



# Progression Framework 2021/22

Helping young and adult learners to make an informed choice about the full range of routes into and through higher education



## HeppSY is proud to present an updated Progression Framework for the young people and adults we support in our region.

The Progression Framework can be used to offer learners the knowledge they need to make an informed choice about the range of routes into and through higher education.

Working with schools and colleges, the Framework also prepares learners to unlock their full potential. The HeppSY Progression Framework has been updated in consultation with young adults, teachers, senior leaders and career experts in South Yorkshire.

The Progression Framework is informed by the Career Development Institute<sup>1</sup> (2020) and is aligned to Gatsby Benchmarks<sup>2</sup>. HeppSY's Progression Framework is relevant to our local area and responds to current research on improving educational and employment opportunities for young adults, especially significant in a Post Covid-19 context<sup>3 4 5 6 7 8</sup>.

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- 1 Career Development Institute (2020) *Framework for careers, employability and enterprise education*. Available from <https://www.thecdi.net/write/CDI-Framework-Jan2020-web.pdf>. Accessed 09/2021.
  - 2 Holman, J. (2014) *Good Career Guidance Gatsby Charitable Foundation*. Available from <https://www.goodcareerguidance.org.uk>. Accessed 09/2021.
  - 3 Hanson, J., Moore, N., Clark, L. and Dr Neary, S. (2021) *An evaluation of the North East of England pilot of the Gatsby Benchmarks of Good Career Guidance*. Available from <https://www.gatsby.org.uk/uploads/education/ne-pilot-evaluation-full-report.pdf>. Accessed 09/2021.
  - 4 Anders, J. (2017) The influence of socioeconomic status on changes in young people's expectations of applying to university, *Oxford Review of Education*, 43:4, 381-401, DOI: 10.1080/03054985.2017.1329722
  - 5 Harrison, N. (2018) Using the lens of 'possible selves' to explore access to higher education: a new conceptual model for practice, policy and research. *Social Sciences* 7(10), 209
  - 6 Harrison, N. and R. Waller (2018) Challenging discourses of aspiration: the role of expectations and attainment in access to higher education. *British Educational Research Journal* 44(5): 914-938.
  - 7 Major, L. E., Eyles, A. and Machin, S. (2020) *Generation COVID: Emerging work and education inequalities*. London School of Economics Centre for Economic Performance Paper No. 011. Available from <https://cep.lse.ac.uk/pubs/download/cepcovid-19-011.pdf>. Accessed 08/2021.
  - 8 UCAS (2021) *Where next? What influences the choices school leavers make*, Available from <https://www.ucas.com/file/435551/download?token=VUdIDVfh>. Accessed 08/2021.



Helping learners to progress is more important than ever before. The Government's Build Back Better Plan for Inclusive Growth and Skills for Jobs White Paper highlight the pivotal role that careers and progression have in helping lift our economy and prosperity. HeppSY's Progression Framework has a very clear focus on the skills individuals need to be part of this prosperity.

Sheffield City Region's Strategic Economic Plan 2021-2041 has set out what needs to be done to see economic development in South Yorkshire including the need for change in how education, skills and employability are directed and supported. HeppSY's Progression Framework is one such source of support. South Yorkshire has many areas in need of support: the Sutton Trust identified that out of the 14 South Yorkshire constituencies, 10 have low or very low levels of social mobility and the region also has one of the Department for Education's Opportunity Areas. In contrast there are areas of real success where learners have great opportunities and go on to achieve excellent outcomes, HeppSY's remit is to see that as many learners as possible share this sense of potential.

## **The Progression Framework is for learners Year 9 to Year 13 and adults offering short and long-term skills based outcomes.**

The outcomes help learners to achieve a cohesive and clear understanding of higher education whilst also showing them the skills they need to get there. The outcomes build carefully to help a learner go on an individual journey from talking about their aspiration to realising and making applications whatever their chosen route might be.

The Progression Framework is also for practitioners and parents and can be used to understand our outreach activity and the part it plays in the taught curriculum, careers or to support conversations at home.





