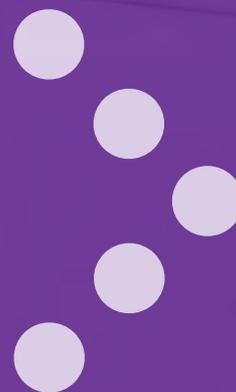




SSCLLN BEST PRACTICE GUIDES : **GUIDE SEVEN**

In Practice: Developing Progression Agreements

Author: Belinda McKee
Sector: Multi-sector



Creating opportunities for vocational learners

Introduction to SSCLLN Best Practice Guides

About the Guides

Lifelong Learning Networks were established across England to develop and promote opportunities for people with vocational qualifications and/or experience to progress more easily into and through higher education. The networks are made up of partnerships of educational organisations such as universities and further education colleges who are working together to streamline access to higher education, and open up routes to graduate and post graduate levels.

The Skills for Sustainable Communities Lifelong Learning Network (SSCLLN), hosted by the University of Leicester, was established in 2006. The Network covers a sub-region of the East Midlands across Leicestershire, Northamptonshire, Lincolnshire and Rutland. The Network is funded until December 2010 by the Higher Education Funding Council for England (HEFCE).

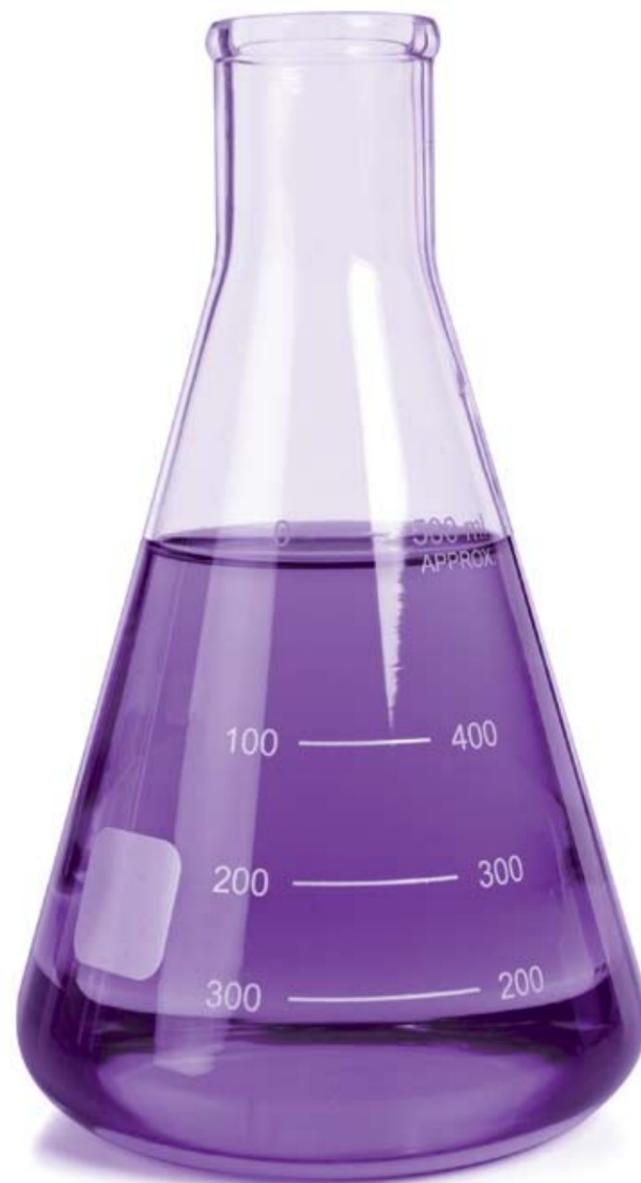
This best practice guide is part of a series of guides produced by the SSCLLN. These guides aim to share best practice used by partner colleges and universities to enable progression for vocational learners. Other guides in the series include:

- Targeting Vocational Learners
- Bishop Grosseteste Touring Company
- In Practice: Blueprint for Curriculum Development
- Developing vocational curriculum
- Construction site: Developing a shared resource
- Delivering/developing the University Certificate in Professional Development
- Developing APEL: A unique approach

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T: 0116 252 3693 E: ssclln@le.ac.uk
Website: www.le.ac.uk/ssclln



SSCLLN BEST PRACTICE GUIDES: GUIDE SEVEN

In Practice: Developing Progression Agreements

Author: Belinda McKee
Sector: Multi-sector

Introduction

The SSCLLN has developed Progression Agreements with 30 institutional partnerships covering 329 courses during its three years of operation. The work has exceeded expectations and led to significant numbers of students benefitting from Progression Agreements.

