The neaco Progression Framework

For Secondary Schools and 6th Forms

TAKE YOUR PLACE

Welcome to the neaco Progression Framework

Contents

Explore your options, discover your potential

The Network for East Anglian Collaborative Outreach (neaco) aims to help young people from East Anglia with little or no experience of degree-level qualifications to explore the world of higher education routes and opportunities.

At the centre of our approach is our Take Your Place Progression Framework, which provides the foundation to the activities delivered by partner institutions' Higher Education Champions, based in schools and colleges across the region.

Our partnership includes the five universities and nine further education colleges in East Anglia.

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 target students to make informed decisions about their future – particularly around progression to Higher Education – and to embed systemic change around Information, Advice and Guidance (IAG) provision in target schools.

We do this in three main ways

1. By delivering and coordinating outreach activities which raise aspirations and support target students to make better informed choices

2. By supporting the development of IAG related systems and infrastructure, and supporting Continuing Professional Development (CPD) for staff, in target schools and colleges

3. By evaluating our approaches to ensure we learn which interventions work best

Through this, we can work towards our vision of equal rates of progression to higher education and higher apprenticeships in target and non-target wards across East Anglia.

Our Values

COLLABORATIVE
We will work in partnership with other organisations and initiatives which have missions aligned to neaco

SUSTAINABLE
We will deliver and support activity which embeds systemic change in schools IAG; we will prioritise initiatives which are scalable and could be sustained post-neaco

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

IMPARTIAL
We will be impartial in promoting all available pathways and higher education providers within and beyond East Anglia

LEARNING
We will undertake research to inform practice and better understand decision making of target students. We will thoroughly monitor and evaluate impact; we develop staff.

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 pupil'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 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, and the best type and approach to your activities depending on your audience's needs and time available. You may for example decide to achieve an outcome in a 1 hour workshop, or over three 20 minute registration periods.

For the purpose of evaluation and as a requirement of the national funding, it is essential that the activity you deliver aligns to both the outcomes in the stage, and the objective of the stage overall. If a planned or requested activity does not contribute to achieving a Framework objective in a discernible way, you should revisit your planning 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 (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.

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 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/.

		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	**Understanding & Preparedness**	**1.S1.1u:** Pupils can provide a basic explanation of the different progression routes post-16 and post-18, including the financial implications **1.S1.2u:** Pupils can describe the benefits of going to university/HEI/completing a degree apprenticeship	**2.S2.1u:** Pupils can explain how different KS4 course choices will affect post-16 and post-18 progression route options **2.S2.2u:** Pupils are able to compare different KS4 subjects	**3.S3.1u:** Pupils can describe the different demands of working at KS4 **3.S3.2u:** Pupils can demonstrate key study and organisation skills for success at KS4
	Passion & Ambition	**1.S1.3p:** Pupils can identify subjects, topics, activities or skills which they particularly enjoy and may like to pursue in adult life **1.S1.4p:** Pupils can identify links between their individual academic interests and future opportunities	**2.S2.3p:** Pupils can articulate their key skills and interests and connect them to KS4 subjects	**3.S3.3p:** Pupils can identify and explore opportunities for extra-curricular and academic enrichment activities related to chosen KS4 options
Gatsby Benchmarks		3, 4, 7	3, 7	3, 7

Integrated Skills Development – SkillsBuilder 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.

Exploratory Questions	Understanding & Preparedness Exploratory Questions	**1.S1.1u:** (a) What can I do after my GCSEs? (b) What can I do after A-Levels/BTECs? (c) Where can I continue my studies after: GCSE, A-Level? (d) How much does it cost to study a degree? (e) How do I know I can afford to go to HE? **1.S1.2u:** (a) What is my current understanding of university/a degree apprenticeship? (b) What are the benefits of university/a degree apprenticeship?*	**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? **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?*	**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? **3.S3.2u:** (a) How can I get organised for my GCSEs?
	Passion & Ambition Exploratory Questions	**1.S1.3p:** (a) Which subjects do I enjoy? (b) Which topics do I enjoy? (c) Which skills do I enjoy using? **1.S1.4p:** (a) What could I do with my current subject interests?	**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?	**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?

