part in activities across multiple years of the programme to progress through each phase. Details of how interventions can be focussed towards learners from key stage 3 to key stage 5 are mapped in the Activity Key.

## EXPLORING

TYPICALLY KEY STAGE 3 AND 4

### 5As OF ACCESS TO HIGHER EDUCATION

REF\*

### LEARNING OUTCOME

### INTERVENTION TYPE

#### ASPIRATION

• As 3.1

• Feel motivated and confident to succeed in school

• Campus Visit  
• IAG  
• Mentoring

#### AWARENESS

• Aw 3.1

• Recognise and understand the full range of options available in key stage 4 and / or post 16 and higher education

• Campus Visit  
• IAG  
• Mentoring  
• Masterclass

#### ATTAINMENT

• At 3.1

• Recognise the importance of succeeding at school

• IAG  
• Campus Visit

• At 3.2

• Recognise that GCSE and post 16 qualifications are required to access higher education

#### APPLICATION

• Ap 3.1

• Recognise that higher education is complex and competitive, offering learners great choice and requiring active and informed decision-making

• IAG  
• Campus Visit

#### ACCESS

• Ac 3.1

• Have an awareness of the learning environment in higher education and student life

• IAG  
• Campus Visit  
• Summer School

\*Reference referral point for each learning outcome

# PROGRESSING

TYPICALLY KEY STAGE 4  
AND EARLY POST 16

5As OF ACCESS TO HIGHER EDUCATION	REF	LEARNING OUTCOME	INTERVENTION TYPE
<b>ASPIRATION</b>	• As 4.1	• Feel motivated and confident to progress to post 16 option	• Summer School • IAG • Masterclass • Mentoring • Campus Visit
<b>AWARENESS</b>	• Aw 4.1 • Aw 4.2 • Aw 4.3 • Aw 4.4	• Recognise how post 16 choices impact on future progression • Understand the necessity of higher education for progression to certain careers • Understand the finance support available whilst attending higher education • Recognise different higher education pathways and options (e.g. FT/PT, home or away etc)	• Summer School • IAG • Masterclass • Mentoring • Campus Visit
<b>ATTAINMENT</b>	• At 4.1 • At 4.2	• Achieve the GCSE grades required to progress to post 16 and higher education • Develop the commitment and study skills to perform well	• IAG • Tutoring • Masterclass
<b>APPLICATION</b>	• Ap 4.1 • Ap 4.2	• Recognise the various entry requirements and routes to higher education • Identify and apply to a post 16 option	• IAG
<b>ACCESS</b>	• Ac 4.1 • Ac 4.2	• Make a successful transition to post 16 • Recognise the opportunities that may arise from attending higher education	• Campus Visit • IAG • Summer School

# AFFIRMING

TYPICALLY POST 16

5As OF ACCESS TO HIGHER EDUCATION	REF	LEARNING OUTCOME	INTERVENTION TYPE
<b>ASPIRATION</b>	• As 5.1	• Feel motivated and confident to succeed at higher education	• Summer School • IAG • Masterclass • Mentoring • Tutoring • Campus Visit
<b>AWARENESS</b>	• Aw 5.1 • Aw 5.2 • Aw 5.3	• Recognise the skills and qualifications required for chosen higher education pathway • Understand the financial support available for students in higher education and the means to access this • Identify the potential career options following participation in higher education	• Summer School • IAG • Campus Visit • Masterclass
<b>ATTAINMENT</b>	• At 5.1	• Achieve the grades required at level 3 to progress to higher education	• IAG • Mentoring • Tutoring
<b>APPLICATION</b>	• Ap 5.1 • Ap 5.2 • Ap 5.3	• Understand the higher education application process • Understand the significance of the choices made • Develop and submit a strong higher education application	• IAG • Masterclass
<b>ACCESS</b>	• Ac 5.1 • Ac 5.2	• Successfully engage with the entry process following level 3 results, including confirmation and clearing if required • Prepared for a successful transition to higher education study and life as a student	• Campus Visit • IAG • Masterclass • Summer School





## THE ACTIVITY KEY

THE ACTIVITY KEY PROVIDES ADDITIONAL INFORMATION TO ENABLE SCHOOLS, COLLEGES AND PRACTITIONERS TO BUILD A PROGRAMME TO MEET THEIR LEARNERS' NEEDS.

