Progression Agreement Toolkit
2nd Edition

Produced by the Yorkshire & Humber East Lifelong Learning Network
The YHELLN ‘Highway’ Progression Agreements Toolkit

This Progression Agreements Toolkit was developed on behalf of the Yorkshire and Humber East Lifelong Learning Network (YHELLN) by Charlie Sanders, Progression Manager.

Second Edition: Published December 2009
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction and Overview</td>
<td>3</td>
</tr>
<tr>
<td>Using the Toolkit</td>
<td>4</td>
</tr>
<tr>
<td>Guidelines for the Development of Progression Agreements</td>
<td>6</td>
</tr>
<tr>
<td>1. Devising a Progression Agreement</td>
<td>6</td>
</tr>
<tr>
<td>2. Initial Ideas</td>
<td>6</td>
</tr>
<tr>
<td>3. Consideration of progression pathways and curriculum mapping</td>
<td>6</td>
</tr>
<tr>
<td>Flow Chart A - Formulating Progression Agreements</td>
<td>7</td>
</tr>
<tr>
<td>4. Consideration of the offer of the Agreement</td>
<td>8</td>
</tr>
<tr>
<td>5. Consideration of appropriate documentation to support the Agreement</td>
<td>9</td>
</tr>
<tr>
<td>6. Completion and signing off of Programme</td>
<td>9</td>
</tr>
<tr>
<td>Progression Agreement Documentation</td>
<td>9</td>
</tr>
<tr>
<td>7. Changes to programmes within the Progression Agreement</td>
<td>9</td>
</tr>
<tr>
<td>8. Awareness raising of Progression Agreements</td>
<td>9</td>
</tr>
<tr>
<td>9. Notification to Admissions Department</td>
<td>9</td>
</tr>
<tr>
<td>10. Monitoring</td>
<td>10</td>
</tr>
</tbody>
</table>

## Appendices

### Appendix 1  Progression Agreement documents

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>Progression Agreement Template Document (Blank)</td>
</tr>
<tr>
<td>1b</td>
<td>Exemplar Progression Agreement - Front Page</td>
</tr>
<tr>
<td>1c</td>
<td>Exemplar Progression Agreement - Schedule</td>
</tr>
<tr>
<td>1d</td>
<td>Exemplar Student Progression Agreement</td>
</tr>
<tr>
<td>1e</td>
<td>Exemplar Student Progression Pathway Agreement</td>
</tr>
<tr>
<td>1f</td>
<td>Leaflet - <em>The Benefits of Progression Agreements</em></td>
</tr>
<tr>
<td>1g</td>
<td>Booklet - <em>Highway - Your route into Higher Education</em></td>
</tr>
<tr>
<td>1h</td>
<td>Employers Progression leaflet</td>
</tr>
<tr>
<td>1i</td>
<td>Annexe 4 of Code QH15 - for use with any Progression Agreement relating to the University of Hull</td>
</tr>
</tbody>
</table>

### Appendix 2  The YHELLN Accord on Progression Agreements

### Appendix 3  Progression Agreements - The YHELLN Framework
The YHELLN ‘Highway’ Progression Agreements Toolkit

Introduction and Overview

This toolkit was initially devised for use by practitioners within institutions in the YHELLN Partnership, where progression agreements were seen as beneficial to the progression of students across the network.

The aim of a progression agreement is to ensure equality of opportunity for and the smooth transition of, learners into and through higher education. This transition may take place between any of the levels 3-8 and may involve one or more partner institutions. The background and rationale for the development of Progression Agreements are outlined in the document “Progression Agreements – The YHELLN Framework” (See Appendix 3).

The term 'Highway' Progression Agreement has been adopted for sustainability purposes as the 3 year YHELLN Project will finish at the end of December 2009. It is envisaged that most progression agreements will be developed as Programme Progression Agreements, relating specifically to distinct programmes of study involving two or more of the YHELLN partners.

The progression involved will normally be between two or more different institutions although parts of the toolkit can be used to facilitate easier progression within an individual institution. In this instance, formalised routes for progression within institutions are referred to as Progression Pathways, and some of the documents included here are specific to this type of progression.

The Toolkit is not prescriptive and serves only as a set of ideas and guidelines that can be used to ensure the development of improved progression. This need to improve progression falls in line with the requirements of HEFCE who wish to see higher progression rates into Higher Education particularly for learners from vocational and non-traditional backgrounds. These requirements should be viewed in the light of the demographic changes that will affect the UK in the short term, with a projected drop of 25% in the number of "traditional" 19 year old students entering higher education straight from school over the next decade or so, and the need to improve higher level skills and competitiveness for the UK economy to be able to compete in world markets.

The toolkit provides a comprehensive range of tools that can be used to make effective progression agreements between institutions. In some cases the progression agreements will be between partners who are either HEIs or FE/HE Colleges; however the toolkit allows for agreements to be made on a much wider basis and HEFCE ultimately envisage agreements being made between HE providers and for example, schools, sixth form colleges, work-based learning providers, professional bodies, employer’s organisations and employers.

This toolkit provides a pattern for the development of progression agreements, but is designed to be flexible enough to allow for all types of agreement between a variety of institutions and organisations.

It is appreciated that no two progression agreements will be exactly the same hence the need for this flexible approach has been recognised.
The development and use of progression agreements has been formalised by the adoption of the YHELLN Accord on Progression Agreements which was formally agreed and accepted by all of the YHELLN Partner Institutions in June 2008. (See Appendix 2)

Using the Toolkit

The Toolkit has been designed to be flexible and allows for individual progression agreements to be produced that reflect the needs and requirements of the institutions involved. It is acknowledged that each Progression Agreement will be individual and will need to be fit for purpose. To facilitate this, the Toolkit includes the following documents:

- Guidance Notes for development, completion and signing off of Highway Progression Agreements
- Flowchart A - Formulating Progression Agreements
- Progression Agreement Document – Generic (Blank)
- Exemplar - Student Progression Agreement
- Exemplar - Student Pathways Agreement
- Booklet “Highway - Your route into Higher Education”
- Leaflet “The Benefits of Progression Agreements”
- Annexe 4 of Code QH15 - for use with any Progression Agreement relating to the University of Hull

Any of these documents can be used if considered appropriate and effective between partner institutions and/or other organisations.

The formal Progression Agreement document will need to be signed by the respective institutions and a copy kept by each. It is important that those responsible for admissions in each institution are aware of any progression agreements that have been signed.

The “Highway – Your route into higher education” booklet is available for use with parents/carers and students as appropriate and is for their background information and guidance.

The “Benefits of Progression Agreements” leaflet is available for use by staff in colleges and HEIs.

All documents listed here can be found in Appendix 1
Recommendation

It is recommended that groups producing Progression Agreements consider further documentation such as a student guide to each specific Progression Agreement that will inform students as to how the agreement works and how it may be of benefit to them.

Individual institutions will also need to consider how they incorporate information about progression agreements into their formal Information Advice and Guidance (IAG) processes.

Consideration will also need to be given as to how the Progression Agreement process fits into an individual institution’s quality assurance process, procedures, and associated Codes of Practice.
Guidelines for the development of Progression Agreements.

This section should be read in conjunction with Flowchart A - *Formulating Progression Agreements* which outlines the process needed to be followed in order to achieve a successful Progression Agreement. It allows for feedback and review at any stage.