This guide provides an in depth look at setting up Progression Agreements between education providers to enable learner progression to higher education. Topics covered include:

- What is a Progression Agreement?
- Background
- Benefits of Progression Agreements
- Progression Agreement challenges
- Step-by-step guide
- Case studies

What is a Progression Agreement?

• A Progression Agreement is a signed document between a feeder institution (Further Education (FE), 6th form college, work-based learning provider or employer) and receiving institution (college or university delivering Higher Education (HE) programmes). The agreement sets out a framework of collaborative activities to enhance progression, and the criteria that students need to achieve in order to progress to higher education.

Progression Agreements can be developed at a range of academic levels, however the majority of agreements developed by the Network covered the transition of students from level 3 programmes to HE as this was seen as the crossroads where many students from vocational courses did not progress.

Background

• In 2007 the SSCLLN established the development of Progression Agreements between partners as one of its main priorities. Through consultation with a wide range of stakeholders it was agreed to establish two levels of agreements, a Network wide Strategic Level Agreement and Course or Programme Level Agreements

Strategic level agreement: This required senior staff to endorse a set of protocols that set out the parameters of the Progression Agreement (see Appendix 1). The protocols provided a permissive framework for education partners to utilise in promoting learner progression. It was intended to respect institutions' autonomy and allowed partners to work together to agree what best suited the needs of the institution and their learners. It was recognised that this would take place in a climate where competition between institutions continued to exist.

Course/programme level agreement: At this level, the agreement identified what each institution would do and course/programme teams involved (see Appendix 2). The agreement could include guaranteed places or enhanced offers to students who were a part of the Progression Agreement, but this was not mandatory and varied to suit the requirements of each institution. All the agreements stipulated details of the collaborative activities and enhancement events that would take place and the admissions criteria that students were required to achieve.

Benefits of Progression Agreements

Collaborative partnerships

• At course/programme level the process of developing Progression Agreements required course teams from both feeder and receiving institutions to work together. This process has improved staff knowledge and understanding of different levels of curriculum and broken down barriers between different institutions and departments, fostering a spirit of collaboration. For example, direct communication between tutors from both institutions is now a regular occurrence.

Learner progression

• Receiving institutions have been able to chart an increase in student applications from the feeder institutions who have signed a course level Progression Agreement. Evaluation so far has indicated that student withdrawal from HE programmes has been reduced from these groups of students.

Learners better prepared for HE

• Many learners on level 3 courses within the SSCLLN region had not considered progressing to HE for a variety of reasons, one of the most common was that they did not feel that they were capable of studying at a higher level and knew very little about HE. Once they had taken part in the enhancement activities, they were better prepared generally for HE and better informed about specific programmes. This helped them select the right course, where even within one institution there might be confusion over a number of courses that appeared to be similar. The enhancement activities also helped to bring student

expectations closer to the reality of HE life and study and are now considered an important component of any student retention programme.

Enhanced offers

• Some Progression Agreements offer guaranteed places to learners who meet specified entry conditions, others offer guaranteed interviews or the setting of an additional piece of work to borderline students. In all cases, the application of the student to HE is improved through their participation in enhancement activities, which are detailed on their personal statement.

Coherent pathways

• The linkage of level 3 courses with degree programmes has enabled learners to understand and follow a pathway into HE. The information also assists the decision making process of younger learners considering their options at level 3.

HE tutors better prepared for level 3 learners

• The greater knowledge gained by HE tutors of the level 3 learners and their curriculum has helped HE tutors to modify and pitch their delivery and support to best meet the needs of these learners. It has also de-mystified level 3 vocational curriculum for admissions tutors and ensures a fair and consistent approach to admissions offers on vocational qualifications.

Clarification of numbers

• Once a learner had taken part in the enhancement activities and then applied to an HE institution, the institution knows that they have a genuine applicant and has direct, individual contact with the learner. In the current climate of capped numbers and the difficulties of predicting numbers, this is helping to provide more accurate information.

Synergy between level 3 programmes and HE

• During the curriculum mapping phase of developing Progression Agreements there is the opportunity to amend aspects of the curriculum at both levels, for example introducing additional units such as study skills into the level 3 curriculum.

Tailored support

• Where groups of learners need a bridging programme or additional support then this can be provided as part of the Progression Agreement.

Advantages of formal agreements

• Some colleges and universities had existing informal arrangements which were dependent on individual links. The advantage of converting these to a signed Progression Agreement is that the agreement becomes embedded within the institution and is not reliant on any individual remaining in the same post.

