MOVE

THE LIFELONG LEARNING NETWORK FOR THE EAST OF ENGLAND

Progression in practice

The use of progression accords to embed best practice in progression to higher education

Darryll Bravenboer

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Mission Statement

MOVE's overarching purpose is to bring about a step change in progression opportunities for vocational learners across the East of England region and to improve opportunities into and through Higher Education at both undergraduate and postgraduate levels.

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Foreword

This document represents a statement of the strategic approach taken by MOVE Lifelong Learning Network in addressing its key mission to bring about a step change in progression within the East of England region. It focuses on the development and implementation of progression accords as the means to instigate and sustain cultural change in the institutional practices that surround progression to higher education in the region and in the broader higher education sector.

Much of the approach and the details of the MOVE progression accord model described here is taken from an earlier text entitled 'An introduction to the theory and practice of MOVE progression accords' (Betts and Bravenboer: 2008) which was published in *Seminar report on progression agreements and accords* (HEFCE: May 2008).

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Introduction and policy context

The future of higher education White Paper (Department for Education and Skills (DfES): 2003) argued that if the higher education sector was to respond to the needs of lifelong learning this would require a fundamental change in approaches and attitudes to vocational progression.

> *Lifelong learning therefore implies a fundamental shift from the 'once in a lifetime' approach to higher education to one of educational progression linked to a process of continuous personal and professional development…There is good evidence to suggest that the skills gap is most acute at a level that is represented by higher education qualifications below degree level, particularly two-year work-focused provision…Work-focused courses at these levels have suffered from social and cultural prejudice against vocational education…We must break this cycle of low esteem, to offer attractive choices to students about the types of course they can undertake.* (DfES: 2003 p16-17)

In 2004 HEFCE distributed a circular letter describing the disparity in rates of progression to higher education between A-level and vocational routes and proposing that Lifelong Learning Networks be created to address the issue. The letter pointed out that:

> *There are far fewer progression opportunities for learners on vocational programmes than for those on an academic route. About 90 per cent of those on conventional A-level programmes enter higher education, but only 40-50 per cent of those qualifying at Level 3 in vocational subjects do so. Those who do enter HE from vocational learning programmes often find that progression within higher education is also problematic. There are fewer choices open to them, and greater uncertainty attaches to the choices that do exist.* (HEFCE: 12/2004)

Whilst this clearly identified learners progressing through vocational routes as an under-represented group in higher education, it also provided a specific focus beyond the broader concerns of widening participation, such as those addressed by the Aimhigher initiative in terms of learner aspiration, for Lifelong Learning Networks. The lack of opportunities for learners progressing through vocational routes and the lack of certainty surrounding the options that do exist, means that the issue to be addressed does not sit primarily with the learner but with the providers of higher education.

The HEFCE circular letter also described some of the ways in which Lifelong Learning Networks might seek to address this issue, indicating that they could "provide support for learners on vocational pathways" and "bring greater clarity, coherence and certainty to progression opportunities". These two statements seem key to the construction of solutions to address the issue of low progression through vocational routes. The first statement mentions 'support for learners' but it is important not to read this as a requirement for additional support for learners who are not as well prepared for higher education as those who progress through the A-level route. Such an approach would position vocational progression

to higher education as a deficit model rather than as an equivalent route that is inappropriately disadvantaged. Rather, 'support for learners' should in this context, be read as both a means of redressing the disadvantage that progression through vocational routes currently includes and importantly, as a means of establishing best practice in progression to higher education. The starting point for Lifelong Learning Networks is not that the systems and approaches employed in managing progression through the A-level route necessarily constitute best practice. For example, the current system of predicted grades primarily related to A-level grades only results in 50% reliability and as the Admissions to Higher Education Steering Group's final report, Fair admissions to higher education: recommendations for good practice (September 2004), known as the Schwartz Report, concluded

> *An admissions system relying on predicted grades, only half of which are accurate, cannot be fair.* (Schwartz Report: September 2004, p44)

The Schwartz Report also identified problems in higher education institutions' approach to recognising non-A level qualifications such as Access and vocational qualifications. The Schwartz Report identifies a problem with the

> *uneven awareness of and response to the increasing diversity of applicants, qualifications and pathways into higher education.* (Schwartz Report: September 2004, p5)

Other issues identified include the explicit exclusion of non-A level qualifications by some institutions, as well as the lack of a national system of credit to enable to equivalent recognition of qualifications. The 'unevenness of the response' of those making decisions concerning the admissions of learners, is clarified by the statement that a lack of awareness of non-A-level qualifications is "not…a legitimate reason for not considering an applicant" (Schwartz Report: September 2004, p28). In other words, a lack of familiarity with vocational qualifications does not legitimise their non-recognition in terms of the assessment of the merit and potential of learners to progress to higher education.

The Schwartz Report recommends that higher education institutions adopt five principles in its guidance for a fair admissions system,

> *The Steering Group recommends that universities and colleges adopt admissions principles that will support:*
> - *Transparency;*
> - *Selection for merit, potential and diversity;*
> - *Reliability, validity and relevance;*
> - *The minimising of barriers;*
> - *Professionalism.*

> (Schwartz Report: September 2004, p32)

The Admissions to Higher Education Steering Group's remit from the DfES required that they recognise the institutional autonomy of individual higher education institutions in determining the ways in which an applicant's merit and potential would be measured. In this context, the Schwartz Report could not recommend common criteria that institutions might adopt to assess merit and potential and as such, merit and potential could not be described as a 'common currency' for fair admissions while it is described differently by individual higher education institutions. However, the Schwartz Report does recommend that the basis and procedure used to assess the merit and potential of applicants is at least made transparent by publishing institutional admissions policies. The report recommends that institutions need to ensure that the means of assessing the merit and potential of learners, including those progressing through vocational routes, are reliable, valid and relevant and that systems for ensuring this are made explicit in admissions policies. The report also recommends that diversity of learner cohort needs to be more comprehensively and transparently recognised as a positive educational benefit for all higher education learners, even for those who gain access to selecting institutions. The Schwartz Report recommends that higher education institutions need to proactively identify barriers to admissions for those progressing through non-A level and vocational routes and work to minimise such barriers. Lastly, the principle of professionalism in admissions requires both the construction of institutional systems to develop, maintain and enhance best practice in progression and the professional development of all staff that are involved.

