

## **1.0 Introduction**

- 1.1 Promoting higher education participation is one of the three priority areas for the Higher York Partnership. An important objective under the participation strand is to: *'Ensure that there are clear progression routes and transition arrangements between Higher York institutions so that students who wish to remain within the locality have an opportunity to do so'*.
- 1.2 This covers the commitments of the Higher York partners to develop progression routes between institutions. The Higher York Action Plan, 2013 - 14 describes some of the specific activities which support achievement of this objective.
- 1.3 A short review of progress on progression routes has been completed. The purpose of this report is to summarise progress and make recommendations on future developments which will be used to a) inform the Higher York Annual Report 2013-14; and b) contribute to Higher York plans for 2014-15.

## **2.0 Objectives of Review**

- 2.1 The objectives of the Review were to:
- Undertake a review of progress against the specific activities set out in the Higher York Action Plan 2013-14 relating to progression pathways and associated developments including, where possible, information on impact using existing progression data within the partnership
  - Map developments and identify good practice
  - Seek views and feedback from key partners on their commitments and intentions relating to progression pathways, including any future plans
  - Summarise the issues and implications and make recommendations on ways forward to support achievement of the Partnership's objective.

## **3.0 Progression Routes – Review of Progress**

- 3.1 Annex One details progress against the specific activities identified in the Higher York Action Plan. Also included at Annex One are examples of other activities, developments and good practice which support the progression and participation agenda. In summary:

- There has been good progress against some of the actions in the Higher York Action Plan; less in other areas. Equally, there have been other developments taking place which were not included in the Action Plan
- The focus has been on L3 to HE, or FD to top up but there has been some work on UG to PG
- Progression data recording overall numbers of students progressing between institutions is collected and reported for the Partnership. Individual institutions have some data at programme level but this is not collated and shared
- There is a range of marketing, recruitment, information and advice activity with schools and colleges, which includes some joint activity, but this is largely handled separately by individual institutions.

#### **4.0 Issues and Challenges**

- All institutions are committed to local partnerships and to developing progression routes and supporting students who wish to stay and study locally. Equally, whilst the local agenda and local students are important, all institutions are operating within a regional, national and international market and context which influences their approach and priorities. Similarly, all institutions have a wider interest and responsibility in raising aspirations of all students to progress into HE whether locally or elsewhere
- Higher York is recognised as providing the strategic framework for progression work. However, bilateral relationships between the respective institutions are key and where the focus of the progression pathway work is agreed, taken forward and developed
- The benefits and drivers of progression pathway work, and priorities, differ by institution e.g. increasing recruitment (and therefore funding), widening participation, increasing opportunities for local students, validation arrangements/FDs/top ups
- There can be a tension between collaboration and competition between partners e.g. competition for students; HE institutions validating courses similar to their own
- There is a broad consensus amongst partners at a strategic level about approach and priorities (Board and Executive) but less ownership at faculty and departmental level
- There are less likely to be 'formal' progression agreements between institutions as previously developed through the HEFCE Lifelong Learning Networks; these formal agreements are no longer seen as fit for purpose

## **5.0 Future developments**

### **Shared objectives and priorities**

- Reach agreement across partners about the shared objectives and priorities for the Partnership around progression, identifying where agendas come together and where Higher York can add value over the work of individual institutions
- Seek opportunities to engage groups of staff within institutions to take ownership of, and work together, around key progression objectives i.e. Marketing teams, academic/faculty/ departmental teams

### **Progression Framework**

- Develop fit for purpose framework and protocol for joint working between institutions on progression routes including at faculty/departmental level
- Clarify the benefits to students and to institutions of local progression routes/pathways. Develop cross institution 'progression good practice checklist' with examples of practical activities (e.g. student open days, taster days, tutor talks etc.)