Challenges

Inter-institution communication

- It has been easier to establish good communication links with some colleges and universities than it has with others. This has had an effect on the speed at which a Progression Agreement has been developed and on the subsequent arranging of enhancement activities.

Range of programmes

- Whilst some departments within HE institutions have shown enthusiasm to develop Progression Agreements, others whose participation is important, have needed help to recognise the benefits. This is particularly true for programmes that have a high number of applicants. It has taken time to explain that the agreement will not mean a lowering of standards.

Keeping the momentum

- After the initial delivery of enhancement activities to students it is necessary to have good tracking mechanisms that can provide factual evidence of the benefits so that staff can negotiate time to continue to carry out the work beyond the life of the SSCLLN.

Step-by-step guide

These stages are given as an indication only and can be amended to suit individual circumstances.

Stage 1: Strategic Level Agreement

The advantage of having a Strategic Level Agreement in place is that it will provide senior management support for course teams developing course level agreements.

Stage 2: Course/programme selection

Agreements at course/programme level can be bi-lateral between feeder institution and receiving institution, or multi lateral covering a range of courses at both institutions.

- Where possible they should cover a number of HE programmes to extend learners' progression routes and choices as in Case Study 1 and 2.
- Criteria can be applied to select those programmes where a Progression Agreement would create most impact for the learner as in Case Study 3.
- Care needs to be taken that the chosen programmes have sufficient student numbers for the Progression Agreement to be viable.
- Consultation needs to have taken place with senior management to ensure that the staff who will be managing and delivering the activities for the Progression Agreement are supported.
- Once courses have been selected, it is important to have a named contact from each institution who will take the lead on the development. The contact should have a good knowledge of the selected curriculum.

Stage 3: Curriculum matching

It is recommended to look in detail at the curriculum of the two or more courses selected to see the extent of curriculum matching that exists. This process will involve the exchange of documentation such as programme and module/unit outcomes and has a number of advantages:

- It identifies any gaps at both levels.
- It enables an attainment profile to be built of what is required for entry on to the HE course(s).
- It improves staff knowledge of different levels of curriculum and helps to create greater collaboration between course teams at different institutions.
- Course teams can include the following points in their discussion:
 - Are there course related barriers to student progression from the selected courses, what are they and what solutions can be identified?
 - Are there any modifications to either the level 3 or HE curriculum that would assist student progression?
 - Is it necessary to develop any subject specific bridging modules to enable student progression?

Once the course teams have agreed these issues, they can move on to detailing the components of the Progression Agreement at Course/Programme level.

Stage 4: Agreeing the details of the Progression Agreement

- What are the admissions criteria for entry on to the HE programmes?
- How can the Progression Agreement help to assist student progression? In some cases, the HE provider has agreed a number of guaranteed places for learners who meet the required entry profile, or agreed to guarantee interviews or to set borderline students an additional piece of work. There needs to be flexibility at this stage to enable course teams to work out the best solutions for learners and institutions.
- Enhancement activities: What activities are the partners going to develop that increase level 3 learners understanding of HE and knowledge of the specific programme they are applying for? Wherever possible these need to be detailed on the Progression Agreement.
- There are also a number of points that course teams may wish to identify on the Progression Agreement:
 - That the HE provider will provide post-interview feedback to individual applicants and their tutors.
 - That both/all partners will provide a range of information, advice and guidance services to learners that outline progression routes and opportunities.
 - That the HE provider will identify any bursaries and scholarships that are relevant to applicants.
 - That the HE provider will provide a comprehensive programme of induction and support to students during the first term of their level 4 programme.
 - That both/all partners will encourage and facilitate staff participation in staff development activities that enhance the process of developing Progression Agreements.
 - That both/all partners agree to publish admission and progression arrangements on their websites.
 - That both/all partners agree to participate in monitoring and evaluation of Progression Agreements.

Once the details have been agreed the document can be signed by both parties and a date agreed for its duration.

Stage 5: Planning enhancement activities

Most teams identify a need for both general events that raise students overall understanding of HE and specific programme related events. The extent of the enhancement activities varies with different Progression Agreements. Wherever possible course teams utilise some existing events such as Open Days and add specialist 'taster' events.

In all cases, early planning of events greatly improves their success rates, and a calendar (see Appendix 3) completed by all teams, which details key/peak times during the academic year, helps teams to avoid timetable clashes. A programme of events can then be produced that fits with institutional planning and external requirements.

Stage 6: Establishing annual review and evaluation

It is important for course teams to establish the methodology for the review and evaluation of the Progression Agreement on an annual basis. Student feedback from the enhancement activities is a key part of this process and has led to significant changes to the content of some of the original activities.