The Times Higher Education Supplement reported in 2007 that:

> *UCAS had found evidence of a "lack of knowledge and understanding" among some admissions officers about vocational qualifications, while many universities still failed to provide clear guidance to vocational applicants.* (THES: 19th October 2007)

The institutional cultural change required to establish the equivalence of vocational qualifications and remove barriers to access will also not be achieved by improved information, advice and guidance alone. There is a need for the higher education sector to establish, evaluate and work towards embedding best practice in progression in partnership with further education providers and employers. The changes in both the level of awareness about non-A level routes and the progression practices that are required to embed a fair admissions system and to address the issues of low progression through vocational routes, requires the endorsement of senior management in higher education institutions as well as the support from those staff implementing admissions policies. If cultural change is to become embedded it must be also be 'owned' by progression practitioners and as such, there is also a need for Lifelong Learning Networks to work with practitioners at the level of the institution, faculty, department, programme or course to achieve this.

In this context the 'support for learners' required for those progressing through vocational routes referred to in the HEFCE Circular letter (HEFCE: 12/2004) above must constitute a proactive response to the lack

of equitable and appropriate support for vocational learners evidenced within current approaches to the management of progression to higher education. As indicated above, the letter also identifies a need for "greater clarity, coherence and certainty to progression opportunities". Whilst 'clarity' might identify a need to provide better information to potential learners, the issues surrounding the low progression rates of vocational learners are not primarily about presenting or communicating existing provision more appropriately or more effectively. The issue of low progression to higher education through vocational routes is primarily concerned with the kind of provision and the practices surrounding progression. If the practices associated with progression to higher education are to include greater 'coherence' and greater 'certainty' they will need to address the issues relating to the recognition of the equivalence of vocational qualifications in providing evidence of learners' 'merit and potential' to benefit from higher education.

The HEFCE update document Lifelong Learning Networks: progress report and next steps, establishes the key role that progression accords are envisaged as playing in addressing the issues surrounding vocational progression.

> *The aim of LLNs is to guarantee progression for learners on vocational programmes: to establish the same clarity, coherence and opportunity for these learners as is enjoyed by their counterparts following academic routes. Progression accords or agreements that put learners on vocational programmes on the same footing as students on academic programmes are the way these objectives will be met.* (HEFCE: Spring 2005)

Despite the 'let many flowers bloom' approach taken to the development of Lifelong Learning Networks by HEFCE, this is a clear statement of their central purpose. This document describes the strategic and operational approach taken by MOVE Lifelong Learning Network in enhancing best practice in progression in the East of England region. It focuses on the development and use of progression accords as an effective mechanism to initiate and sustain the institutional cultural change required in the further and higher education sector to meet the central aim of enhancing vocational progression opportunities.

The MOVE regional context and strategic approach

MOVE is a regional Lifelong Learning Network (LLN) covering the six counties of the East of England Development Agency (EEDA) region. The LLN includes all 11 Higher Education Institutions (HEIs) including representatives from the Russell Group, 1994 Group, Million+ Group and Guild HE. In other words, a very varied array of types of HEI in relation to size and mission across the region. In addition, the LLN also includes 33 Further Education Colleges (FECs) several of which deliver both further and higher education courses. The MOVE business plan was commissioned by the Association of Universities in the East

of England (AUEE) and involved the Association of Colleges in the Eastern Region (ACER) and EEDA as partners from an early stage. This collaborative beginning ensured a level of commitment from the start and has been a major factor in enabling us to think and act regionally and to develop initiatives relatively quickly. MOVE's overarching purpose is to bring about a step change in progression opportunities for vocational learners across the East of England region and to improve opportunities into and through higher education at both undergraduate and postgraduate levels.

The pre-existing practice of collaborative working in the East of England region enabled MOVE to gain the senior level support of HEIs and FECs in the region to provide the institutional endorsement necessary to enable MOVE to implement its model of progression accords and to 'authorise' cultural change. This progression accord model had been designed by the MOVE executive team drawing on their extensive experience of successful innovation in managing progression in further and higher education contexts. MOVE executives presented the progression accord model to the majority of senior representatives of partner HEIs and FECs in the region within the first few months of operation[1]. MOVE took an early decision to develop the initial progression accord design 'in house' and to field trial it in the first intake rather than to develop a theoretical model through a process of extended consultation. We made this practice based approach very clear to our partners, noting that we expected to develop and extend the model through collaborative activity, monitoring and feedback.

1994 Group

"Following the outcomes of the 1994 Group/DCSF Report on the 14-19 reforms the 1994 Group supports the implementation of progression accords as an effective means to develop and maintain productive engagement between FECs/Diploma Consortia and Universities. Progression accords provide a means to initiate and embed good practice in the management of progression to HE helping to ensure that Diploma and other FE learners are well prepared for the HE learning experience."

MOVE also worked to generate and formalise enhancements in progression practice at other institutional levels by organising meetings and events at which the purpose and benefits of progression accords were presented. The outcomes of this activity included the engagement of sector specific faculty/department management to strategically plan and manage development and change as well as programme tutor level engagement to promote best practice in progression. This approach enabled MOVE to reposition the issue of widening participation and low progression of under-represented groups away from being 'a learner problem' towards promoting best practice with education providers in the East of England. In doing this MOVE sought to steer cultural change in the planning, delivery and management of progression to higher education through vocational (or applied) routes and to integrate these practices into institutional quality and planning procedures. This provided valuable feedback and further contributed to institutional support for the implementation of progression accords.

MOVE progression accords are designed to operate as an important change mechanism to collaboratively develop, establish and embed best practice in progression to higher education. In addition, progres-

sion accords operate to constitute localised credit agreements that establish the de facto equivalence of vocational and applied progression routes. We considered that institutional level agreements alone might not result in the programme level trust or the programme level 'buy in' which would bring about positive and sustainable change in professional practice supporting progression. Importantly, MOVE sought to demonstrate that progression accords (as well as other change mechanisms) provide an effective means of developing sustainable trust relationships between those who manage progression to higher education across and between institutions/organisations.