## HeppSY Progression Framework

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**The Progression Framework follows four revised strands of our programme. These strands are Seeing Your Future Self, Academic Confidence, Higher Education Knowledge and Careers Knowledge.**

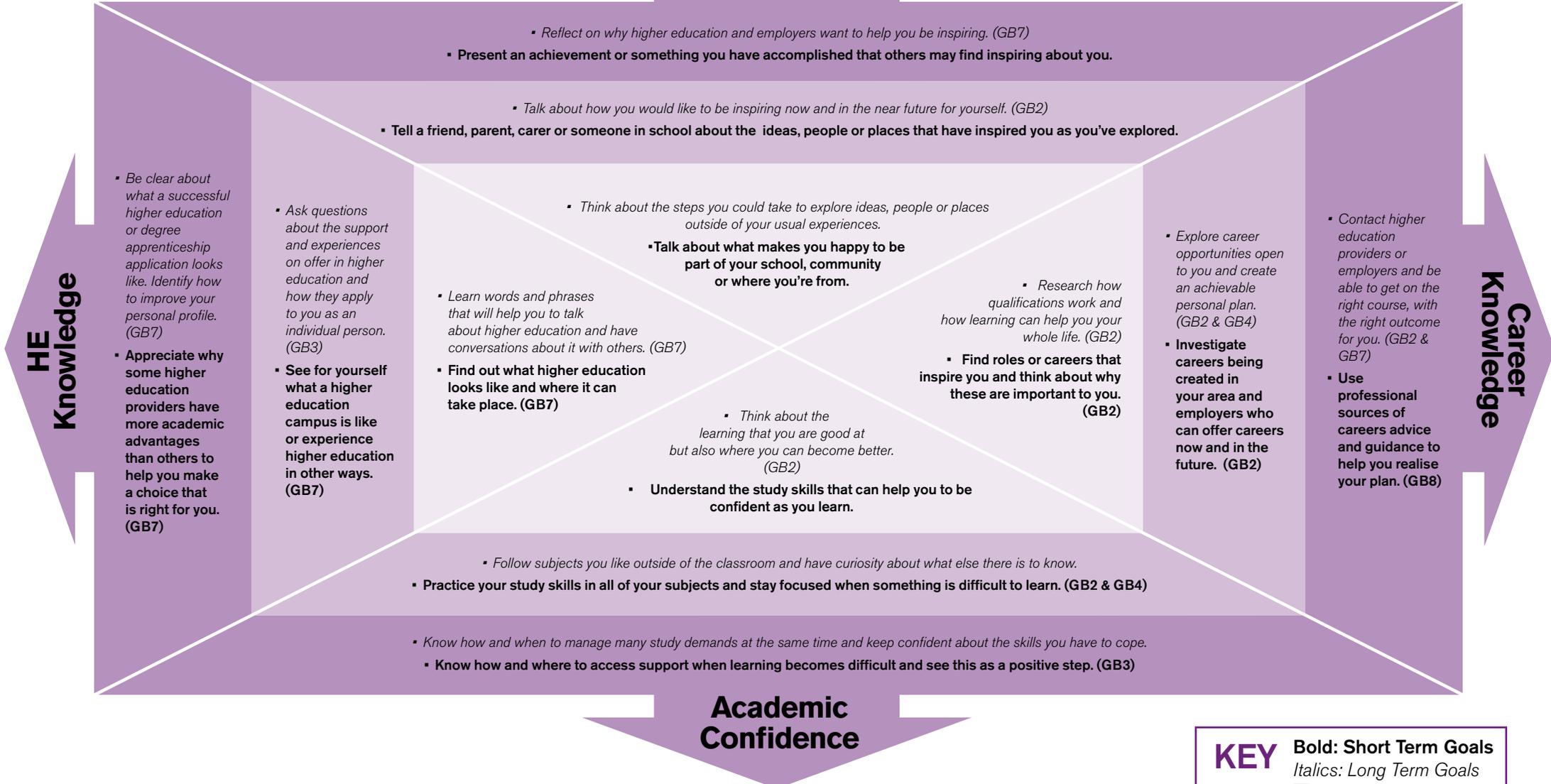
The Framework has been structured so that learners can access activities in any of the strands, at any level and with foci on different skills to give as personalised an experience as possible.

The levels in the Framework are, Introducing, Exploring and Engaging; each level increases the intensity of the activity students will undertake and also the complexity of the skill they can expect to receive.

The levels can be used with the key stages of the National Curriculum but have been designed so that learners can take part in activity that does not need to follow age, prior understanding or level of attainment.

Each outcome within the Progression Framework has skills that align with the CDI's (2020) recommendations and to support schools and colleges, it is also indicated where the outcomes support meeting Gatsby Benchmarks.

## Seeing Your Future Self



**KEY** **Bold: Short Term Goals**  
*Italics: Long Term Goals*

- Introducing
- Exploring
- Engaging

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