Case Studies

Case Study 1: Regent College and De Montfort University - STREETTCH Wider (Scheme To Reinforce Enrichment & Ease Transition to Careers in Health)

Regent College	De Montfort University
BTEC National Certificate Health & Social Care	BA (Hons) Health Studies
Applied A Level Health & Social Care	BSc (Hons) Psychology (Human)
	BSc (Hons) Joint Health/Psychology
	FD Working with Young People & Young People's Services
	BA (Hons) Youth and Community Development

The first Progression Agreement, between Regent College and De Montfort University, took time to develop, but the result has been the establishment of a very successful collaboration and created a prototype that subsequent partnerships have been able to follow.

Both institutions had reasons to support the development of a Progression Agreement. The aim of Regent College was to enable students on level 3 Health and Social Care Programmes to take part in activities that would encourage them to consider applying to university and improve their progression opportunities on to degree programmes. De Montfort University wanted to embed informal links and help prepare students for the transition to HE.

A small team of staff from both institutions met to consider what were the requirements of the University and what key skills students needed in order to be successful on a degree programme in Health and Social Care. The following were agreed as the most important and could be provided by the University:

- Detailed understanding of the range of different programmes available
- Study skills workshop including how to use the library
- Referencing and report writing workshop
- University tour
- Specialist health science workshop
- Importance of work experience and volunteering
- Academic support with assignments

Following a joint curriculum mapping exercise, Regent College was able to modify aspects of the curriculum to provide students with the most suitable underpinning modules and provide HE tutors with a better understanding of vocational qualifications. The work led to a signed Progression Agreement between the two institutions.

A jointly agreed calendar of suitable dates was developed in 2007/08 and activities have taken place annually with students from first year courses at level 3 in Health and Social Care. The activities have been a balance of general enhancement activities carried out by the Transitions Team at De Montfort University, which build student confidence and knowledge of Higher Education, alongside specialist master classes that extend student subject knowledge and provide them with access to advanced level equipment and facilities. The activities are now a regular feature of the academic year. The master class includes a Health Science Challenge where students take part in a carousel of activities and have access to specialist facilities that help them to solve a medical case study.

The activities have been reviewed by the staff team each year and students who have taken part have been required to complete feedback forms. 30 students were expected to take part in the first activity, but the level of student interest was so high that over 60 attended. Student feedback has been consistently positive. A selection of student comments includes:

- *Sessions were informative and useful*
- *It was nice to have first hand experience of meeting lecturers and having questions answered face-to-face*
- *The visit to De Montfort University was informative and consolidated my decision making*

Undergraduate enrolments on to Health and Social Care programmes at De Montfort University from Regent College increased in 2009 from an annual average of between 2 and 4 students to 11 students.

De Montfort University have subsequently developed Progression Agreements with a range of health related level 3 courses at Gateway College and Leicester College. The activities of the STREETTCH WIDER Scheme have been embedded in De Montfort University's widening participation strategy so that the work can continue after the SSCLLN has finished. An exciting new development is the piloting of the scheme with a further six colleges.

Case Study 2: Leicester College and De Montfort University

Leicester College	De Montfort University
BTEC National Diploma Media	BA(Hons) Media Studies
	BA(Hons) Media (Joint)
	BA(Hons) Journalism (Joint)
	BSc(Hons) Media Production
	BSc(Hons) Radio Production
Access to Media and Visual Communication	BSc(Hons) Media Technology

Media students at Leicester College were interested in progressing on to a variety of media based degree programmes at De Montfort University. The degree programmes spanned three different faculties at the University and it was necessary to establish contacts in each faculty so that discussions could be held on the conditions for entry which were different for each programme. Once these discussions had taken place and course leaders had exchanged course details, the enhancement activities were planned.

A formal Progression Agreement was signed in October 2008 and enhancement activities took place during the academic year. The agreement gave students whose predicted or actual grades were borderline, either a guaranteed interview, or they could be set an additional piece of work if their tutor recommended them as suitable applicants for their chosen course (see Appendix4 for agreement).

Enhancement activities first gave students an overall view of the University with a tour, general discussions and individual talks from each of the faculties. Follow up activities then included an opportunity for students to part in practical sessions where they had access to specialist equipment in their chosen areas. Students were very positive in their feedback, particularly in the opportunity to participate in practical tasks.

46 students from Leicester College took part in the activities and expressed a high level of interest in applying to university. The conversion rate from interest to application is being tracked to see how it compares with previous years.