1) Devising a Progression Agreement

Progression agreements are individual to the parties concerned and may originate in a variety of ways. Initial ideas for agreements may emerge from a variety of groups who have an interest; this could be for example, a curriculum group in a college or HEI.

2) Initial Ideas

These may centre round areas of curriculum or student opportunities. All Progression Agreements must however, be mutually beneficial to both the students and the institutions involved and revolve around increased opportunities for vocational learners.

The discussion should centre on areas where progression agreements may be possible, appropriate and realistic and due consideration should be given to the strategic aims and objectives of individual partner institutions.

3) Consideration of progression pathways and curriculum mapping

One of the aims of any progression agreement is to ensure that a suitable match is found for learners moving from one level to the next. The type and degree of matching depends on various factors.

Between Levels 3 - 4 there may be a need for a general match e.g. Foundation degree in Health and Social Care may be happy to accept students from a variety of National Diploma routes. However students moving from a Foundation degree or HND in Computing and IT may need very specific knowledge and skill in order to progress into the Level 6 Top-up year of a BSc Computer Science course at another institution.

Consequently, it is very important that a curriculum mapping exercise is carried out between programmes ensuring that both content and learning outcomes are relevant, sufficient and at the requisite level.
Flow Chart A – Formulating Progression Agreements

Progression Agreement “Interest” group meets e.g. Higher Skills Team or curriculum groups from institutions

Discussion of initial ideas relating to Progression Agreement(s) in particular vocational area of curriculum

Consideration of Progression Pathways between institutions

Mapping of Curriculum from Precursor Programme(s) to Receiving Programme(s) (consideration of learning outcomes etc.)

Consideration of appropriate documentation to support Progression Agreement

Completion of formal Progression Agreement documentation plus other documentation as appropriate (using Progression Agreement Toolkit as necessary)

Signing off of Progression Agreement by institutions concerned

Electronic copy of Progression Agreement sent to YHELLN Organisation Support Officer

Copy Lodged with institution Admissions Department

Students/Parents/Carers/Other stakeholders made aware of Progression Agreement and implications/opportunities of progression through IAG and marketing

Admissions departments within institutions notified of new Progression Agreements

Monitoring and review at periodic intervals

Relevant actions and updating

Consultation as appropriate
For Progression Agreements involving multiple partners and/or multiple programmes, this process will be more complicated and may take more time to negotiate and complete.

In all cases, partners will need to consider the guidance given to students in respect to opportunities afforded by progression agreements with regard to future career aspirations and any professional requirements relating to employability. It may be the case, that specific subject knowledge or entry qualifications may be required for certain progression routes.

4) Consideration of the offer of the Agreement

As part of the Progression Agreement it is necessary to state what specific offer is being made. Progression onto a programme (e.g. offer of a place or opportunity for an interview) could be subject to various conditions.

These include for example, the learner:

- Achieving . . . . . . UCAS tariff points
- Achieving a pass at grade / level of . . . . . . in a specified subject programme of study
- Successfully completing certain modules on the programme s/he is currently enrolled
- Successfully completing a bridging programme or module
- Successfully completing additional assessment tasks

The learner will also need to be made aware of:

- Specified related future career or professional body requirements
- Any specification of time constraint relating to the progression agreement

The offer could also include any other enhanced activities that may be considered appropriate, for example:

- HE departmental staff visiting a partner institution to provide a programme briefing to students
- Orientation visit by students to a HE partner institution
- Opportunity to take part in a HE focused residential orientation experience
5) Consideration of appropriate documentation to support the Progression Agreement.

Programme teams from the institutions making Progression Agreements will need to consider which of the documents provided here are most appropriate and fit for purpose.

It is recommended that all students are issued with a Student Progression Agreement document which includes a statement to specify what it is they are being offered and what it is they need to achieve. This document is the student’s individual manifestation of the progression agreement process.

Partner institutions will need to keep an appropriate record of each Student Progression Agreement issued. It is recommended that a copy is available to the relevant admissions tutor, with a further copy available within each institution’s central admissions department.

It is also useful to consider how the success of progression agreements may be monitored (see point 10 below), as this will have a bearing on the documentation used.

6) Completion Progression Agreement Documentation

The Progression Agreement document should be completed once any curriculum mapping has taken place and the partners making the agreement are satisfied that the entry requirements for progression are realistic and appropriate.

7) Changes to programmes within the Progression Agreement

It is important in this process to undertake regular review of the content and nature of the Progression agreement. Any changes to relevant programmes may result in changes to for example, content, mode of assessment or learning outcomes; these in turn may necessitate changes to the progression agreement.

8) Awareness raising of Progression Agreements

The Progression Agreement is the formal manifestation of the progression process. The benefits of the agreement can be highly valuable as a tool for improving progression from FE to HE and within the different levels of HE.

Progression Agreements can also be used effectively as a marketing tool and as part of the IAG process within partner institutions. They can also be highly effective in informing parents / carers about the opportunities that exist for progression to HE. In this respect partners will need to consider how to use the existence of the progression agreement to best effect in these areas.

A promotional leaflet for students, parents and carers entitled ‘Highway - Your route into Higher Education’ is available for marketing and publicity use. An electronic version is attached here.

9) Notification to Admissions Department

Receiving Institutions should ensure that copies of Progression Agreements and individual Student Progression Agreements are available within relevant department/faculties and their central admissions department.
10) Monitoring

Institutions will need to monitor progress with Progression Agreements. This will involve collation of how many Progression Agreements have been signed and how many students are progressing by use of each agreement on an annual basis.
Appendices
Appendix 1a

Progression Agreement Document Template (Blank)
PROGRESSION AGREEMENT

This Agreement is made this day of 200[ ]

between

1. [full official name], of [formal/registered address] (hereafter referred to as AAA (replace with correct acronym throughout))

and

2. [full official name], of [formal/registered address] (hereafter referred to as XXX (replace with correct acronym throughout))

Together “the Parties” and individually “a Party”.

WHEREAS

A. AAA is a (Specify type e.g., HE, FE etc) Institution offering, (e.g.) amongst other things, a range of (e.g.) programmes of undergraduate and postgraduate higher education.

B. XXX is a (Specify type e.g., HE, FE etc) Institution offering, (e.g.) amongst other things, a range of (e.g.) higher and further education programmes.

C. AAA and XXX wish to widen access to higher and further education by enhancing vocational progression opportunities between them.

D. XXX wishes to offer its students the opportunity to transfer at key stages to certain programmes at AAA and AAA wishes to accept such students provided that they meet the criteria set down under this Agreement.

AAA and XXX therefore agree as follows:

1. XXX STUDENTS

Subject to the other provisions of this Agreement, AAA will allow suitably qualified students from XXX advanced standing or entry into those programmes listed in the respective Schedule attached to this Agreement and subject to any specific provisions contained therein. A student is suitably qualified for the purpose of this Agreement if he or she meets the entry requirements outlined in the respective Schedule.
2. OPERATING PROVISIONS

2.1 Each Party will appoint a named member of staff to implement, monitor and evaluate the progress of this Agreement.

2.2 The Parties agree to work together as far as reasonably possible to provide a positive and constructive experience for students.