		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	**Understanding & Preparedness**	**4.S1.1u:** Pupils can provide detailed and comparative explanations of post-16 options; including HE, FE, Apprenticeships and employment **4.S1.2u:** Pupils can explain the payments and repayments of a student loan	**5.S2.1u:** Pupils can compare the range of learning styles and opportunities on different HEI courses **5.S2.2u:** Pupils can compare the range of learning opportunities from apprenticeships to degree level apprenticeships, including financial implications **[For schools offering work experience]** **5.S2.3u:** Pupils can explain the process for setting up a work experience placement	**6.S3.1u:** Pupils can explore and discuss potential career options based on in-school research or their own encounters with work **[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 **6.S3.3u:** Pupils can explore and discuss potential career options based on the outcomes of their work experience
	Passion & Ambition	**4.S1.3p:** Pupils can independently undertake a self-audit of their current skills and academic interests **4.S1.4p:** Pupils can articulate their current skills and interests, and how these align to Post-16 options	**5.S2.4p:** Pupils can research and identify new academic and apprenticeship subjects and careers based on their current GCSEs	**6.S3.4p:** Pupils are able to link their GCSE 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 – SkillsBuilder 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.

Exploratory Questions	**Understanding & Preparedness Exploratory Questions**	**4.S1.1u:** (a) What can I do after my GCSEs? (b) What can I do after A-Levels/BTECs? (c) Where can I continue my studies after: GCSE and A-Level? (d) What are the best ways to keep my options open? (e) Why is it important to maximise attainment at GCSE? **4.S1.2u** (a) Can I afford to go to university? (b) what are the financial benefits of studying at HE? (c) How does the student finance system work?	**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/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/HEI? **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? **[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?	**6.S3.1u:** (a) What careers have I heard of? (b) Besides work experience, what else can I do to explore possible career options? (c) Are there any careers where it would be impossible to get work experience? What can I do instead? **[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? **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?
	Passion & Ambition Exploratory Questions	**4.S1.3p:** (a) What are my skills? (b) What is in store at GCSE? (c) What can I look forward to at GCSE? **4.S1.4p:** How can I evidence my skills and interests in appropriate language?	**5.S2.4p:** (a) What new subjects could I study at A-Level? (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?	**6.S3.4p:** (a) How do my GCSE courses relate to real world applications and future careers?

		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**	**7.S1.1u:** Pupils understand the combinations of subjects and qualifications required to keep options open and/or meet university entrance requirements for specific courses	**8.S2.1u:** Pupils can demonstrate how different KS5 course choices will affect post-18 progression route options **8.S2.2u:** Pupils can evaluate sources of information to make informed KS5 course choices **8.S2.3u:** Pupils can explain the principles of how to make a strong college application	**9.S3.1u:** Pupils understand how to achieve their goals in their exams
	Passion & Ambition	**7.S1.2p:** Pupils can describe their post-KS4 options, including university, apprenticeships, FE (including BTEC and NVQ) and employment **7.S1.3p:** Pupils can explore A-Level/BTEC/Apprenticeship and connect opportunities to their current interests	**8.S2.4p:** Pupils can compare A-Level/BTEC/Apprenticeship content and evaluate KS5 choices	**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 – SkillsBuilder 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	**Understanding & Preparedness Exploratory Questions**	**7.S1.1u:** (a) What do I need if I want to study specific courses at university or do a degree level apprenticeship?	**8.S2.1u:** (a) Where can my A-Level/ BTEC/Apprenticeship lead me?* **8.S2.2u:** (a) Who should I ask if I need help making A-Level/BTEC/Apprenticeship choices? (b) What are good information sources/ what are not good information sources?* **8.S2.3u** (a) Where I am 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?	**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?
	Passion & Ambition Exploratory Questions	**7.S1.2p:** (a) What are my options after finishing GCSEs? (b) What are the best ways of keeping my options open? (c) What am I currently most interested in and how do these interests link to post-KS4 pathways? **7.S1.3p:** (a) What A-Level/BTEC/Apprenticeship subjects am I interested in? (b) Why am I interested in these subjects?	**8.S2.4p:** (a) What are my options at A-Level/ BTEC/Apprenticeship? (b) Why have I chosen my proposed A-Level/BTEC/Apprenticeship?	**9.S3.2p:** (a) What parts of my future A-Level/ BTEC/Apprenticeship am I looking forward to?