Case Study 3: Regent College, Leicester College, Gateway College and Wyggeston and Queen Elizabeth I College and the University of Leicester

Regent College	Leicester College	WQEIC	Gateway College	University of Leicester
A Levels	BTEC National Diploma Applied Science Access to Science A Levels	A Levels	A Levels BTEC National Diploma Applied Science	BSc Biological Sciences
				BSc Medical Biochemistry BSc Medical Genetics BSc Medical Physiology

Student applications to degree programmes in Biological Sciences and Bio-medical Sciences at the University of Leicester were extremely high and increasing, so any Progression Agreement had to take these facts into consideration. There was some student progression from the four city colleges, but the University was keen to widen participation and attract suitable applicants from both traditional and vocational courses.

Representatives from each of the colleges met with the University and discussed what courses were suitable for entry onto the science degree programmes.

As part of the Progression Agreement, representatives agreed the timing and content of enhancement activities. The end of the summer term was agreed as an ideal time to carry out the first activity which included 'a day in the life of a student' with a sample lecture, practical session, tutorial and discussions with University students to share their experiences. Later in the year, students also attended specialist master classes



Case Study 4: Loughborough College

Loughborough College	Loughborough College
Advanced Apprenticeship in Engineering	HNC in Engineering
	HNC in Electrical Engineering
	HNC in Mechanical Engineering

Loughborough College delivers Advanced Engineering Apprenticeships to apprentices in the local area. There is the opportunity for those who successfully complete their advanced apprenticeship to progress on to higher level programmes, but only a small percentage take up this opportunity. There are a number of reasons for this, many centered round an impression from apprentices that higher education is not for them.

In order to open up opportunities for apprentices and with support from the SSCLLN, Loughborough College set up a progression strategy to encourage more apprentices to consider the higher education option and prepare potential students for higher level study.

The key features of the strategy were to:

- Run an information event for all current 1st and 2nd year Level 3 engineering apprentices to de-mystify higher education and provide them with essential facts.
- Establish a Progression Agreement between the Advanced Apprenticeship in Engineering and HNCs in Engineering, Electrical Engineering and Mechanical Engineering at Loughborough College. This agreement would set out the details of the offer to students such as guaranteed places, guaranteed interviews and to give borderline students the opportunity to submit a piece of work or to attend an interview on tutor recommendation.
- Plan and carry out enhancement activities that give students tasters of higher education.
- Develop a summer maths bridging module to cover specific areas of mathematics that students need to have a confident understanding of if they were to be successful at HNC level.
- An information event was held for all level 3 apprentices in Engineering with invitations also sent to employers. As a result of this event, one employer is exploring the development of customised block release HNC courses for their employees and another is developing a study skills module to be delivered in induction and during the first semester.

Appendix 7: Strategic Level Agreement

SECTION 1 – Memorandum of Understanding

A Memorandum of Understanding was signed by all education partners of the Skills for Sustainable Communities Lifelong Learning Network in March 2006. The Memorandum stated that education partners agreed in principle to participate in the SSCLLN. It was acknowledged that individual institutions would have different roles and levels of participation in the Network, depending on their areas of expertise/ and or capacity to participate.

Specifically partners agreed to:

- The vision and objectives of the network
- To be partners in principle.
- To contribute to the activities and targets of the network,
- To develop a joint credit and progression framework which will offer learners guaranteed progression opportunities within specific vocational pathways providing that required entry standards are achieved.
- To increase the number and proportions of learners progressing from vocational pathways into and through higher education.
- To have the opportunity to bid for funding for activities within the scope and objectives of the network
- To be kept informed of updates to the network,
- To be invited to appropriate groups and meetings.
- To share and disseminate examples of good practice

Education partners are now asked to extend their commitment to the Network by endorsing protocols that will form the basis of the Skills for Sustainable Communities Progression Agreement.

SECTION 2 – General principles

1. The prime aim of the Progression Agreement is to promote progression to higher education and encourage the development of progression opportunities. The Agreement aims to serve both institutions and foster closer collaboration between signatories.
2. The Progression Agreement recognises the need for co-ordinated change across education partners in order to expand student progression to higher education.
3. The Agreement follows HEFCE guidance that Progression Agreements should adhere to the following principles:
 - a. They support learners' legitimate expectation to progress from specific programmes or institutions to other programmes or institutions, and establish the commitment of institutions to meet those expectations
 - b. They are negotiated to make credit transfer a reality
 - c. They are developed on a network-wide basis, with all the institutions that form part of the LLN.
4. The Progression Agreement will exist at two levels: Strategic Level Agreement and Course/Programme Level Agreement. Agreements will be signed initially on a tri-annual basis.
5. Progression Agreements will be implemented in the first instance at course level in the network priority areas of: Health and Social Care, Leadership and Management in Construction, Leadership and Management in Food and Drink and Leadership and Management in Creative Industries.
6. Progression Agreements can be between any of the education partners of the LLN covering a range of academic levels. For the purposes of terminology providers of courses at level 4 and above are referred to as 'HEIs', though it is recognised that some FECs are also providers of level 4 courses.
7. The Progression Agreement Protocols provide a permissive framework for education partners to utilise in promoting learner progression. It is intended to respect institutions' autonomy and allow partners to work together to agree what best suits the needs of the institution and their learners. It is recognised that this will take place in a climate where competition between institutions continues to exist.