2.3 Applications for admission to the programmes listed in the Schedules to this Agreement must be submitted directly to AAA. Applications must be made through the UCAS admissions process unless expressly stated in the Schedule.

2.4 AAA reserves the right to make the final judgment on the admissibility of any Students onto its programmes.

2.5 For the avoidance of doubt, AAA is not responsible for the validation, authorization and accreditation of those of XXX’s awards which lead to the progression of students under this Agreement, unless expressly stated in the Schedule.

2.6 Each student who registers at AAA under the terms of this Agreement shall be subject to the regulations of AAA and is liable to meet the full cost of AAA tuition fees, and all other relevant costs and expenses.

2.7 Any major modification to a AAA programme listed in the attached Schedules must be notified in writing to XXX at least two months before the change takes place.

2.8 The Schedules will be reviewed annually and programmes may be discontinued or added and requirements altered subject to agreement between the Parties.

3. PRINCIPAL OBLIGATIONS OF AAA

3.1 AAA will undertake all reasonable measures to give effect to this Agreement.

3.2 AAA’s Student Recruitment will inform XXX of Open Day arrangements.

3.3 AAA agrees to offer a place on or an interview for a place on its programme to such of XXX’s students who apply and who meet the programmes entry requirements. An offer of a place is subject to AAA’s normal admission requirements (including successful interview where appropriate) and subject to availability of a place on the relevant programme.

3.4 AAA agrees to provide, on request, feedback to XXX and XXX’s students on applications and interviews.

3.5 AAA agrees to monitor the performance of XXX’s students on its programmes and provide feedback to XXX as appropriate so far as permitted under Data Protection legislation.
4. **PRINCIPAL OBLIGATIONS OF XXX**

4.1 XXX agrees to evaluate and screen prospective students from their respective programmes and to recommend students to apply for progression onto AAA programmes that are likely to meet the entry requirements of AAA's programmes.

4.2 XXX will ensure that students are provided with all relevant information, support and materials regarding AAA’s programmes and admissions procedures. Materials which are the property of AAA shall remain as such and shall not be used for any other purpose without the express written agreement of AAA.

4.3 XXX will publicise the progression arrangements as appropriate and shall ensure that all advertisements or promotions of AAA’s programmes shall include a statement to the effect that AAA reserves the right to offer an alternative progression route to the advertised route and cannot guarantee the advertised route remains open. XXX will make this clear to their students.

4.4 XXX will ensure that AAA is kept advised of any material programme or curriculum changes.

5. **TERMS OF AGREEMENT AND AMENDMENT**

5.1 This Agreement shall remain in force until terminated by either Party in accordance with this clause. Any revisions to this Agreement must be approved in writing by both Parties. Either Party may request a review of this Agreement at any time.

5.2 This Agreement may be terminated by either Party giving 3 months written notice to the other, or by either Party immediately should the other Party commit serious breach of the terms of this Agreement or should the other Party become bankrupt or enter into liquidation or other form of formal winding up.

5.3 For the avoidance of doubt, should grounds exist to terminate this Agreement but an opportunity is given to the Party in breach to remedy that breach, then this shall not be regarded as the innocent Party having waived the right to terminate at a later date should the Party in breach fail to remedy that breach in the time and manner (if any) specified.

5.4 Should either Party terminate this Agreement in accordance with Clause 5.2, there will be no new admissions of students onto the programmes. The following obligations shall survive until all registered students already on the programmes listed in the attached Schedules at the date of termination have completed their course of study at AAA and XXX:

   a) Both Parties shall perform in full their obligations under this Agreement.
   
   b) Both Parties shall make every reasonable effort to support the existing cohort of students.
5.5 In the event of this Agreement being terminated by either Party students already studying at XXX will qualify for progression provided they are suitably qualified at the end of their programme of study at XXX, however AAA reserves the right to offer reasonable alternative programmes of study to those programmes listed in the Schedule if such programmes can no longer be offered.

6. GENERAL

6.1 This Agreement does not create any right to enforce for any person not a Party to it except a person who is a successor to or assignee to either Party is deemed to be a Party under this Agreement. This Agreement may be rescinded or varied without the consent of or the need to give notice to any person not a Party to it.

6.2 This Agreement, and any Schedule identified within this Agreement constitutes the entire written agreement between the Parties, supersedes any similar agreement, whether oral or in writing as may exist between the Parties, and may only be modified in written amendment signed by the Parties.

6.3 Both Parties agree that in the performance of this Agreement, they will not discriminate unlawfully against any person on the basis of race, colour, national origin, religion, sex, sexual orientation or disability.

6.4 This Agreement will be governed by the laws of England and Wales and subject to the exclusive jurisdiction of the courts of England and Wales.

Signed on behalf of
Institution AAA

(authorized signatory)
Name:
Title:
Date:

Signed on behalf of
Institution XXX

(authorized signatory)
Name:
Title:
Date:
SCHEDULES

<table>
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<th>XXX PROGRAMMES</th>
<th>Progression onto AAA Programmes</th>
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1. Maximum numbers of students p/a (subject to availability)
2. Entry conditions *(for example)*
   - Entry conditions are the successful completion of the relevant programme listed above at XXX with a minimum overall mark of [    ]; and
   - 
   - 

Terms acknowledged by

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<td>Title:</td>
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</tbody>
</table>
Appendix 1b

Exemplar Progression Agreement Front Page
THE UNIVERSITY OF HULL

and

YORKSHIRE COAST COLLEGE

PROGRESSION AGREEMENT

for

BTEC National Diploma in Sports and Exercise Sciences

and

BA (Hons) Degree in Sport and Leisure Management

June 2009
Appendix 1c

Exemplar Progression Agreement Schedule
EXEMPLAR ONLY

SCHEDULE

<table>
<thead>
<tr>
<th>Programme at The College</th>
<th>Progression onto Hull University Programmes</th>
</tr>
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<tbody>
<tr>
<td>BTEC National Diploma in Sport and Exercise Sciences</td>
<td>BA (Hons) Degree in Sport and Leisure Management (Scarborough Campus)</td>
</tr>
</tbody>
</table>

1. A place will be offered subject to the conditions below

2. Entry conditions:
   - The candidate successfully completes the relevant programme listed above at THE COLLEGE
   - The candidate achieves minimum grades equivalent to 200 UCAS tariff points, or Pass/Pass/Merit on the National Diploma programme
   - The reference from THE COLLEGE is supportive
   - The student personal statement on the UCAS reflects their application for a place
   - A successful outcome is achieved in the interview with the admissions tutor

Further Consideration

   - If a candidate does not meet the minimum grades requirement for the BTEC National Diploma in Sport and Exercise Sciences and instead gains a BTEC National Certificate in Sport and Exercise Sciences the candidate will be assessed on an individual basis, but could be offered the opportunity of a place on the 1 year Foundation Degree Level 0 programme. If successfully completed, this could enable them to progress to the BA (Hons) Degree in Sport and Leisure Management
Appendix 1d

Exemplar Student Progression Agreement

(Institution - Institution)
Student Progression Agreement

For:

Student Name

Course

HE Provider agrees that the above named course is an appropriate progression route to the and guarantees a place, an interview, an offer of a place on this Foundation Degree provided that the following conditions are met:

● The student passes the above course, achieving a minimum grade of:

● The student satisfies the essential entry criteria as defined by the HE Provider delivering the Foundation Degree in partnership with the Yorkshire & Humber East Lifelong Learning Network.
Admission to the Foundation Degree

If the applicant satisfies the conditions stipulated overleaf, they are guaranteed a place, interview or offer of a place on their Foundation Degree.