### THE ACTIVITY KEY OUTLINES:

- Activities which are organised and placed within a learner's wider educational journey, tailored to reflect their phase and their status in terms of the 5As
- Integrated activities the learner undertakes which complement one another and form part of a sustained progressive programme
- Progression activities which form part of an incremental journey that supports learners towards their goal

EXPLORING

NOT OFFERED  
AT KS3.

## TUTORING

This intervention supports learners' attainment through ongoing tutoring either in a 1-1 face-to-face forum or online.

PROGRESSING

A learner-centered opportunity for students to receive GCSE subject focused support

### SUPPORTING ELEMENTS:

- MyTutor
- Subject specific support

AFFIRMING

A learner-centered opportunity for students to receive level 3 subject focused support

### SUPPORTING ELEMENTS:

- MyTutor
- Subject specific support

Contributes to Gatsby Benchmarks 3, 4

# CAMPUS VISITS

Contributes to Gatsby Benchmarks 1, 7

## EXPLORING

These activities usually involve a visit to a university where learners are taken on a tour, meet university students and learn about higher education.

Introductory exploration of higher education with an aspirational focus. Learners will begin to develop an understanding of:

- Options available
- Qualification levels required to access higher education
- The difference between university student life and school experience

### SUPPORTING ELEMENTS:

- Benefits of higher education
- Campus tour
- Opportunity to explore student life

## AFFIRMING

A detailed and focused experience where learners will develop a higher level understanding of:

- Skills and qualifications required to access and succeed in higher education
- Funding options and means to access them
- The application process

### SUPPORTING ELEMENTS:

- Campus tour
- Accommodation tour
- Focused student life session detailing elements of:
  - Transition, support available at higher education and learning environments
  - Detailed student finance session
  - UCAS information

## PROGRESSING

In-depth motivational experience where learners will gain a clearer understanding of:

- Professional careers linked to higher education
- The importance of post 16 choices
- What being a university student may be like
- The opportunities linked to attending higher education

### SUPPORTING ELEMENTS:

- Campus tour
- Opportunity to explore student life with an added focus on study skills, social environment and extracurricular options
- Opportunity to explore money management



## EXPLORING

Initial exploration of higher education with an aspirational focus. Learners will begin to develop an understanding of the:

- Importance of succeeding at school
- Education and career options available
- Qualification levels required to access higher education
- The difference between university student life and school experience

## SUPPORTING ELEMENTS:

- Specific talks/workshops
- Conferences
- Careers fairs
- Employer insight

These interventions usually consist of interactive and engaging sessions to give learners the information they need to make an informed decision about their future. Interventions may be on a 1:1 or group basis.

Large scale events often include contributions from employers.

## AFFIRMING

Detailed and focused opportunities for learners to develop a high level understanding of:

- Skills and qualifications required to succeed at higher education
- Level 3 requirements to access higher education
- Various aspects associated to student life
- The wider benefits linked to attending higher education
- Funding options and means to access them
- The application process
- Graduate careers and how to access them

## SUPPORTING ELEMENTS:

- Specific talks/workshops
- Conferences
- Careers fairs
- Employer insight
- 1-2-1 support
- Open days
- Higher education conventions

## PROGRESSING

Progression and motivational opportunities for learners to gain a clearer understanding of:

- The qualifications and skills required to access higher education
- The importance and impact of post 16 choices
- Professional careers linked to higher education
- What being a university student may be like
- The wider benefits linked to attending higher education

## SUPPORTING ELEMENTS:

- Specific talks/workshops
- Conferences
- Careers fairs
- Employer insight
- 1-2-1 support





# MASTERCLASSES

Contributes to Gatsby Benchmarks 1, 3, 4, 5, 6, 7, 8

## EXPLORING

These activities usually involve learners attending an intervention with a subject or employer focus.