SECTION 3 - Progression Agreement Protocols

1. HEIs and level 3 providers will collaborate to identify and select suitable courses from the network priority areas and undertake curriculum matching.
2. HEIs and level 3 providers will work towards greater alignment of curriculum at level 3 and 4 through modifying curriculum content of selected courses where possible.
3. HEIs and level 3 providers will assess course related barriers to student progression and identify solutions.
4. HEIs and level 3 providers will identify existing APL/APEL procedures and work together to develop common procedures that can be implemented across the network in due course.
5. HEIs and level 3 providers will follow the recommendations of the Burgess Report in agreeing national credit arrangements and developing procedures for credit transfer.
6. Level 3 providers and HEIs will work at course/programme level to identify what will be covered by the Course/Programme Level Agreement.
7. Agreements to cover the following elements:-
 - 7.1 A guarantee of places for an agreed number of students from selected courses provided that they have met agreed entry criteria and are recommended as likely to benefit from the HE programme of study. If it is not possible for the level 4 programme to provide guaranteed places, then the HEI will provide applicants who have met agreed criteria with an enhanced offer of a place.
 - 7.2 HEIs and level 3 providers will develop a programme of jointly planned enhancement activities that increase level 3 learners knowledge and understanding of HE, building on existing activities as appropriate. Partners will agree what student evidence is required of pre-activity planning and post-activity reflection.
 - 7.3 HEIs and level 3 providers will work towards a greater alignment of student learning plans known as Individual Learning Plans (ILPs) in FE and Personal Development Plans (PDP) in HE. Introducing e-learning portfolios in due course. Agreement to be reached on what evidence of career and personal development planning is required of students.
 - 7.4 HEIs and level 3 providers will collaborate to agree on the development of any subject specific bridging modules where these are considered necessary to aid vocational student progression
 - 7.5 HEIs will provide timely post-interview feedback to individual applicants from selected courses and their level 3 tutors.
 - 7.6 Level 3 providers will provide timely feedback to HEIs on student experiences of the application and interview process.
 - 7.7 HEIs will provide a comprehensive programme of induction and support to students during the first term of their level 4 programme
 - 7.8 HEIs and level 3 providers to provide a range of information, advice and guidance services to learners that outline progression routes and opportunities.
 - 7.9 HEIs will identify any bursaries and scholarships offered to under-represented groups under the OFFA Access Agreement that are relevant to applicants from selected courses.
 - 7.10 HEIs and level 3 providers will publish admission and progression arrangements on their websites and agree for information on their courses to be published on the Network website.
 - 7.11 HEIs and level 3 providers will encourage and facilitate staff participation in staff development activities that enhance the process of developing Progression Agreements.
 - 7.12 HEIs and level 3 providers will agree to participate in monitoring and evaluation of Progression Agreements.

Appendix 2: Progression Agreement Framework

Course/Programme Level Agreement

Between

(Name of HE programme), (Name of Department), (Name of HE Institution)

And

(Name of level 3 course/programme), (Name of Department), (Name of level 3 provider)

This Agreement between the above mentioned courses/programmes identifies the detail of what will be carried out by each institution. It has been preceded by the following:

- Strategic level sign-up of Progression Agreement Protocols by education partners of the Skills for Sustainable Communities Lifelong Learning Network.
- A process at course/programme level between the above mentioned departments of selecting suitable courses from the network priority areas and undertaking curriculum matching.
- Following through the outcomes of curriculum matching by working towards a greater alignment of curriculum at level 3 and 4 where possible.
- Assessing course related barriers to student progression and identifying solutions.
- Identification of existing APL/APEL procedures so that a common approach can be developed and implemented across the network in due course.
- Undertaking the development of any subject specific bridging modules where these are considered a necessary component of the agreement.
- Following the Burgess Report recommendations for a national credit framework and developing procedures for credit transfer.