MOVE's initial strategic approach in promoting progression accords included the use of HEFCE Additional Student Numbers (ASNs) and MOVE development funds as drivers to change progression practice from the level of the programme up. HEFCE allocated ASNs to MOVE to provide additional progression opportunities for learners to progress through vocational routes and as such MOVE was in a position to place specific conditions on the kind of HE provision that these ASNs were used to fund. We required institutions who were in receipt of MOVE ASNs to produce progression accords that included the identification of guaranteed places corresponding to the number of ASNs allocated. In this way the LLN could be assured that this funding would be used to provide additional opportunities for vocational learners and use this mechanism to initiate change in progression practice. Similarly, the allocation of MOVE development funds to education provider institutions and other organisations to stimulate curriculum and other innovation was also conditional on the production of progression accords as an outcome of development activity.

The use of these funding incentives was designed to create a critical mass of activity across the region that would demonstrate the benefits of changes in the culture of progression practice within the further and higher education sector. The relative strategic and operational independence of MOVE and the collective 'buy in' of HEIs and FECs in the region provided the context for introducing progression accords in this way. This approach also presented practitioners with the opportunity to use progression accords early in the life of the LLN, which provided the time and concrete context for best practice to emerge and develop within the limited context of a three-year project[2]. This approach was predicated on the belief that this shared professional learning will help to effect behavioural and culture changes that will underpin the continuing success and sustainability of progression practice. As such, it is the practice supporting the accords that constitutes the key indicator of success and the focus for monitoring and evaluation of the LLN.

We made an early and important distinction between the identification of progression routes and the signing and implementation of progression accords. It is clearly an important function of LLNs to identify and publicise all available progression routes between vocational qualifications, particularly between levels three and four, and to encourage the development of new ones where gaps are identified. This was, and remains, a key function of our information, advice and guidance activity. We have also been asked at various points in the development of our approach to consider the concept of 'network-wide'

accords. In our view, every signed bi-lateral MOVE progression accord is, by definition, capable of being generalised or rolled out across our network and region. By making each signed progression accord public on the MOVE website and through other formal and informal network events and activities, we are signalling the fact that each one demonstrates the appropriateness and viability, and therefore the generalisability, of the specific progression in question. Furthermore, our practice has demonstrated the evolution of bi-lateral accords into multi-lateral accords which hold the potential to evolve further into network-wide accords. It should, however, be noted that network-wide accords in the context of a fully regional LLN is a very different prospect than for an LLN with a smaller geographical area and less partner organisations[3]. We took the view, therefore, that all valid progression routes identified through our mapping processes were, and are, potentially network-wide, as any appropriate provider partnership can deliver them in response to an identified demand should they so wish.

However, a route is not an accord, the former offering a model for progression the latter demonstrating practical application of it between two or more partners. Clarity in the use of these terms is essential within and between LLNs. The key mission of LLNs – 'a step change in vocational progression' - will only be achieved if we take practical and pro-active steps to ensure that students are actually recruited to routes through formal accords. We expect any development of network-wide accords to be an organic process which is a practical consequence of the dissemination and sharing of good practice in sectors or curriculum areas where commonality of approach, 'network-wide', has particular merit.

The MOVE progression accord model

MOVE progression accords[4] constitute an agreement between those who recommend the progression of learners to higher education (senders) and those who admit learners to higher education programmes (receivers). The accord is based upon a common understanding of the entry requirements for identified higher education programmes as well as a commitment to provide appropriate support for learners. Accords are signed by senior institutional/organisational representatives and importantly, by those who operate to implement the accord. Progression accords identify specific vocational progression routes from both further education and the workplace to and through higher education. This includes the provision of guaranteed places on higher education programmes of study and other agreed collaborative activities designed to support and prepare learners for progression to higher education. MOVE progression accords are designed to promote vocational progression opportunities and to encourage the engagement of employers in supporting progression to higher level learning in collaboration with MOVE and its partner institutions in the region. In signing the accord, partners are committing to implementing an agreed set of 'required' activities that are designed to ensure that the accords are seen as a supported, collaborative process between the practitioners and the learners involved. There is also a list of optional 'recommended' activities that indicate areas of best practice (see appendices 2 and 3).

MOVE progression accords are designed to promote and enhance progression opportunities for the MOVE 'learner constituency', this includes the following categories of learner:

- Those with vocational qualifications at further education level three
- Those qualifying via work-based learning routes
- 'Return to study' learners (waged and unwaged) seeking entry into vocational programmes either directly or through Access to HE provision

This has included the provision of guaranteed places allocated for specifically identified categories of learners (as opposed to identified individuals) on specifically identified higher education programmes. This approach was designed to result in a formalising of activities to support progression for the benefit of learners and with the effect of generating trust between 'senders' (e.g. FE tutors) and 'receivers' of learners (e.g. HE tutors) as the practice underpinning high level institution to institution agreements.

Guaranteed places and fair access to higher education

The concept of guaranteed places has led to much discussion within and between LLNs. However, in our view the concept is neither complex nor contentious. Guarantees in progression accords are subject to an agreed level of attainment that is equivalent to the normal entry requirement of the receiving HEI and/or programme. MOVE progression accords comply with the Schwartz principles for fair admissions to higher education.

> *The [Schwartz] Steering Group recognises that…Compact schemes and other measures that confer an advantage in the admissions process may be adopted if they can be objectively justified and it can be demonstrated that the scheme is proportionate to its aim. Raising aspirations and improving access to HE for those from disadvantaged or under-represented groups is generally a legitimate aim.*
> (Schwartz Report: September 2004)

Conferring "advantage in the admissions process" as above through a progression accord does not mean a lowering of academic standards. MOVE's specified learner constituency in this context represents categories of under-represented groups in higher education. As a consequence, the provision of guaranteed places for these categories of learner (as opposed to specified individuals) is justified, fair and legitimate.