### **Progression pathways**

- Continue bilateral work between institutions on curriculum mapping and pathways in line with priorities identified in joint planning groups/committees
- Map progression pathways across the City in a small number of key skills sectors (as identified by the LEP e.g. health, creative and media) identifying the contribution of each of the partner institutions, gaps and duplication. Raise awareness of pathways across and within institutions
- Identify opportunities to further develop progression activity between UG and PG; and into employment

### **Communications and IAG**

- Agree and communicate consistent messages to key audiences (students, parents and carers) of the benefits of HE and the different routes into HE, reflecting partner objectives both to raise aspiration for all students, and ensure awareness of HE opportunities available locally
- Differentiate messages by target groups e.g. L3 learners, mature learners (reflecting that the latter may be more likely to seek progression opportunities locally)

- Identify opportunities to support students to make informed choices about HE (whether local or elsewhere)
- Map, coordinate and promote a cohesive programme of support available to schools from Higher York partners ('single offer'); with the aim of reducing overlap and streamlining links and contacts with schools

### **'York Student'**

- Consider the potential to develop the concept of a 'York Student entitlement' i.e. all students have a home base with one institution but are able to access resources and facilities with other institutions in the City, with the aim of removing barriers between institutions

### **Data and Monitoring**

- Clarify the data required to monitor and record impact against objectives and priorities e.g. widening participation, progression into employment/destination data.


## HIGHER YORK ACTION PLAN – REVIEW OF PROGRESSION ROUTES

## ANNEX ONE

### PROMOTING HE PARTICIPATION

OBJECTIVE: Ensure that there are clear progression routes and transition arrangements between Higher York institutions so that students who wish to remain within the locality have the opportunity to do so

Below is an update on progress on against progression activities identified in the Higher York Action Plan. The third column summarises progress on individual progression routes in relation to the following stages:

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1. **Opportunity identified.** Courses have been identified and an investigation of the curriculum match is underway
  2. **Curriculum planned for progression** Curriculum has been planned and progression opportunities available
  3. **Progression is supported.** Other transition arrangements are in place for students progressing (e.g. talks from lecturers, orientation tours, access to online information, libraries etc.).
  4. **Students have progressed and routes are established.** Evidence of students progressing between courses at different institutions.

Action Required	Activity Update	Stage of Progress	Future Plans
<b>YC/YSJU</b> Routes supporting validation arrangements: <ul style="list-style-type: none"> <li>• Counselling;</li> <li>• Sport;</li> <li>• Business and Management;</li> <li>• Health Sciences (Biosciences)</li> </ul>	<ul style="list-style-type: none"> <li>• FD in Sports Therapy and BSc Sports Therapy - potential to progress onto YSJU masters courses</li> <li>• FD in Football Studies – validated and to recruit for 2015-16 with potential to progress on to YSJU</li> <li>• Certificate in Counselling – validated by YSJU for YC delivery. Progression onto Professional Counselling Programme at YSJU</li> </ul>	<p><b>Stage 4</b> Routes established</p> <p><b>Stage 2</b> Progression opportunities available</p> <p><b>Stage 4</b> Progression supported for students completing the Certificate course in 2013-14</p>	<p>YSJU - Review synergies between biomedical sciences and other programmes in faculty e.g. professional health, sport, psychology</p> <p>YSJU/YC – curriculum mapping and pathways across range of programme areas</p>