		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	**Understanding & Preparedness**	**10.S1.1u:** Students can list and compare post-18 options (degree, foundation degree, degree apprenticeship, apprenticeship, employment, gap year) including the financial implications **10.S1.2u:** Students can explain the main stages and the order of priorities in applying for: degree courses, degree apprenticeships, apprenticeships, employment **10.S1.3u:** Students begin planning extra-curricular and academic enrichment activities	**11.S2.1u:** Students are able to discuss a range of different HE courses related to their areas of interest **11.S2.2u:** Students understand the university finance system **11.S2.3u:** Students can identify and plan for additional admissions requirements they may need to achieve	**12.S3.1u:** Students can select an appropriate range of HE courses to apply for, and explain their reasons for their choices **12.S3.2u:** Students are aware of how to prepare for any additional admissions requirements
	Passion & Ambition	**10.S1.4p:** Students can explore key skills and subject interests **10.S1.5p:** Students can explain the exciting and challenging aspects of studying at KS5	**11.S2.4p:** Students can explore skills which may be developed in their preferred HE courses	**12.S3.3p:** Students can explore and analyse additional subject-related experiences/reading **12.S3.4p:** Students can produce a draft personal statement focused on their course suitability
Gatsby Benchmarks		**3, 4, 7**	**3, 7**	**3, 7**

Integrated Skills Development – SkillsBuilder 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.

Exploratory Questions	**Understanding & Preparedness Exploratory Questions**	**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? **10.S1.2u:** (a) What are the main stages in applying for degrees, degree apprenticeships, apprenticeships and jobs? **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?	**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? **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? **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?	**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? **12.S3.2u:** (a) What do I need to do to fulfil additional admissions requirements? (b) What resources are useful for additional admissions requirements?
	Passion & Ambition Exploratory Questions	**10.S1.4p:** (a) What are my current skills? (b) Which skills do I want to develop? (c) What parts of my A-Level/BTEC course am I particularly looking forward to? **10.S1.5p:** (a) What are the main attractions (e.g. independence, exploring a subject in greater detail) and challenges which I might face in KS5 (e.g. loss of motivation, efficient use of time, adjusting to a higher level of study)? (b) What strategies can I use to overcome likely challenges and stay motivated?	**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?	**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? **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?

		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	**Understanding & Preparedness**	**13.S1.1u:** Students understand how to make a high-quality application for HE where required **13.S1.2u:** Ensuring that students have made an appropriate range of HE choices **13.S1.3u:** Students can explain the cost of university, how repayments are made and the possible financial benefit of a degree	**[For students holding UCAS offers]** **14.S2.1u:** students can explain how to make appropriate firm and insurance offers, and their reasoning for their choices **14.S2.2u:** students understand the next steps if they remain undecided about HE **[For students applying for apprenticeships (including degree level) and employment]** **14.S2.3u:** Students know how to identify apprenticeship sectors and local opportunities **14.S2.4u:** Students' apprenticeship applications are of a high standard **[For students considering gap years]** **14.S2.5u:** Students can discuss what they want to achieve in their gap years and why those experiences are important to them	**[For students who have not received expected grades]** **15.S3.1u:** Students can identify alternative opportunities or pathways that can allow them to access their preferred HEI or course area **15.S3.2u:** Students are able to explain the other options available should they remain undecided about HE **[For students who have not received any degree apprenticeship offers]** **15.S3.3u:** Students can identify alternative opportunities or pathways that can allow them to access their preferred sector or course area
	Passion & Ambition	**13.S1.4p:** Students understand the other progression routes available		
Gatsby Benchmarks		3, 7	2, 3, 7	3, 7

Integrated Skills Development – SkillsBuilder 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.

| Exploratory Questions | Understanding & Preparedness Exploratory Questions | **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? **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? **13.S1.3u** (a) I am reassured that the cost of university is not a barrier to me | **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? **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? **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? **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? **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? | **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? **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 of I don't progress to HE? **15.S3.3u:** (a) What are my options if I have not been successful in securing an apprenticeship or degree apprenticeship offer? |
| | Passion & Ambition Exploratory Questions | **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? | | |

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