In most circumstances, the applicant may choose a different course at the time of application if they have had a change of mind or career direction.

The college/university is committed to providing pre-application and pre-entry advice and guidance to any student who requires or requests it in line with the Yorkshire & Humber East Lifelong Learning Network Statement of Entitlement.

The offer of a full-time place may be deferred for one year for students wishing to undertake a gap year, after which time, a new application must be submitted through UCAS.

Termination of Agreement

This Progression Agreement will terminate if:

- The course at the relevant HE Provider is redesigned and, following discussions with course tutors, it is agreed an appropriate curriculum match no longer exists, or

- The course at the relevant HE Provider is discontinued. Should like occur, the FE Provider will endeavour to provide comprehensive information, advice and guidance on alternative progression opportunities.

Although it has been agreed that the course you have chosen is an appropriate route to the Foundation Degree (FD) listed overleaf, there are also other opportunities available to you within our network in this curriculum area. Subject to you passing your course and meeting entry criteria, you could also consider a range of alternative FDs or BA/BSc programmes.
Appendix 1e

Exemplar Student Progression Pathway Agreement

(For internal progression within an FE/HE institution)
Student Progression Pathway Agreement

**The Grimsby Institute agrees that the above named module is an appropriate progression route to the following programmes:**

- **Foundation Degree Retail Management**
- **Foundation Degree Business and Event Management**
- **Foundation Degree Enterprise Development**
- **Foundation Degree Sport and Leisure Management**
- **Foundation Degree Tourism and Hospitality Management**
- **Foundation Degree in World Class Manufacturing**
- **Foundation Degree in Logistics Management**
- **Foundation Degree in Food Manufacturing Management**
- **BA Honours Business Management**
- **BA Honours Business with Psychology**
- **LLB Honours in Law**
- **HNC Business**
- **BA Honours Tourism and Business Management**
- **BA Honours Business Management with Marketing** (Awaiting validation)
- **BA Honours Business Management with Finance** (Awaiting validation)
- **BA Honours Business Management with Human Resource Management** (Awaiting validation)

**The Grimsby Institute guarantees** An Interview

Provided that the following conditions are met:

* You pass the above course.
* You satisfy the essential criteria as defined by the HE provider delivering the appropriate progression programmes

For further help and advice please contact HE Admission on 01472 311222 ext 255
Admission to the Foundation Degree/BA Honours Degree

If you satisfy the conditions stipulated overleaf, you are guaranteed a place, interview or offer of a place on their Foundation Degree/BA Honours Degree.

The college/university is committed to providing pre-application and pre-entry advice and guidance to any student who requires or requests it.

The offer of a full time place may be deferred for one year should you wish to undertake a gap year, after which time, a new application must be submitted through UCAS.

Termination of Agreement

This progression agreement will terminate if:

* The course at the Grimsby Institute is redesigned and, following discussions with the course tutors, it is agreed an appropriate curriculum match no longer exists, or

* The course at the Grimsby Institute is discontinued. Should like occur, the Grimsby Institute will endeavour to provide comprehensive information, advice and guidance on alternative progression opportunities.

Although it has been agreed that the course you have chosen is an appropriate route to the Foundation Degree/BA Honours Degree listed overleaf, there are also other opportunities available to you in this curriculum area. Subject to you passing your course and meeting entry criteria, you could also consider a range of alternative Foundation Degrees, BA Honours Degrees or BSc programmes.

Signature of Admissions Tutor

Signature of appropriate Grimsby Institute signatory

THE GRIMSBY INSTITUTE
of Further & Higher Education

Yorkshire & Humber East
LIFELONG LEARNING NETWORK
Appendix 1f

The Benefits of Progression leaflet

(For use by partner institution staff)
Who are the students?

Students will include many people who, for varied reasons, are not naturally predisposed to enter HE.

This will include many people on vocational courses such as:

- Those at NVQ Levels 2 & 3 or Higher Level Apprenticeships
- Those taking another type of Vocational Qualification eg BTEC, C&G, EDEXCEL, at Level 3.

Also included will be:

- Students who are on a Foundation degree who wish to progress on from Level 5 - Level 6
- People in work who may not be able to take a full time course but will benefit from a flexible part-time provision, possibly starting with bite-size at Level 4 and building up (possibly) more gradually to a full qualification at Level 5 or 6 (or ultimately level 7 or 8).

What do Progression Agreements do?

- 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
- Encourage and formalize links between partners in the Yorkshire & Humber East Lifelong Learning Network (YHELLN) area
- Illuminate vocational HE Pathways for students to aspire to!
- Provide support for tutors on vocational programmes introducing and preparing learners for HE
- Ensure support is in place for learners throughout that transition
- Make credit transfer a reality
- Encourage greater collaboration and dialogue between different institutions within YHELLN. They should also facilitate an enhanced understanding of the range of vocational programmes within the sector
- Help admissions departments recognise, understand and value progression from vocational courses.
What does the University / College gain from Progression Agreements?

- Higher numbers of enrolled students to named programmes
- Higher numbers of students with particular qualifications (e.g. vocational qualifications) and/or socio-economic/demographic backgrounds
- The development of new programmes and curriculum out of a clearer knowledge of learners’ needs and demands or in collaboration with an employer
- Dialogue and greater understanding between providers about vocational provision, (including the new 14 -19 Diplomas)
- Opportunities to promote to students (and parents/carers, if appropriate), provision with clearly defined progression
- Closer contacts with other stakeholders, such as employers
- Fulfilment of institutional commitment to the community by providing relevant programmes in the locality
- Simplified admissions procedures for students with non-traditional entry qualifications
- Ease of movement between institutions for students changing programmes between Levels 4 - 6.

What does the student gain from a Progression Agreement?

- Clear and accurate “illumination” of information on the progression opportunities between defined programmes
- New opportunities to study at Level 4 and beyond
- Consolidation of existing knowledge and experience into a recognised HE qualification
- The added value of transferable, graduate skills
- Increased personal and professional development gained either through work or independently
- Improved motivation and commitment
- Enhanced self-esteem.
Appendix 1g

Highway - Your route into higher education booklet

(For use with students, parents/carers etc)
The world of work and the society we live in are constantly changing. And to keep pace with these changes it’s important that new ways of getting into higher education and new courses are developed.

This leaflet describes some of the latest developments that are taking place to show how you can find your route into higher education.

Why higher education?

Increased earning potential, job satisfaction and better career prospects are just some of the benefits of higher education.

And now is a good time to make a start, because it’s never been easier to access a higher education qualification.

New degree courses are being developed all the time to help people reach their potential through extending their work-based knowledge and skills to the highest level. And what is more, agreements between schools, colleges and universities mean that you can now take the most flexible approach ever to reaching your goal – meaning that education really can fit in with your lifestyle and that you don’t have to make a huge commitment at the beginning.

Some people even get a real taste for higher learning and go on to do a masters degree or doctorate.

How do I get on a higher education course?