They can take place on campus or in industry / business settings.

Exploration of the various choices available at higher education.

### SUPPORTING ELEMENTS:

- Generic subject taster session
- Generic careers exploration

## AFFIRMING

A detailed and focused experience where learners will develop a high level understanding of:

- Skills and qualifications required to succeed in chosen higher education pathway

### SUPPORTING ELEMENTS:

- Specific and focused subject taster sessions
- Graduate labour market insight
- Career focused sessions

## PROGRESSING

A progression and motivational experience where learners will develop a clearer understanding of:

- What being a university student may be like
- The experience of studying certain subjects in higher education
- Insight into the higher education learning environment

### SUPPORTING ELEMENTS:

- Subject specific taster sessions
- Conference with specific focus





# MENTORING

Contributes to Gatsby Benchmarks 1, 2, 3, 4, 7, 8

## EXPLORING

These activities usually involve ongoing 1:1 support for learners within their school or college, delivered by a graduate or undergraduate student. In addition to providing IAG, mentors work with learners to agree aims to identify and overcome barriers to success.

Exploration of higher education with an aspirational and motivational focus. Learner-focused programme will enable KS3 to understand the choices available in higher education and the skills and qualifications needed to get there.

### SUPPORTING ELEMENTS:

- 1-2-1 undergraduate mentor
- Aimhigher Progression Mentoring
- Progression coach
- Coaching as part of a wider intervention

## AFFIRMING

A learner-centered opportunity where mentees will develop a detailed and focused understanding of the choices available to them and the knowledge and skills required to make informed decisions including:

- Course specifications
- Career opportunities
- The range of institutions available to them
- Students finance
- The application process
- Transition

### SUPPORTING ELEMENTS:

- 1-2-1 undergraduate mentor
- Aimhigher Progression Mentoring
- Progression coach
- Coaching as part of a wider intervention

## PROGRESSING

Progressive and motivational support enabling learners to develop a clearer understanding of the choices available in higher education, and to develop the skills and qualifications needed to get there.

### SUPPORTING ELEMENTS:

- 1-2-1 undergraduate mentor
- Aimhigher Progression Mentoring
- Progression coach
- Coaching as part of a wider intervention



# SUMMER SCHOOLS

Contributes to Gatsby Benchmarks 1, 2, 3, 4, 5, 6, 7, 8

This intervention aims to give learners an immersive experience where they are able to explore university life and the variety of higher education institutions available to them. Typically residential summer schools include sessions with academics, current higher education students, employers and motivational speakers, and opportunities for parental engagement.

EXPLORING

NOT OFFERED  
AT KS3.

AFFIRMING

PROGRESSING

A detailed and focused experience where learners will develop a high level understanding of:

- Skills and qualifications required to succeed in higher education
- Graduate career pathways

## SUPPORTING ELEMENTS:

- Residential/immersive experience
- Opportunity to explore student life
- Opportunity to explore specific subjects and teaching styles
- Campus tour
- Accommodation tour
- Focused student life session
- Exploration of graduate careers/labour market

A motivational experience where learners develop self-confidence and an understanding of:

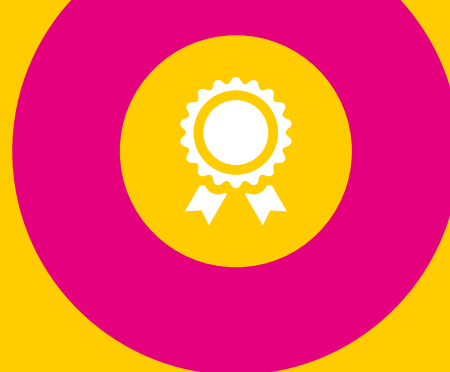
- Professional careers linked to higher education
- The importance of post 16 choices
- What being a university student may be like
- The opportunities linked to attending higher education

## SUPPORTING ELEMENTS:

- Residential/immersive experience
- Opportunity to explore Student life
- Opportunity to explore various subjects and teaching styles







## CONTACT US

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