The prime aim of the Progression Agreement is to promote progression to HE. The Agreement aims to serve both institutions and foster closer collaboration between signatories.

The Agreement will commence on (date) and be reviewed tri-annually by both parties.

The two institutions agree the following:

The *(Name of HE Institution)* will:

1. Guarantee a place for (insert number) of learners applying for (title of programme) who meet the agreed conditions and have been referred as likely to benefit from the programme, or
2. Provide an enhanced offer (state details) of a place on (title of programme) to (insert number) of learners who meet the agreed conditions and have been referred as likely to benefit from the programme.
3. Provide a named contact for all curriculum and liaison work with (Named level 3 provider).
4. Develop jointly planned enhancement activities that increase level 3 learners knowledge and understanding of HE, building on existing activities as appropriate. Such as opportunities to visit relevant university departments for taster type activities. Agree what student evidence is required of pre-activity planning and post-activity reflection.
5. Work with (Named level 3 provider) towards a greater alignment of student learning plans known as Individual Learning Plans (ILPs) in FE and Personal Development Plans (PDP) in HE. Agree what evidence of career and personal development planning is required of students. Introduce e-learning portfolios in due course.
6. Provide timely post-interview feedback to individual applicants from selected courses and their level 3 tutors.
7. Provide a range of information, advice and guidance services to learners that outline progression routes and opportunities.

- 8. Identify any bursaries and scholarships offered to under-represented groups under the OFFA Access Agreement that are relevant to applicants from selected courses.
- 9. Provide a comprehensive programme of induction and support to students during the first term of their level 4 programme
- 10. Publish admission and progression arrangements on their websites and agree for information on their courses to be published on the Network website
- 11. Agree to participate in monitoring and evaluation of Progression Agreements.
- 12. Encourage and facilitate staff participation in staff development activities that enhance the process of developing Progression Agreements.

The (Named level 3 provider) will:

- 1. Provide a named contact for all curriculum and liaison work with (Named HEI).
- 2. Recommend learners most likely to meet entry requirements and benefit from the programme of study
- 3. Encourage and promote learners to attend jointly planned enhancement activities. Agree what student evidence is required of pre-activity planning and post-activity reflection.
- 4. Work with (Named HEI) towards a greater alignment of student learning plans known as Individual Learning Plans (ILPs) in FE and Personal Development Plans (PDP) in HE. Agree what evidence of career and personal development planning is required of students.
- 5. Provide timely feedback to HEIs on student experiences of the application and interview process.
- 6. Provide a range of information, advice and guidance services to learners that outline progression routes and opportunities.
- 7. Encourage and facilitate staff participation in staff development activities that enhance the process of developing Progression Agreements.
- 8. Publish admission and progression arrangements on their websites and agree for information on their courses to be published on the Network website
- 9. Agree to participate in monitoring and evaluation of Progression Agreements.

Appendix 3: Example Planning Calendar

Available dates						
Possible dates						
Dates to avoid						
SEPTEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
OCTOBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
NOVEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
DECEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
JANUARY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
FEBRUARY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
MARCH						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
APRIL						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
MAY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
JUNE						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
JULY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
AUGUST						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Appendix 4: Example Course/Programme Level Agreement

Between
(BA Hons Media Studies, BSc Hons Media Production, BA Hons Journalism, BSc. Hons Radio Production), BSc. Media Technology (De Montfort University)

And
(National Diploma in Media. Access to Media and Visual Communication), (Curriculum Area Media and Performing Arts), (Leicester College)

This Agreement between the above mentioned courses/programmes identifies the detail of what will be carried out by each institution. It has been preceded by the following:

- Strategic level sign-up of Progression Agreement Protocols by education partners of the Skills for Sustainable Communities Lifelong Learning Network.
- A process at course/programme level between the above mentioned departments of selecting suitable courses from the network priority areas and undertaking curriculum matching.
- Following through the outcomes of curriculum matching by working towards a greater alignment of curriculum at level 3 and 4 where possible.
- Assessing course related barriers to student progression and identifying solutions.

The prime aim of the Progression Agreement is to promote progression to HE. This Agreement aims to serve both institutions and foster closer collaboration between signatories.

The Agreement will commence on (12th September 2008). An evaluation will be carried out annually with a full review carried out tri-annually.