	<ul style="list-style-type: none"> <li>• Biomedical sciences – working with York Hospital to develop programme, involving YC (progress from science 'A' levels). Focus on employability. Start date Sept 2015</li> <li>• Access courses – progress onto Occupational Therapy and Physiotherapy</li> </ul>	<p><b>Stage 1</b> Curriculum being planned</p> <p><b>Stage 2</b> Progression opportunities available</p>	
<p><b>YSJU/YC/CYC</b> Routes/opportunities to support the 'Reablement' agenda within health and social care</p>	<ul style="list-style-type: none"> <li>• Introduction to 'Reablement'. Knowledge Transfer Programme. Pilot jointly with CYC, identified training need, developed package working with occupational therapists. YC delivery. Start date February 2015</li> </ul>	<p><b>Stage 1/2</b> Curriculum planned and in place for 2014-15 start</p>	
<p><b>YC/UoY</b> Routes associated with Extended Degree courses</p>	<ul style="list-style-type: none"> <li>• Extended Degree routes. Numbers in nursing more constant; others less definite: <ul style="list-style-type: none"> <li>○ Nursing (25/30)</li> <li>○ Social Policy (11)</li> <li>○ Environment (8)</li> </ul> </li> </ul>	<p><b>Stage 4</b> Established routes which see 40+ students progressing each year.</p>	<p>International Foundation Programme-co branded UoY/YC to support international students to access HE. First year at YC then progression opportunities available to UoY. Currently c20 international students but looking to expand</p>
<p><b>YC/UoY</b> Routes associated with STEM, Humanities courses</p>	<ul style="list-style-type: none"> <li>• Some sharing of information and discussions cross departments in other subject areas e.g. Humanities, Arts and Social but not resulted in any firm plans yet</li> </ul>	<p><b>Stage 1</b> Course areas identified but no detailed curriculum planning taken place</p>	
<p><b>YC/UoY/YSJU</b> Routes associated with Access courses</p>	<ul style="list-style-type: none"> <li>• Wide range of Access courses at YC across subject areas – not all aligned in terms of progression pathways. Support available to</li> </ul>	<p><b>Stage 2-3</b> Range of progression routes available and activities</p>	

	students around progression from YC provision to HE	to support student progression	
<b>CC/YSJU</b> Routes supporting validation arrangements	<ul style="list-style-type: none"> <li>• FD Sports Coaching and Physical Education. Need to clarify with YSJU progression options. Alternatives via Leeds Met/other HE providers</li> <li>• FD Media and FD Performance currently being taught out – low numbers. No short term need for discussion on progression routes. Preparing to deliver HNDs in both areas; future discussion on which progression routes would be appropriate</li> <li>• Discussions with YSJU re franchise for delivery of Degree in Counselling, Coaching and Mentoring. Progression from Certificate already delivering. Mainly P/T adult learners</li> </ul>	<p><b>Stage 1</b> Curriculum match to be confirmed</p> <p>Not applicable</p> <p><b>Stage 2</b> Curriculum planning taken place</p>	CC considering delivery of more 'top ups' at Craven; where appropriate, and where staff capacity
<b>CC/ABC</b>	<ul style="list-style-type: none"> <li>• FDs Animal Science, Equine Science and Environmental Conservation Progression to ABC for top up</li> </ul>	<b>Stage 2/3</b> Progression routes available and activities to support student progression including talks, visits etc	

YC – York College  
YSJU – York St John University  
CYC – City of York Council  
UoY – University of York  
ABC – Askham Bryan College  
CC – Craven College

### **Other progression activities (examples)**

All partners - Series of regular bilateral strategic meetings now established which sets the agenda for work around progression between the respective institutions e.g. UoY/YC Joint Planning Committee; YSJU strategic meetings with YC; YSJU and CC.

UoY - member of a consortium of 6 universities which secured HEFCE money for a research project into barriers to progression to PG study, and scholarship funding (60 awards are available for entrants in 2014; currently recruiting).

YSJU - plans to embed progression routes through a 'compact scheme' (Guaranteed progression route for all L3 meeting minimum entry criteria) and 'assisted entry' programme (help with entry tariff against a piece of assessed work). Packages targeted at key WP students/under represented students cross institutions and cross subjects.

ABC - 'Employer and Progression Fair'; invite all key HE partners and employers to showcase progression routes that available to students. Raise aspirations about next steps.

All partners – range of bilateral work at course level to support student progression eg talks from lecturers, visits, information etc. Well established for some courses, but not consistently available across all

All partners - range of marketing and recruitment activity with schools and colleges; e.g. Pre application support and advice on personal statements; Post application campus/accommodation visits; Academic skills/study methodology sessions; tutor visits etc.

All partners - joint working on raising aspirations through initiatives such as Green Apples, East Coast, Children's University