The objectives of MOVE progression accords

- To widen access to higher education by enhancing vocational progression opportunities between further and higher education and the workplace.
- To increase the number of learners from under-represented groups within the MOVE learner constituency progressing to higher education within the East of England region.
- To encourage and support staff networking between employers and further and higher education institutions to develop demand led opportunities for higher level learning and skills.
- To collaborate in meeting the needs of individual prospective, current and previous learners in relation to personal and career development, as well as the workforce development needs of employers

Anglia Ruskin University

"Anglia Ruskin University recognises the value of progression accords and has worked with MOVE to develop a large number of such agreements, thereby securing guaranteed places for learners in our region and encouraging a wide range of people to participate in higher education."

- To provide a channel through which information, advice and guidance, including changes in entry requirements, may be made available to lecturers, employers, prospective learners and their advisers, mentors or managers.
- To facilitate the establishment of a transparent procedure for the recognition of credit in the context of progression to higher education through vocational routes, including work based learning and previous experiential learning.
- To provide opportunities for employers and further and higher education institutions to share best practice and collaborate in the curriculum design, development and delivery of vocational and work-based higher level learning.
- To facilitate the exchange and development of institutional and departmental policies related to higher education progression including admissions policies and access agreements.
- To promote and support future developmental initiatives between educational institutions and/or employers.
- To help serve the lifelong learning needs of the East of England region.

Key features of move progression accords

- Progression accords provide guaranteed places on specified higher education programmes of study for a given number of learners who meet higher education entry requirements.
- The places guaranteed are for categories of learners who constitute under represented groups in higher education, consistent with the MOVE learner constituency. MOVE progression accords do not guarantee places for identified individual learners.
- They are formal, detailed agreements between 'senders' and 'receivers' of learners progressing into and through higher education.
- Senders may be further education colleges, companies providing work-based learning, employers representative bodies, or other providers.
- Receivers will normally be either higher education institutions or further education colleges offering higher education courses.
- They require 'sign up' at both programme to programme level (by programme tutors) and by senior institutional/organisational managers.
- By providing guaranteed progression places, progression accords constitute localised credit agreements between *senders* and *receivers* of learners.
- Progression accords importantly identify the specific activities that will be provided to support learners to both encourage higher-level learning progression and better prepare learners for the higher level learning experience.
- Progression accords provide a vehicle for the identification, development and embedding of best practice in progression.

Types of MOVE progression accord

The initial type of MOVE progression accord, originally promoted through ASN allocation and development funding, was based on agreements between institutional providers at the further and higher education levels, primarily between Further Education Colleges and Higher Education Institutions, called Provider to Provider accords. Typically this constituted an agreement concerning progression from a level three vocational programme (such as a BTEC National Diploma) and a higher education programmes (such as a Foundation or Honours Degree). The next phase in the evolution of progression accord practice within the network resulted in the development of a further range of progression accord types including Consortium accords, Work-based Learning accords, Open accords, 14-19 Diploma accords and more recently Advanced Apprenticeship accords. These new types have been developed as a response to emerging needs but have maintained the specific and concrete nature of the programme to programme accords in the new areas of practice.

1. Provider-to-provider progression accords

Provider to Provider accords are designed to formalise progression routes between providers of further and higher education and may be between:

- A further education programme (e.g. BTEC National Diploma) and a higher education programme (e.g. Foundation Degree) delivered in the same Further Education College (FEC) – Internal progression
- A further education programme and a higher education programme delivered at different FEC or HEI – external progression
- A higher education programme delivered at an FEC or HEI and a higher level higher education programme delivered at the same institution – Internal progression
- A higher education programme delivered at an FEC or HEI and a higher level higher education programme delivered at a different institution – External progression
- Another education or training provider and an FEC or HEI

2. Work-based learning progression accords

People learn in the context of their working practice, applying knowledge and skills to new problems, reflecting on their practice and experience to develop their professional capabilities. This learning is as valuable as learning that takes place in formal educational settings such as school, college or university. MOVE Work-

West Suffolk College

"At West Suffolk College we see marketing to potential learners as one of the primary aims to achieve success in introducing the new CBE Diploma. Early engagement with young people when faced with making career choices is essential to raise the awareness of the multiplicity of career options within Construction and the Built Environment. A clear pathway and progression route to HE or employment is essential when discussing such choices with the learner and parent. Underpinning with progression accords will provide confirmation that the CBE Diploma is the right choice of learning pathway for a career within the Construction and Built Environment sector."

based Learning progression accords therefore recognise the workplace as an equivalent site of learning. They facilitate and encourage the accreditation of previous and current work-based learning towards the achievement of higher education credit and qualifications. For both employers and employees accrediting work-based learning provides a means to capitalise human assets, providing a marketable means of describing the experience, knowledge, skills and abilities that individuals and businesses possess or are able to deploy. This accord includes a Statement of Learning and Progression that identifies the previous qualifications and/or experience required to guarantee progression to a specified higher level programme.

MOVE Work-based Learning progression accords constitute an agreement between an employer/employer representative body and a higher education provider to:

- Facilitate the recognition and accreditation of work-based learning, formalising progression routes to higher level learning
- Establish specifically tailored work-based learning opportunities to meet the identified professional development needs of employers and employees to provide demand led progression opportunities

Work-based Learning accords may be between:

- An employer and a FEC delivering higher education or an HEI
- An employer representative group and a FEC delivering higher education or an HEI
- Trades Union/Association and a FEC delivering higher education or an HEI

Swavensey Village College

"The main reason the progression accords are so important to us is so we can give clear and accurate guidance to our students. We need to demonstrate that a pathway exists all the way through school, further education, higher education and into careers. The progression accords are important to ensure all young people can look forward to an 'open road' of progression."

3. Open progression accords

In some instances a provider of a higher education programme of study may wish to guarantee places for categories of learner who are not progressing through a vocational further education route and are not in employment or may not be identifiable with any specific category of employer. For example, adult learners who have accreditable prior experience that could be recognised as meeting the entry requirements of a specified higher education programme. Where this is the case, there may not be an identifiable 'sender' institution, organisation or employer of such learners. In such circumstances MOVE Open progression accords can be formulated to communicate the fact that guaranteed places are available. Open progression accords can also describe the mechanisms through which accreditation of prior experience relevant to the entry criteria of the higher education programme and how they operate. Open accords also include a Statement of Learning and Progression that identifies the previous qualifications and/or experience required to guarantee progression to a specified higher level programme. Open

progression accords can also describe the range of activities and/or events that the higher education institution will provide to support and prepare learners for progression to higher education.