We know that many people are highly skilled and talented with much to offer at a higher level. Some are the managers and business leaders of the future. This is why there are now many more ways designed to enable you to get a place on a higher education course than just the traditional A level route.

You can now start college or university after taking vocational qualifications such as a national diploma, apprenticeship or an access course. Some people even go on to higher education without any qualifications at all, gaining entry because of their individual ability, life skills and experience.

Whichever route you decide to take, there are great opportunities there for you to progress, develop personally and follow a career.

How will I study?

To encourage more people to take advantage of higher education opportunities, and to reflect people’s contrasting lifestyles, universities and colleges are now much more flexible in how they allow people to access their courses.

You can now study higher education full-time or part-time while you continue to work and some courses are partly delivered through distance learning using the internet.
What is a vocational qualification?

Vocational courses that lead to qualifications simply mean that the study is related to work. The advantage of this type of qualification is that they are valued by employers and relevant to your job or career – proving your skills, academic ability and brightening your prospects.

Due to their importance to the UK economy, there are now many different types of vocational courses on offer from which it’s possible to progress to a foundation or honours degree. Examples include the National Diploma in Business Studies, Higher National Diploma in Engineering, CACHE Diploma in Child Care, NVQ Level 3 in Horticulture and NVQ in Travel and Tourism.

The ease of learning today, means that if you wish, you can build on this type of vocational course towards taking something at a higher level.

What types of courses are available?

There is now a huge range of courses on offer from colleges and universities designed to help learners in all sorts of circumstances and from many different walks of life.

Higher education courses vary from purely academic through to entirely work-related and include university foundation modules and awards, foundation degrees and BSc/BA/BEd honours degrees.

Courses vary in length from a few hours, known as bite-size or short courses, to three or four years for a foundation or BSc/BA degree.

There are so many alternatives depending on individual circumstances that we have designed a qualifications road map (refer to pages 6 and 7) to see how it’s possible to progress along a route towards getting a qualification at a higher level.

How will I study?

No problem. Being in a job doesn’t mean you can’t progress – many people start a higher education course while they’re at work.

Higher education courses are designed to be flexible and some run in the evenings and at other times so that you can find the time to take part. Many are designed so that you can progress at your own pace while maintaining a good work/life balance.

Because employers increasingly want their staff to become more highly skilled, some classes are now even run at work. In certain cases, employers will also pay for you to complete a qualification because it benefits them as well, so it’s worth checking this out.
This diagram illustrates the main routes to the most common qualifications in England. You should always seek advice on HE from a qualified adviser.

* Introduced from September 2008.
What if I'm not sure I can take on the commitment?

You really don't have to take the plunge and commit yourself straightaway to many hours of study over a long period of time. Whilst clearly established pathways exist (see pages 6 and 7), there are also a variety of more flexible routes available to suit individual needs.

You can opt to take a short bite-size or taster course lasting only a few hours to see how you get on, and next take a longer university foundation module that might run for perhaps a few weeks. This can be followed by a university foundation award (UFA) that will take several months to achieve.

It's possible to build up your qualifications to a foundation or bachelors degree over a period of time at your own pace starting with a short, bite-size course. You can even leave or re-enter at any point. And anyone completing one of these courses will be awarded a number of points or credits that can be used towards getting the next qualification.

Some people are also concerned about the cost of higher education, so it's well worth enquiring about any grants that are available with your college or university.

What will a Progression Agreement mean for me?

A 'HighWay' progression agreement is a way of ensuring that everyone on a vocational course is aware of the opportunities that are available. They provide a goal to encourage continued learning to a higher level, allowing people to develop their skills and enhance their career opportunities.

Students that are on a course that is subject to a progression agreement will get a certificate that will give them either a place or an interview at a local university or college offering a relevant higher education course.

‘HighWay’ Progression Agreements

To make it easier for you to find your way through higher education and the qualifications available, we're introducing 'HighWay' progression agreements.

These are contracts between educational institutions, including schools, colleges and universities, as well as some employers and workplace training providers.

They ensure that clear pathways are available, particularly if you're on a vocational course, so that you have an entitlement to progress onto and through higher education, making it easier to move between different levels.
Further Information

Get in touch with your local college or university to find out about higher education or try the following websites:

UCAS: www.ucas.ac.uk
Aimhigher: www.aimhigher.ac.uk
Foundation Degree Forward: www.fdf.ac.uk
Connexions: www.connexions-direct.com
Student Finance: www.studentfinancedirect.co.uk

Bishop Burton College
Bishop Burton, Beverley, East Yorkshire HU17 8QG
T: 01964 553000 www.bishopburton.ac.uk

Doncaster College
University Centre, High Melton Campus, Doncaster DN5 7SZ
T: 0800 358 7474 www.don.ac.uk

East Riding College
Gallows Lane, Beverley, East Yorkshire HU17 7DT
T: 0845 120 0307 www.eastridingcollege.ac.uk

Hull College
Queen’s Gardens, Hull HU1 3DG
T: 01482 329943 www.hull-college.ac.uk

Grimsby Institute
Nuns Corner, Grimsby, North East Lincolnshire DN34 5BQ
T: 0800 328 3631 www.grimsby.ac.uk

North Lindsey College
Kingsway, Scunthorpe, North Lincolnshire DN17 1AJ
T: 01724 281111 www.northlindsey.ac.uk

Selby College
Abbeys Road, Selby, North Yorkshire YO8 8AT
T: 01757 211000 www.selby.ac.uk

University of Hull
Cottingham Road, Hull HU6 7RX
T: 0870 126 2000 www.hull.ac.uk

Yorkshire Coast College
Lacy Grills Drive, Scarborough, North Yorkshire YO12 5RN
T: 01723 372105 www.yorkshirecoastcollege.ac.uk
Appendix 1h

Employers Progression Leaflet
YHELLN is dedicated to raising the educational aspirations of the local workforce, recognising that our region currently compares less favourably against the national average in terms of qualifications at a higher level. For more information about courses available, from bite-size modules to degrees, simply contact one of our partner institutions.

*Source: Labour Force Survey

Higher skills unlock potential in businesses and contribute to our regional economy. The Yorkshire & Humber East Lifelong Learning Network (YHELLN) is introducing new ‘highway’ progression routes to make it easier for employers to access flexible, work-based qualifications for their employees.
To be successful in a global economy, the UK needs a world class workforce capable of identifying, developing and adopting new ideas. Higher education has a potentially crucial role to play in supporting all kinds of organisations to remain effective and competitive.

“The UK is at a crossroads on skills, and we need to move quickly.”
Richard Lambert, Director-General, CBI

“Economically valuable skills is our mantra .... More than 70 percent of the 2020 working age population are already over the age of 16.”
Leitch Review of Skills – Prosperity for all in the global economy – world class skills

* introduced from September 2008.
Appendix 1i

Annexe 4 of Code QH15 - for use with any Progression Agreement relating to the University of Hull
A progression agreement is a schedule of prior learning outlining the recognition of either an existing award, or individual modules, offered by an approved partner institution or organisation. This activity is implemented to allow entry into University of Hull programmes of study with exemption from specific stages or modules.

Prior to completing this form, please contact the University Quality Office to ascertain if the proposed partner has received Educational Partnerships Committee (EPC) approval and at which level.