The two institutions agree the following:

The (De Montfort University) will:

1. Agree the conditions set out on the attached schedule (page 4).
2. Provide a named contact for all curriculum and liaison work with (Leicester College).
3. Develop jointly planned enhancement activities that increase level 3 learners knowledge and understanding of HE, and specifically programmes in the subject area of media, building on existing activities as appropriate. Such as:
 4. Visits from Leicester college students to DMU for 'taster activities'
 5. Visits from DMU staff to Leicester College, for discussions on access/progression to higher education in general.
 - a. Planned activities to be detailed on academic year calendar. Agree what student evidence is required of pre-activity planning and post-activity reflection.
6. Work with (Leicester College) towards a greater alignment of student learning plans known as Individual Learning Plans (ILPs) in FE and Personal Development Plans (PDP) in HE. Agree what evidence of career and personal development planning is required of students.
7. Provide timely post-interview feedback to individual applicants from selected courses and their level 3 tutors.
8. Provide a range of information, advice and guidance services to learners that outline progression routes and opportunities.
9. Identify any bursaries and scholarships offered to under-represented groups under the OFFA Access Agreement that are relevant to applicants from selected courses.

10. Provide a comprehensive programme of induction and support to students during the first term of their level 4 programme
11. Publish admission and progression arrangements on their websites and agree for information on their courses to be published on the Network website
12. Agree to participate in monitoring and evaluation of Progression Agreements.
13. Encourage and facilitate staff participation in staff development activities that enhance the process of developing Progression Agreements.

The (Leicester College) will:

1. Provide a named contact for all curriculum and liaison work with (De Montfort University).
2. Recommend learners most likely to meet entry requirements and benefit from the programme of study
3. Encourage and promote learners to attend jointly planned enhancement activities. Agree what student evidence is required of pre-activity planning and post-activity reflection and assist students to carry this out, thereby ensuring that students are well prepared for activities and are able to gain maximum benefit from the learning experiences.
4. Work with (De Montfort University) towards a greater alignment of student learning plans known as Individual Learning Plans (ILPs) in FE and Personal Development Plans (PDP) in HE. Agree what evidence of career and personal development planning is required of students. Introduce e-learning portfolios in due course.
5. Provide timely feedback to HEIs on student experiences of the application and interview process.
6. Provide a range of information, advice and guidance services to learners that outline progression routes and opportunities.
7. Encourage and facilitate staff participation in staff development activities that enhance the process of developing Progression Agreements.
8. Publish admission and progression arrangements on their websites and agree for information on their courses to be published on the Network website
9. Agree to participate in monitoring and evaluation of Progression Agreements.

Course/Programme Level Agreement

Signature on behalf of Leicester College _____
 Name _____ Position _____
 Date _____
 Name of liaison contact _____
 Tel: _____ Email: _____

Course/Programme Level Agreement

Signature on behalf of De Montfort University _____
 Name _____ Position _____
 Date _____
 Name of liaison contact _____
 Tel: _____ Email: _____

Conditions of Progression Agreement between Leicester College and De Montfort University in the subject area of Media

Feeder course at Leicester College	Title of higher level programme	Conditions of entry
BTEC ND Media	BA Hons Media Studies & BA Hons Media (Joint)	Guaranteed places for all students who meet UCAS points 220/240 to include GCSE English at Grade C or equivalent Guaranteed interview and/or set piece of work for borderline students Tutor recommendation
	BA Hons Journalism (Joint)	UCAS points 220/240 to include GCSE English at Grade C or equivalent Tutor recommendation Guaranteed interview and/or set piece of work for borderline students
	BSc Hons Media Production	UCAS points 280 to include GCSE Maths at Grade C or equivalent Tutor recommendation Guaranteed interview and/or set piece of work for borderline students
	BSc Hons Radio Production	UCAS points 240 to include GCSE Maths at Grade C or equivalent Tutor recommendation Guaranteed interview and/or set piece of work for borderline students
	BSc Hons Media Technology	UCAS points 240 to include GCSE Maths at Grade C or equivalent Tutor recommendation Guaranteed interview and/or set piece of work for borderline students
Access to Media and Visual Communication	BA Hons Media Studies & BA Hons Media (Joint)	60 credits to include GCSE English at Grade C or equivalent Tutor recommendation Guaranteed interview and/or set piece of work for borderline students
	BA Hons Journalism (Joint)	60 credits to include GCSE English at Grade C or equivalent Tutor recommendation Guaranteed interview and/or set piece of work for borderline students
	BSc Hons Media Production	60 credits to include GCSE Maths at Grade C or equivalent Tutor recommendation Guaranteed interview and/or set piece of work for borderline students
	BSc Hons Radio Production	60 credits to include GCSE Maths at Grade C or equivalent Tutor recommendation Guaranteed interview and/or set piece of work for borderline students
	BSc Hons Media Technology	60 credits Tutor recommendation Guaranteed interview and/or set piece of work for borderline students