Open accords may be between:

- A category of learner not progressing from a previous education programme and a FEC delivering higher education or an HEI
- A category of learner progressing from non-specific employment and a FEC delivering higher education or an HEI

Construction and Built Environment DDP

"The Construction and Built Environment Diploma Development Partnership (DDP) confirm our support for the work that MOVE has carried out on the Diploma progression accord. This should provide some assurance to learners undertaking the Advanced Diploma of gaining the necessary HE recognition."

4. Consortium progression accords

These accords have evolved out of the practice of Provider to Provider accords. Where a number of programme level accords have been operating in the context of an existing consortium (typically an HEI with partner Colleges) common approaches to supporting progression have emerged. Where the benefits of operating progression accords have been perceived or demonstrated, a consortium template has been developed to guide practice in establishing specific programme level accords and to identify a wider range of progression opportunities (with guaranteed places for specified categories of learner) for learners.

Typically, these accords will identify a specific range of higher education programmes in relation to which guaranteed places will be allocated for learners who successfully complete specifically identified further education programmes delivered by a partner college. In addition, this model of accord is applicable to a wider range of more informal partnership arrangements potentially including employers and employer representative bodies.

5. 14-19 Diploma progression accords

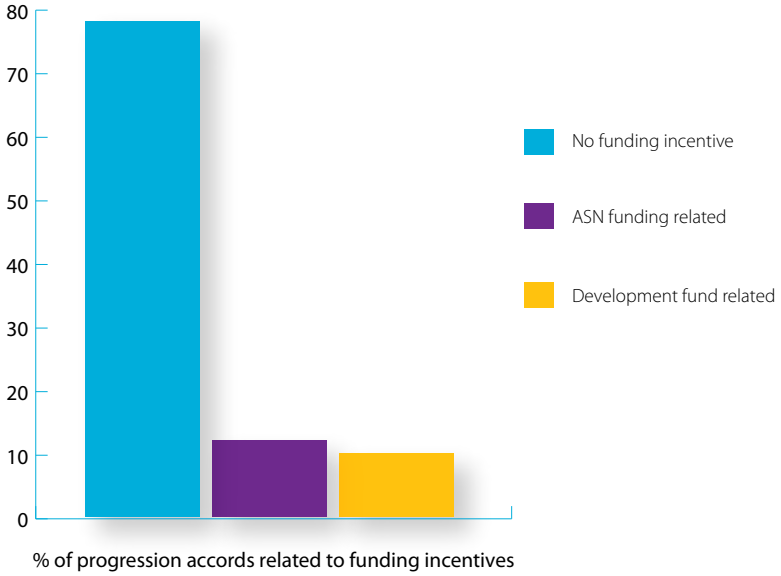
This type of accord has evolved as a consequence of the development of the Consortium accords and as a result of MOVE's work in establishing HEI recognition of the 14-19 Diploma in the East of England. It is a model that can be applied to any Diploma subject area. The 'senders' are identified as a sub-regional Consortium delivering the Diploma including all partner institutions and the 'receivers' are higher education provider institutions. The Diploma accord includes a Statement of Learning and Progression that identifies the Diploma components that are required to guarantee progression to a specified higher level programme. Like all MOVE accords it is the range of supportive activities agreed and provided by both Diploma Consortium partners and higher education provider that will facilitate successful progression. As a consequence of this engagement at programme level both Diploma and higher education provider staff will develop enhanced awareness of the Diploma qualification and its role in enhancing progression opportunities.

6. Advanced Apprenticeship progression accords

This type of accord has emerged as a consequence of MOVE's engagements with Sector Skills Councils and their promotion of Advanced Apprenticeship programmes within the employment sector that MOVE operates[5]. The *sender(s)* for these accords can be FE colleges, private training providers, employers or a partnership which works collaboratively to deliver the Apprenticeship. The *receivers* are higher education provider institutions. Whilst Advanced Apprenticeships (like all qualifications) are an end in their own terms they also provide a higher education progression opportunity. Advanced Apprenticeship accords provide a means of identifying the aspects of the qualification that are important in securing guaranteed progression to higher education through the Statement of Learning and Progression (see Appendix 3). The collaborative working required by the accord between employers and education providers also operates to promote and develop Advanced Apprenticeships in the context of the expectation of progression as continuing professional development.

Quantitative analysis of progression accords

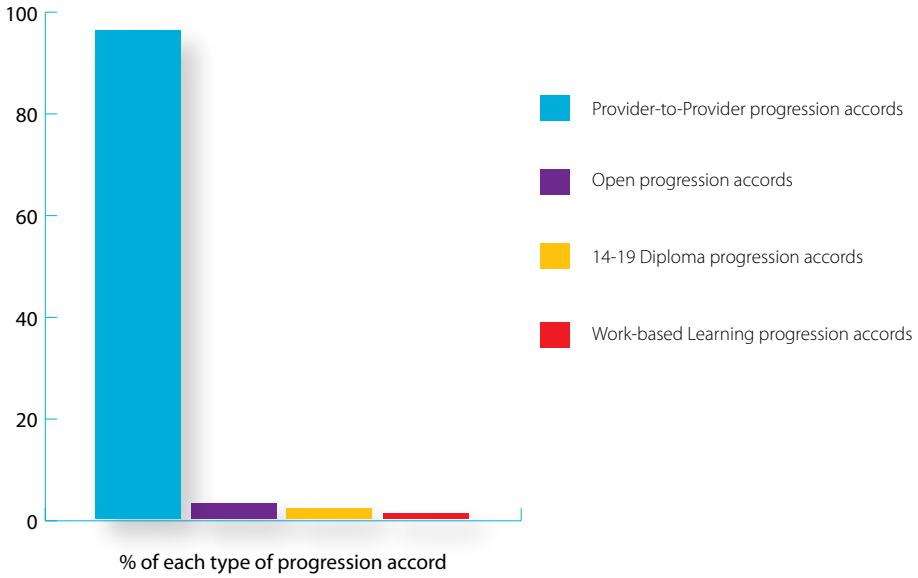
At the time of writing[6] MOVE has brokered 393 progression accords providing 1798 guaranteed places for vocational learners in the East of England. The signatories of these progression accords include 8 HEIs and 26 FECs in the region. These accords guarantee progression in each of MOVE's employment sectors and include higher education institutions and further education colleges in all six counties of the region. During MOVE's first year of operation all progression accords were related to the distribution of ASNs and/or development funds. However, only 12% of accords are now related to ASNs and only 10% are related to development funds indicating that a significant majority (78%) of accords have been developed without funding incentives. This provides clear evidence that the practice of implementing and developing progression accords has been recognised as good practice by provider institutions.