Please provide the following information in the boxes below.

Boxes expand to accommodate your text.

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<td>Name and email of lead internal contact</td>
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<td>Full name of partner institution/organisation&lt;br&gt; If this application relates to a specific campus, please provide the location details.</td>
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<td>Details of partnership activity</td>
<td>Provide the full name of the partner programme(s) which form(s) part of this agreement</td>
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Please detail below or attach a list of the University of Hull programmes onto which students will be admitted.
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<tr>
<th><strong>Provide a detailed subject mapping which allows for progression onto the relevant University of Hull programme(s).</strong></th>
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<td><strong>Provide details of teaching, learning and assessment methods for the relevant programme(s) at the partner institution.</strong></td>
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<tr>
<td><strong>Provide details of University of Hull departmental support and monitoring of students who enrol via this agreement.</strong></td>
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<td><strong>Provide details of how the partner would promote the progression agreement to its students.</strong></td>
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<td><strong>Provide details of visits undertaken by University of Hull members of staff to the partner institution if this is a new partnership. Please attach reports of these visits if applicable.</strong></td>
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| Date Reported to PAMEC Meeting(if Chair’s Action) | |
|---------------------------------------------------| |
Date of Approval

Duration

Review date

Once completed and approved by the Head of Department and the Faculty Dean, this form must be sent to:

- University Quality Officer- International Partnerships (if an international progression)

This record of decision is available in alternative formats on request from the Quality Office
Appendix 2

The YHELLN Accord

on

Progression Agreements
Accord on Progression Agreements

THIS ACCORD is entered into on [day] [month] [year]

BY:

(1) Bishop Burton College of York Road, Bishop Burton, Beverley, HU17 8QG

(2) Doncaster College of The Hub, Chappell Drive, Doncaster, DN1 2RF

(3) East Riding College of Gallows Lane, Beverley. East Riding of Yorkshire, HU17 7DT

(4) Hull College of Queen's Gardens, Hull, HU1 3DG

(5) The Grimsby Institute of Further and Higher Education of Nuns Corner, Grimsby, North East Lincolnshire DN34 5BQ

(6) North Lindsey College of Kingsway, Scunthorpe, North Lincolnshire DN17 1AJ

(7) Selby College of Abbots Road, Selby, YO8 8AT

(8) The University of Hull of Cottingham Road, Hull HU6 7RX; and

(9) Yorkshire Coast College of Lady Edith's Drive, Scarborough, North Yorkshire, YO12 5RN

referred to as “member” or, in any combination, “members”

The role of Lifelong Learning Networks is to increase opportunities for vocational learners in Higher Education. This includes putting in place a range of measures to ensure that vocational learners are able to access, succeed in and progress through Higher Education opportunities that meet their needs. Progression Agreements are considered by HEFCE as a vital tool in creating and sustaining the necessary changes in order to provide these opportunities. Other aspects such as increasing the flexibility of the curriculum offer in terms of both content and mode of delivery and ensuring appropriate advice and guidance is available, sit alongside these developments.

This document builds on and updates the Strategic Statement on Progression Agreements endorsed by the YHELLN Steering Group in April 2007. It aims to take the development of Progression Agreements forward with the intention of increasing the number of students progressing into and through Higher Education.
The following items are agreed:

1. The definition of a Progression Agreement as adopted by YHELLN is:

   A formal statement of entitlement to enter a programme of study made specific to an individual or defined group of learners

   Each Progression Agreement will be in writing and be signed by those members who are party to it.

2. A Progression Agreement may include an “offer of a place” either conditional or unconditional, or an “offer of an interview”. The term “guaranteed progression” will be avoided in these agreements as it can be misleading and cause unnecessary concern.

3. The priority areas for development of Progression Agreements are:

   - Creative Arts
   - Business and Logistics
   - Engineering and Construction
   - Health, Education and Social Care

   It is intended that once progression agreements are embedded in these priority learning areas, further agreements will be developed in other curriculum areas.

4. Any Progression Agreements between members may involve some or all of them and will be developed at a subject/curriculum area level. The relevant Sector Skills Councils’ approach to specifying sectors and subject/curriculum areas should inform the scope of these Agreements. The decision to develop Progression Agreements in a subject/curriculum area will be informed by the likely current and future need for skills at a higher level within that sector.

5. Progression Agreements are intended to be flexible and will vary in nature depending on the programmes, institutions and sectors concerned. Initial ideas for the development of Progression Agreements may emerge from Higher Skills teams or individual members. Any Higher Skills team may eventually oversee the development of several agreements.

6. Progression Agreements may take place in some instances with bodies who are not members. These may include institutions and organisations such as Schools, Sixth Form Colleges, Employers, Work-Based Learning Providers and Professional Bodies.

7. Progression Agreements will be developed at various levels which may include access to and through Higher Education. Many Progression Agreements will focus on areas at Levels 3 – 6. Some Progression Agreements will be developed to Level 7 and ultimately, some up to and including Level 8.

8. Continuing Professional Development (CPD) will be available for all stakeholders and practitioners engaged in the development of Progression Agreements.

9. A package of learner support will be integrated into Progression Agreements in line with the YHELLN Statement of Entitlement for Information Advice and Guidance (IAG), as agreed by the members from time to time.
10. There will be a formal agreement made between the learner and members concerned in each Progression Agreement.

11. Examples of progression pathways that may be covered by Progression Agreements include those between:

- Schools / Sixth Form Colleges and FE or HE Institutions
- FE and HE Institutions
- FE and FE Institutions
- HE and HE institutions
- Private WBL Providers and Educational Institutions
- Employers and Educational Institutions
- Professional Bodies and Educational Institutions

12. Curriculum Development will be aligned to support the development of Progression Agreements and may take the form of, for example:

- Expert Sessions
- Bite-sized provision
- The development of new Foundation Degrees
- The development of Level 6 top-up programmes
- The development of Masters programmes

13. The web-based YHELLN Portal will be available to facilitate learner support and opportunities for progression pathways.
We agree to support the development and implementation of Progression Agreements in line with this Accord in order to increase opportunities for vocational and non-traditional learners in Higher Education in the YHELLN region.

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Appendix 3

Progression Agreements

The YHELLN Framework
Progression Agreements

The YHELLN Framework

Introduction to Progression Agreements

Progression Agreements are seen as fundamental to the success of Lifelong Learning Networks. The funding body HEFCE, stresses that the use of Progression Agreements will be an integral part of increasing the number of higher skills learners in education throughout England. Although not at present specified, it appears likely that future award of ASNs will be dependent on institutions having Progression Agreements in place.

One of the main tasks for the Yorkshire and Humber East Lifelong Learning Network (YHELLN) has been to develop a framework for Progression Agreements and to ensure that such agreements operate effectively across the network. It is intended that this framework will have long term sustainability.

HEFCE expects all LLNs to develop progression agreements that adhere to the following principles:

- 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
- They are negotiated to make credit transfer a reality
- They are developed on a network-wide basis, with all the institutions that form part of the Lifelong Learning Network.

