

Developing the Framework

Higher education outreach is most effective when delivered as a progressive, sustained programme of activity and engagement over time.¹

We consulted with teachers and practitioners across the region on the development of the RPF, reflecting over 130 different comments around its design and content.

We chose to develop a Framework based on three phases² of learning and preparation for higher education, which are:

- **Introductory**
- **Development**
- **Consolidation**

While each phase broadly aligns to Key Stages 3, 4, and 5, GM Higher activities should be applied according to the learner's current level of knowledge and exposure to higher education.

There are six over-arching learning outcomes across each phase:

- **LO1 Awareness** - learner builds knowledge of higher education and the lifelong benefits associated with it
- **LO2 Pathways** - learner is aware of all of their options around qualifications and is able to make an informed choice
- **LO3 Attainment** - learner is motivated to reach their academic potential and sustain an interest in their studies
- **LO4 Finance** - learner has objective knowledge of the student finance and understands the importance of personal budgeting
- **LO5 Applying** - learner knows how to research different routes into HE and how to make an application
- **LO6 Transition** - learner understands what is required to help them make a successful transition to HE

Working with Us

We would ask that you meet with your GM Higher Hub Manager to plan your work with us over the course of the school year. Please note that there are occasions where we cannot agree to ad hoc bookings due to the volume of requests we receive.

We would encourage you to consider a range of activities for your learners – from light-touch sessions that can be delivered in your school to our more intensive, experiential interventions, such as Summer Schools, Mentoring and 1-2-1 HE guidance interviews.

¹ Department for Business, Innovation and Skills (2014). National Strategy for Access and Student Success in Higher Education (London: BIS, 2014). Available from

<https://www.gov.uk/government/publications/national-strategy-for-access-and-student-success>

² Adapting a model initially developed by [futureme](#) (North East Collaborative Outreach Programme)

Introductory Phase:

* This framework has been adapted from best practice developed by colleagues at FutureMe NCOP (North East)

Theme	Awareness	Pathways	Attainment	Finance	Applying	Transition
GM Higher Learning Outcomes	Learning Outcome 1 Learner demonstrates knowledge of higher education (HE) and the lifelong benefits associated with it	Learning Outcome 2 Learner is aware of all of their options around qualifications and is able to make an informed choice	Learning Outcome 3 Learner is motivated to reach their academic potential and sustain an interest in their studies	Learning Outcome 4 Learner has objective knowledge of student finance and understands the need to manage their money	Learning Outcome 5 Learner knows how to research different routes into HE and how to make an application	Learning Outcome 6 Learner understands what is required to help them make a successful transition to HE
Gatsby Benchmarks	2, 7	2, 7, 8	2, 4, 7	7	7	7
learners	Activities will enable the learner to: Demonstrate an awareness of HE and the different opportunities available. Be able to challenge any myths relating to HE	Activities will enable the learner to: Identify the link between GCSE attainment and progression opportunities and how these can support life or career goals	Activities will enable the learner to: Recognise the importance of studying and working hard to advantage future opportunities	Activities will enable the learner to: Be aware of the financial support available for HE progression and the importance of personal budgeting	Activities will enable the learner to: Show an awareness of application processes at (both age 16+ and 18+) and the importance of evidencing key skills	Activities will enable the learner to: Evidence personal qualities and further develop skills in order to achieve future qualifications and meet life or career goals
parents/carers	Activities will enable parents/carers to: Form objective opinions about HE by gaining knowledge of traditional and non-traditional routes and challenge myths relating to HE	Activities will enable parents/carers to: Be aware of progression opportunities at the end of studies being taken by the young person and provide support for any longer-term life or career goals	Activities will enable parents/carers to: Be able to support and motivate the learner to study successfully	Activities will enable parents/carers to: Build knowledge and dispel myths about the student finance	Activities will enable parents/carers to: Be aware of the different HE application processes (UCAS and apprenticeships)	Activities will enable parents/carers to: Understand the importance of the key qualities required for the successful transition to higher study
teachers/advisers	Activities will enable teachers/advisers to: Have an up-to-date awareness of HE and possibilities beyond their personal experience	Activities will enable teachers/advisers to: Be aware of all progression opportunities and how the learner's future goals can be best achieved	Activities will enable teachers/advisers to: Support the learner in achieving their goals by understanding the importance of studying and working to the best of their potential	Activities will enable teachers/advisers to: Be aware of the financial support available for HE progression and encourage responsibility around income and spending	Activities will enable teachers/advisers to: Be aware of the different FE and HE application processes (at age 16+ and age 18+) required for further study and work	Activities will enable teachers/advisers to: Support the learner in developing their personal qualities and skills in order to nurture aspiration

teachers/advisers

Demonstrate how skills from their own subject area transfer (either directly or indirectly) across a range of HE courses

Discuss the learner's intended decision-making. Signpost to interventions (eg. outreach activities or online career platforms) to ensure alternatives are not overlooked.

Provide opportunities for learners to plan their learning and revision strategies in advance of assessments to maximise their success

Advise and signpost learners to key sources of information and to support the application for student finance.

Support the learner in both developing and practising the key skills required for making an application and any subsequent assessment

Identify the most suitable study styles for the learner and to help to instill these

Appendix 2: Gatsby Benchmarks of Good Career Guidance

The Gatsby Benchmarks are a framework of guidelines that define the best careers provision in schools and colleges. The Careers Strategy is built around them, and they make a great place to start for planning or improving your programme.

The eight Gatsby Benchmarks are:

Benchmark	Description
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

<https://www.careersandenterprise.co.uk/schools-colleges/understand-gatsby-benchmarks>