% of progression accords related to funding incentives

It also demonstrates that there has been significant momentum in the establishment of progression accord practice as the majority of them have been developed subsequent to the first phase of their introduction within the region.

As indicated above, all ASNs distributed by MOVE have required the implementation of progression accords which identify specific corresponding guaranteed places. This means that all learner data relating to ASNs distributed by MOVE represents learners who have been supported by progression accords. The data provided by partner institutions in 2006/07 and 2007/08 indicates that where progression accords were in place 86% of guaranteed places were recruited in the first year and 100% of learners recruited successfully progressed to the second year of the programmes[7]. This statistic is significant in that it undermines any perception that learners recruited through vocational routes represent a higher risk to the receiving institution. In addition, it provides evidence that learners who have benefited from a progression accord being in place are more likely to successfully progress through higher education programmes.

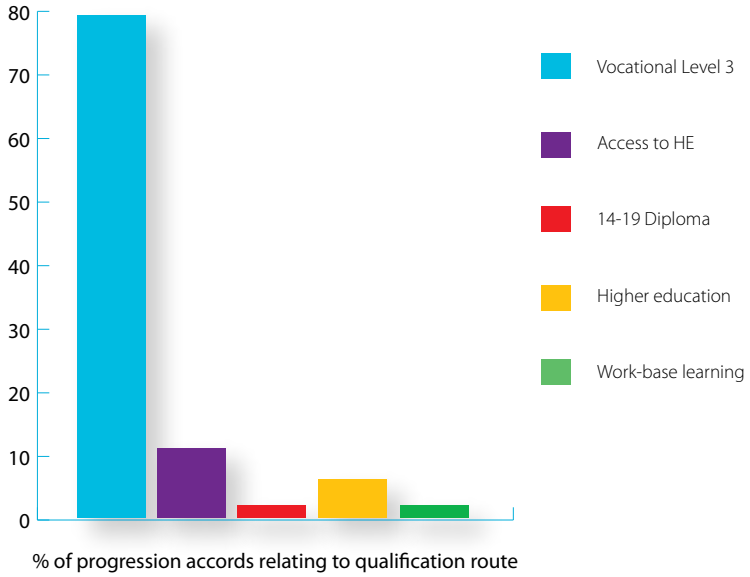


However, the growth in progression accord practice in the region has primarily been in relation to Provider to Provider accords (96%) and the implementation of other types of accords has been relatively slow. There is an early indication (8 accords to date) that 14-19 Diploma accords are being integrated into the engagement activities between Diploma Consortia and HE providers in the region. This seems likely to be as a consequence of the focused activity MOVE has conducted to promote HE engagement with the Diploma nationally and in the region. Work-based Learning, Open and Advanced Apprenticeship accords on the other hand seem to require further impetuous and/or development to significantly change practice. This pattern is also mirrored by the data relating to the range of qualifying routes represented in existing progression accords with only 2% of accords relate to learners progressing through work-based

learning routes The issue of progression from the workplace through continuing professional development (CPD) activities is a key policy context for vocational progression as The Future of Higher Education White Paper (DfES 2003) and more recently The Leitch Review of Skills (HM Treasury December 2006) have indicated. More recently still Higher Education at Work - high skills: high value consultation identified the low level of CPD related higher education provided by public sector institutions.

> *The income that higher education in fact secures from employers for Continuing Professional Development (CPD) was estimated in 2005–06 to be worth £335 million (or around 6% of this potential revenue pool). The private sector or employer in-house provision accounted for much of the rest…For employers to see the value in using higher education institutions to train their staff, institutions must provide a different service than their traditional business model.* (DIUS: 2008, p24, 26)

The reliance on Provider-to-Provider progression models seems to indicate that the culture of higher education institutions requires further change to exploit the opportunities that work-based progression could present. It may also be the case that this area of work is an emerging aspect of higher education practice that may develop greater momentum as market imperatives come further into play with the predicted demographic downturn in traditional higher education learners (THE 20.3.08). The limited extent of the field testing of Work-based Learning accords also means that there has been insufficient instances for best practice in this important area to emerge beyond initial development stages.



Monitoring and qualitative evaluation of progression accords

As part of the process of embedding best practice MOVE have conducted a monitoring exercise to evaluate the implementation of a sample of progression accords that had been in operation during 2006/07. The processes of monitoring are just as important as the outcomes in that the practice of monitoring facilitates discussion about aspects of good practice that can be shared and a means for issues to be identified and addressed. The process of monitoring is itself an effective means of developing best practice and as such the qualitative outcomes of the monitoring process were prioritised. The monitoring included discussions with those implementing the accords facilitated by MOVE Progression Magnet Coordinators[8] as well as collecting responses to questions on a monitoring template[9] distributed to practitioners during 2007/08. A representative sample of 64 progression accords were included in the monitoring exercise, which represents 16% of the total. The sample, representing the first phase of progression accords is primarily made up of Provider-to-Provider accords but also includes 2 Work-based Learning accords. Other accord types had not been implemented during the period that the monitoring took place. The accords monitored also primarily represent two MOVE employment sectors, Creative and Cultural Industries and Health and Social Care, although 1 Land-based Industries accord was included in the sample. Sustainable Built Environment and Land-based Industries employment sectors had only recently been approved by HEFCE[10] at the time of the monitoring exercise. The monitoring sample was constituted as follows:

	Totals	*%*
Number of accords monitored	64	100
Provider-to-Provider accords	62	97
Accords related to Vocational Level three entry qualifications	*51*	*80*
Accords related to Access to HE entry qualifications	*3*	*5*
Accords related to HE entry qualifications	*8*	*12*
Work-based Learning accords	2	3

What follows is a summary of the outcomes of the qualitative evaluation of the results of the monitoring process.