Inherent in this process is the development of mechanisms to agree and manage progression arrangements and ensure they operate effectively across YHELLN. HEFCE consider that Progression Agreements are the single most challenging area for development within Lifelong Learning Networks.
The YHELLN Strategic Statement on Progression Agreements

In May 2007, YHELLN in its strategic statement adopted the following working definition of a Progression Agreement as:

“A formal statement of entitlement to enter a programme of study made specific to an individual or small, defined group of learners”

This has been adopted by YHELLN in order to facilitate understanding between all internal stakeholders. It has been agreed that the phrase ‘guaranteed progression’ will be avoided as it is misleading and may cause unnecessary concern.

Progression Agreements will initially be developed in the 4 YHELLN Priority Learning Areas of:

- Creative Arts
- Business / Logistics
- Engineering Construction
- Health, Education and Social Care

It is intended that once progression agreements are embedded in these priority learning areas, further agreements will be developed in other curriculum areas.

Who are Progression Agreements for?

Progression Agreements are aimed primarily at the vocational education sector with the aim of ensuring clearly defined progression opportunities for vocational learners who wish to engage with Higher Education.

These agreements essentially need to embrace the transition from Level 3 to Level 4 and onward to Level 6. In some places there will be a need to develop Progression Agreements to ensure opportunity of progression between Levels 5 and Level 6 and in some circumstances it may be necessary to consider Progression Agreements running from Level 2 - Level 7. (In some Lifelong Learning Networks there are institutions where Progression Agreements are already in place linking Bachelors to Masters Programmes).

Progression Agreements need to be both flexible and “fit for purpose” and do not all necessarily have to relate to what would traditionally be considered as “complete programmes” or “full-time programmes”. A Progression Agreement with an employer for example might relate initially to their employees entering HE learning for the first time and taking a 10 credit CPD module as the pre-cursor to a 60 Credit University Foundation Award. In this case a further (or extended) Progression Agreement may facilitate a learner to progress from the UFA, directly on to Foundation Degree having already achieved 60 Credits at level 4 on that programme. The use of Progression Agreements for part-time learners is particularly useful as part of a widening participation strategy. This is reinforced by the message coming from HEFCE with regards to demographic changes relating to the UK workforce between now and 2025. A substantial drop in the number of learners in the 14 -19 age category means that the higher skills agenda is increasingly moving towards the engagement of those people already in work. Progression Agreements and ease of credit transfer are fundamental to the success of this shift in uptake and provision at Higher Education level.
Type and Style of Progression Agreement

YHELLN considers that Progression Agreements can take various forms and may for example be made between:

- Schools and FE or HE Institutions
- FE and HE Institutions
- FE and FE Institutions
- HE and HE institutions
- Private Work-Based Learning Providers and FE or HE Institutions
- Employers and FE or HE Institutions
- Professional Bodies and FE or HE Institutions.

The Learner Perspective of Progression Agreements

Progression Agreements are central to the development of the individual, and hence the development of any Progression Agreement must be learner centric. It must enable the learner to:

a) Know what progression is and why it is important to them
b) Know where progression opportunities for learning exist and
c) Progress easily from one level of learning to the next with the appropriate level of guidance and support

These issues must be clear and transparent for all parties concerned. For the learner in particular, there is a need for clear and impartial advice and guidance as part of the progression process.

The role of credit transfer

HEFCE guidance indicates that Progression Agreements will be underpinned by agreement on credit. It should be remembered however that:

- credit systems by themselves do not foster progression and cannot ‘guarantee’ transfer between institutions
- infrastructure needs to be put in place to enable progression
- credit can have a central or supporting role in enabling progression.

Background to Progression Agreements

1. In outline, a progression agreement is an arrangement whereby an individual is granted admission to a named HE programme providing they have met specified conditions prior to the commencement of the programme. Most frequently, the conditions will relate to the individual’s performance and achievement on a precursor programme but other circumstances can apply, for example, an individual who is in employment and who must complete an agreed portfolio of experiential, work-based learning outcomes in order to satisfy the admission requirements for the HE programme.

2. The process closely parallels the present procedures for school students. Such candidates apply for admission to HE providing institutions through UCAS at the start of year 13 and receive conditional offers for admission to named undergraduate programmes. This process constitutes, strictly, a
formal kind of ‘progression agreement’. However, by focusing on younger students - in full time education and studying, for the most part, GCE ‘A’ - Level courses - the scope of the arrangement is very particular. A strategy for progression agreements offers the prospect of addressing a much wider range of candidates and circumstance, for example, by providing a structure for:

- Progression into HE from precursor vocational and occupational courses as well as GCE ‘A’- Level courses;
- A wider range of circumstances, for example for part-time students and people in employment;
- A decision-making timescales that are tuned to different student circumstances and through which the conditional offer of a place on an HE programme can provide an incentive for a candidate to manage their programme in the spirit of lifelong learning. The process can thereby increase ambition, motivation and expectation.
- Different and novel modes of delivery that are more appropriate to the needs of new learner cohorts and individuals.

A curriculum mapping exercise will be required prior to the formalisation of the progression agreement to confirm that a candidate qualified through the precursor programme at the appropriate level fully meets the admission requirements of the HE programme. In some cases, an examination of the ‘curriculum fit’ of programmes might allow links to be established between a sequence of programmes pre-HE with one or more HE programmes, extending to postgraduate awards, professional qualifications and entry points to employment. Such a progression agreement can provide wide-ranging benefits, not least for all the participating institutions in increasing enrolment to programmes at all levels and in facilitating collaboration with employers and professional stakeholders.

In a situation where the potential supply of higher education exceeds the demand from the traditional market sectors, a further strength of a strategy for progression agreements is in the opportunity it provides for creating new demand from new market sectors and thereby increasing participation, and diversity, in HE. Progression agreements, supported by appropriate curriculum, marketing, and IAG strategies allow new markets within the “non traditional” residual group of 18-23 year olds and from older people to be addressed. These groups may have distinctive requirements for HE, including alternative modes of study such as part-time and work-based provision. By definition, they will include many people who, for varied reasons, are not naturally predisposed to enter HE. The progression and support arrangements will assist them to recognise the personal benefits of HE and to overcome any cultural barriers that might have prevented them from contemplating HE in the past.

A principal objective of any progression strategy should be the benefit that accrues to participating institutions themselves. This benefit may take the form of increased enrolment to named programmes and may also be directed to other institutional mission commitments, for example a strategic objective to broaden the participation of people from specific socio/economic/demographic groups. It may be appropriate, therefore, for the strategy to be selectively directed at the programmes and curriculum areas that yield greatest benefit in these terms. There may be little purpose in expending resources to devise a progression agreement in an area where...
qualitatively and quantitatively institutional objectives are already being achieved.

6. It is also important to emphasise that an effective procedure for progression agreements should not imply the need for participating institutions to make any changes to their present standards of practice - for example, through the lowering of academic standards; reducing authority over student admission to programmes; or changes to regulations. Although the procedure can result in a ‘guaranteed offer of entry’ to a prospective student, this is invariably a conditional guarantee. Candidates cannot, and do not, have an entitlement that limits institutional authority. In many respects, the process parallels the compact arrangement currently offered by many universities. Under a compact, a university may recognise progression from a precursor course at a school or a college, as being mainstream for candidates who meet specified conditions. The university retains full authority over the working of this arrangement at all times.