Good practice in progression

Some of the examples of good practice arising from the monitoring of the first phase of accords are as follows:

- In general where progression accords are in place there is evidence of regular and on-going dialogue between the institutions/organisations who have signed the accords.

- In some instances relationships have been built that did not previously exist and in other cases there has been an improvement in communication between institutions and specific members of staff. For example, the accord related to the Certificate/Diploma in HE in Community Development at the Institute of Continuing Education University of Cambridge, which has established a relationship and progression route between the Cambridgeshire Primary Care Trust and the University.
- Collaborative work on progression activities and projects involving FE and HE students has brought great benefits to learners and to their potential progression by increasing their understanding of progression routes available from FE to HE and preparing them for the HE experience. For example, the University of Bedfordshire and its feeder colleges have involved past students talking about their HE experience and practical aspects such as portfolios, which has helped prospective students to understand the demands of an HE course.
- Collaborative work around progression has also benefited tutors by involving them in the activities of their partner institutions. This has resulted in the promotion of greater understanding of HE requirements by FE tutors and the enhanced awareness of HE tutors of the appropriateness of vocational qualifications in preparing learners for HE.
- In some institutions, where the progression is from a level three programme to HE within a college, some activities to support progression were already occurring on an informal basis. However, progression accords have formalised and enhanced the sustainability of the good practice that existed.
- MOVE progression accords and the Annual Activity Programme has provided a framework to sustain continued collaboration providing a model that can be extended to other areas of the curriculum, stimulating reciprocal curriculum development. For example, North Herts College planned to develop a course in Specialist Make-up Design similar to that at Barnfield College, they are now planning to draw on the experience acquired at Barnfield College to aid progression to a BA (Hons) course at the University of Bedfordshire.
- The implementation of progression accords has led to many Programme/Admission tutors making contact, establishing and building relationships with internal and external colleagues. This investment of people's time to change practice is valued by staff as a means to help sustain the activity and embed it into the procedures at the institutional level providing a valuable legacy. For example, Norwich University College of the Arts have found that:

> *The process of developing and maintaining progression accords has enabled the University College to establish and disseminate good practice and significantly enhance collaborative progression activity with regional partners.* (Norwich University College of the Arts, 2008)

Issues identified

Some of the issues arising from the monitoring of the first phase of accords are as follows:

- Some of the progression accords, especially in the first wave when accords were new, were not fully understood by the all staff implementing them. Information about the role and value of accords had not 'trickled down' to all staff who had been asked to engage with them resulting in inconsistent implementation of progression practice.

- A small number of staff in institutions resisted the implementation of accords as a consequence of misunderstanding their role and function. For example, thinking of accords as a mechanism to limit progression opportunities to specific routes.
- Where progression accords were not institutionally embedded staff changes generate a range of issues. For example, in some instances this resulted in accords being less well publicised, in others it resulted in staff not understanding the implications of progression accords sufficiently, which impeded implementation of the planned activity programme. Lastly, in some instances this resulted in staff relationships between FE and HE institutions not being sustained once staff changes occurred.

Open Opportunity 14-19 Diploma Consortium Norwich

"Progression accords provide reassurance to young people and their parents that there are pathways from Advanced Diploma to high quality higher education. Progression accords are valuable at many stages of the learner journey, from raising awareness of pathways to higher education at the recruitment phase to formalising commitments between Diploma lines and HEIs to work closely together in providing students with, for example, HE master classes, project briefs and access to HE student mentors, aiding a smooth transition to HE."

Conclusions from the monitoring exercise

The findings from monitoring the first wave of progression accords demonstrated that on the whole they have made a significant difference in improving the progression opportunities for vocational learners by making them aware of progression routes and better preparing them for the HE learning experience. Progression accords have provided a mechanism for closer and more effective collaboration between course tutors that raised awareness and promoted best practice in relation to progression.

- The implementation of progression accords has provided a valuable means of building on the good will from FE and HE staff to engage with one another and help improve progression opportunities for learners.
- Some progression accords have broken new ground, forged new institutional relationships and established good progression practice that will be sustained and embedded whilst others have formalised procedures that may previously have taken place.
- Progression accords work well where the staff from the institutions work closely together and can influence and shape the (FE and HE) curriculum so that it is responsive to market and employer demands and learner needs. The improved relationships between HEIs and FECs have led to the development of progression opportunities with other colleges in the region beyond established partnership arrangements.
- The monitoring activity itself has provided a means to enhance awareness and promote development but progression accord practices need to be fully embedded within institutional procedures for good practice to be sustained. The process has enabled the early identification and resolution of issues that could have inhibited implementation.
- It would be beneficial in terms of future monitoring to establish an individualised tracking system for learners who have progressed to a guaranteed place as a consequence of a progression accord to provide a greater range of quantitative data.

- The monitoring exercise did not identify any issues raised by FE or HE staff in relation to the provision of guaranteed places as defined by MOVE, for learners progressing through vocational routes.

Embedding best practice and sustaining progression

The approach we have taken to the development and implementation of MOVE accords has proved to be very successful to date in guaranteeing progression for learners on vocational programmes and in establishing clarity and coherence in the practices that support progression. To this degree MOVE's approach to progression accords has resulted in a core aspect of its mission being met.

MOVE has received wide-ranging support for this approach, which has helped to get accords set up and formalised relatively quickly and to establish sector confidence in the benefits of accords. As outlined above, the model has been developed and extended to suit the range of contexts that we expected to emerge from a practice-based approach. This strategy has shown itself to be effective and the principles that have underpinned this approach - particularly that of guaranteed places – have proved robust. Partners have accepted that we are trying to achieve sustainable, qualitative and quantitative change in vocational progression through progression accords and have, with very few exceptions, responded very positively. We initially saw progression accord practice as representing a continuum, with 'soft' or general approaches to the way progression was managed and supported at one end and 'hard' or specific quasi-contractual agreements at the other.