7. The institution delivering the HE programme which is the subject of a progression agreement may be required to apply similar strategies for managing the allocation of student numbers to the programme at both the ‘offer’ and ‘admission’ stages to those currently applied under UCAS. The arrangement therefore does not require any new practices to be devised or any lowering of institutional authority over admission decisions.

8. In practice, progression agreements should be devised and implemented so as to be as flexible as possible. There is no need to anticipate that a single approach that must apply to all programmes, and to all circumstances. Once a scheme is fully established, it can be expected that the arrangement will cover a continuum of practice, incorporating elements that can vary to meet the needs of individual programmes and the circumstances of different learners. The arrangements for a specific programmes may also change over a period of time.

9. Listed below are the operational features of a scheme for YHELLN progression agreements, from which the actual elements for a specific programme should be drawn.

Principles

10. The following are regarded as the key principles that should inform the development of Progression Agreements:

   a) The progression arrangement should incorporate a formal agreement, which sets out the terms of a commitment to admit a learner to a named programme or programmes, providing certain conditions are met.

   b) The progression agreement can be between providing institutions, between providing institutions and learners, between providing institutions and schools, between providing institutions and employers or employers’ organizations, and between providing institutions and professional bodies.

   c) The progression agreement should be directed to facilitate an enhancement of the pattern of recruitment to programme or
programmes, either by an increase in the numbers of students enrolled or by a broadening of the characteristics of the student body, or both.

d) The progression agreement should be of benefit both to the learners and to the providing institutions.

e) For learners, the benefits can include the defining of opportunities and pathways that were not previously evident to them, and an early guarantee of a place on an HE programme (providing conditions are met) enhancing their motivation and commitment and their capacity to achieve educational goals.

f) For institutions, the benefits can include higher numbers of enrolled students; higher numbers of students with particular qualifications (e.g. vocational qualifications) and/or socio/economic/demographic backgrounds; the development of new programmes and curriculum out of a clearer knowledge of learners’ needs and demands or in collaboration with an employer; closer contacts with other stakeholders such as employers; other benefits in relation to the institution’s mission commitments.

g) For employers, the benefits can include a more effective and systematic arrangement for defining the initial and post-experience qualification requirements of occupations and for employee training and Continuing Professional Development (CPD)

h) Progression agreements should be only established in programme/curriculum areas where there is a strategic benefit to the stakeholders involved.

i) Individual progression agreements may take different forms.

j) A progression agreement is a means to an end rather than an end in itself. It may need to be updated as time progresses and changes occur.

Mapping Provision

11. Part of the development of Progression Agreements is based on mapping of the programmes available at relevant levels in the curriculum sector concerned and across all participating institutions. The map can also include exit points into employment and into specific occupations.

12. The map should be as comprehensive as possible and should address the levels in the qualification framework, (from Level 1 to Level 8) that are relevant to Progression Agreements.

13. The current number of students progressing between different programmes at different levels indicates the strength of current opportunities for progression and of the levels of knowledge currently held by students and by staff and institutions.

14. The map demonstrates the popular progression routes that are currently followed and allows other options to be readily identified, including those
which are not currently popular but for which a progression agreement will yield benefits.

**Mapping Curriculum**

15. In order for a Progression Agreement to be completed it will be necessary for the participating institutions to ensure that a mapping of curriculum has taken place to ensure that all learning outcomes will have been achieved.

**Features of Progression Agreements**

16. In most cases, a Progression Agreement will cover one or more progression routes into one named HE programme or a group of related HE programmes.

17. The agreement incorporates within it a ‘memorandum of understanding’ between the participating institutions setting out their individual commitments and obligations.

18. The ‘memorandum’ can confirm the receiving institution’s endorsement of the providing institution’s programme as an appropriate precursor for admission to its own programme at a specified level, subject to certain conditions. There are good opportunities through this for the two institutions to collaborate in programme design, development and validation to ensure that the curriculum match is maximised.

19. The agreement includes a contract/formal agreement for the learner setting out the terms of the place offer and their own obligations, and the conditions governing their progression.

20. The agreement *might* engage the HE provider in the FE provider’s Advice and Guidance processes. This can provide an early opportunity for the HE provider to interview the candidate for pre-admission to its own programme and ensures a clear basis for the HE provider to accept the candidate and to specify the conditions that govern this acceptance or to specify a more longitudinal process through which the candidate’s application is kept under review.

21. The agreement can specify the form of, and the timescales for, periodic reports on the candidate’s academic progress that will be prepared and presented to the HE provider. The process can involve periodic opportunities for the HE provider to meet the candidate to review the progress.

22. The agreement can note the opportunities for maintaining a continuing contact between the HE provider and the candidate, e.g. open days, showcase events, newsletters, workshops, periodic newsletters and/or e-mails etc.
## Examples of Progression Routes

<table>
<thead>
<tr>
<th>Academic Route</th>
<th>Level 1 Foundation and basic skills</th>
<th>Level 2 Intermediate level skills</th>
<th>Level 3 Advanced level skills</th>
<th>Level 4 Higher level skills</th>
<th>Level 5 Higher level skills</th>
<th>Level 6 Higher level skills</th>
<th>Level 7 Higher level skills</th>
<th>Level 8 Higher level skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Other GCSE</td>
<td>5x A*-C GCSE</td>
<td>GCE ‘A’. Degree level 0. Access course</td>
<td>C level Certificate of HE</td>
<td>I level Diploma of HE</td>
<td>H level Bachelor’s degree</td>
<td>M level Master’s degree</td>
<td>D level Doctorate</td>
</tr>
<tr>
<td>Vocational Route</td>
<td>e.g. GNVQ Found.</td>
<td>e.g. GNVQ Int. FD. Voc GCSE.</td>
<td>e.g. NC/ND, Voc GCE /AVCE</td>
<td>e.g. HNC</td>
<td>Foundation degree HND</td>
<td>One Year Top-up degree</td>
<td>Master’s degree</td>
<td>eg MBA</td>
</tr>
<tr>
<td>Occupational Route</td>
<td>NVQ 1</td>
<td>NVQ 2</td>
<td>NVQ 3</td>
<td>NVQ 4</td>
<td>NVQ 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employment</th>
<th>Level 1 Foundation and basic skills</th>
<th>Level 2 Intermediate level skills</th>
<th>Level 3 Advanced level skills</th>
<th>Level 4 Higher level skills</th>
<th>Level 5 Higher level skills</th>
<th>Level 6 Higher level skills</th>
<th>Level 7 Higher level skills</th>
<th>Level 8 Higher level skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry level Practitioner</td>
<td>Technician / intermediate level Practitioner</td>
<td>Senior Technician / Practitioner. Technologist</td>
<td>Trainee Manager / Technologist /Professional.</td>
<td>Trainee Senior Professional.</td>
<td>Senior Developmental Technologist /Research Scientist /Professional.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*There is no consistent correlation to be made between the qualifications held by an employee and the scope of their job. The table describes the typical levels of responsibility held by people in the first years of their post after entering employment with qualifications at the designated levels. It therefore illustrates the skill level and the qualification requirements of employment with different levels of responsibility.

**The employment responsibilities listed illustrate:-
- The entry point into first employment for people qualified at the designated level following a (full time) programme of initial education/training.
- The CPD/up-skilling / re-skilling progression routes for existing employees to be delivered through both part-time grouped course/modular/employment-based and FT programmes.
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