The MOVE model set out to address both dimensions simultaneously and we continue to see this as essential. In the long term, the behavioural and cultural changes to the way vocational progression is conceptualised and practiced by the staff concerned is undoubtedly more important than the pieces of paper that formalise it. This view is widely shared, both among the LLNs with significant experience of implementing progression accords and by those at the early stages of development, irrespective of the approach they have taken. However, we believe our approach, in emphasising the hard contractual end at the beginning of the change process and simultaneously supporting the development of more focused and appropriate professional practice was, and remains, the best way of achieving success. In our view, to approach the development of progression accords from the 'soft', general end of the continuum, with the expectation that specific agreements will develop from this, is more difficult and, most importantly, probably less likely to achieve real and lasting change.

We are already seeing individual HEIs within the region recognising the value of this practice at an institutional level with some choosing to explicitly embed progression accords within their OFFA Access Agreements as a means of demonstrating how they will use variable tuition fee income to provide sup-

port for under-represented groups. Another institution in the region sees its progression accord activity as providing a marketing advantage that clearly identifies its mission to provide a wide range of opportunities for learners to progress to higher education. One institution has also integrated progression accord practice into its teaching and learning strategy and quality monitoring procedures including validation and programme approval. Another institution has planned to integrate progression accord practice into its staff development programme and to appoint progression accord Champions to work with its staff to raise awareness and develop progression practice. Other HEIs are working with 14-19 Diploma Consortia and using the progression accord as a means to promote effective engagement between HEI and Consortia staff. This has provided a means by which HE staff have directly contributed to the design of Diploma units to promote progression to HE. Similarly, the provision of guaranteed places for Diploma learners has been recognised by Consortia as a valuable means to establish the credibility of this new qualification with parents and employers.

Norwich University College of the Arts

"Norwich University College of the Arts has worked closely with MOVE to establish and embed good practice that results from the implementation of progression accords at an institutional level. The University College feels confident that progression accord's are now an accepted and integrated part of the institutional 'culture'. The process of developing and maintaining progression accords has enabled the University College to establish and disseminate good practice and significantly enhance collaborative progression activity with regional partners."

MOVE's approach to progression accord practice has also received national level recognition[11] and arguably could provide a means to address a significant issue of national education policy.

The Guardian reported that a research report reviewing the views of 1994 Group member institutions concerning the Governments 14-19 reforms, entitled 'New Foundations, Enduring Values', (1994 Group/DCSF: January 2008) found that

> *Universities had had a "less than desirable" level of involvement in the new [Diploma] qualifications and "much further work" was needed for the reforms to meet the government's high expectations of them.* (The Guardian: 23rd January 2008)

However, the 1994 Group, which represents research-intensive universities in the UK (the University of Essex and the University of East Anglia are members in the Eastern region), has also produced a public statement of support for progression accords, which states that:

> *Following the outcomes of the 1994 Group/DCSF Report on the 14-19 reforms the 1994 Group supports the implementation of progression accords as an effective means to develop and maintain productive engagement between FECs/Diploma Consortia and Universities. Progression accords provide a means to initiate and embed good practice in the management of progression to HE helping to ensure that Diploma and other FE learners are well prepared for the HE learning experience.* (1994 Group: 2008)

This national level recognition of progression accords also serves to identify the next step for embedding best practice in the sector. Whilst embedding of progression accord practices at an institutional level will undoubtedly help to sustain and further develop best practice, longer term embedding requires further integration into national regulatory and quality assurance and enhancement systems. The precedent for progression being a quality issue has been established in relation to the foundation degree, through the requirement for articulated honours progression. What is required now, is that progression from level three to HE as well as progression through HE needs to be fully integrated into systems of HE quality assurance and enhancement perhaps through new or revised Quality Assurance Agency for Higher Education Codes of Practice. Similarly, the Qualifications and Curriculum Authority could require that all level three qualifications include appropriate provision to support progression to HE. Other national bodies such as the Office for Fair Access (OFFA)[12] and Supporting Professionalism in Admissions (SPA)[13] could also provide recognition of the role that progression accords can play in promoting fair access to higher education and embedding best practice. Once progression accords are fully integrated into the sectors practices at a national level then and only then, will 'embedding' have been realised.

Notes

1. MOVE began formal operation in December 2005.
2. MOVE was originally funded over three years by HEFCE.
3. There are currently only two regional Lifelong Learning Networks in England, MOVE in the East and the North East Higher Skills Network.
4. See appendices 2 and 3.
5. MOVE currently operates within the Creative and Cultural Industries, Health and Social Care, Sustainable Built Environment and Land-based Industries employment sectors.
6. December 2008.
7. In 2006/07 116 MOVE ASNs were distributed to partner institutions and 100 learners (86%) were recruited to these places. The successful progression statistic has been calculated by comparing the total number of learners recruited to MOVE ASN related guaranteed places on higher education programmes in 2006/07 (100) with the number of learners on the second year of those programmes (100).
8. MOVE Progression Magnet Coordinators operate as field officers for the Lifelong Learning Network. They have responsibility for coordinating meetings and other activity, including developing and monitoring progression accords, on a sector specific basis in defined sub-regional areas within the East of England.
9. See appendix 4.
10. The approval of Land-based Industries was held in abeyance until HEFCE completed a review of provision in this area. During the period between the original approval of the MOVE bid and the completion of the review, MOVE sought to extend its sphere of operation to include the Sustainable Built Environment sector. Both sectors were approved by HEFCE in 2007.
11. MOVE currently leads the national LLN Forum work-strand developing progression accord practice. The national Construction and Built Environment Diploma Development Partnership have endorsed the MOVE progression accord. The 1994 Group have endorsed the MOVE progression accord. See also the HEFCE, (May 2008), *Seminar report on progression agreements and accords*, available online http://www.hefce.ac.uk/widen/lln/progress/Progression_agreements.pdf

12. "The Office for Fair Access (OFFA) is an independent, non departmental public body which aims to promote and safeguard fair access to higher education for under-represented groups in light of the introduction of variable tuition fees in 2006-07…OFFA's principal duty is to regulate the charging of variable tuition fees through the approval and monitoring of access agreements. However, we also have a role in identifying and disseminating good practice and advice connected with access to higher education." (http://www.offa.org.uk/about/)
13. "The Supporting Professionalism in Admissions Programme [SPA] was established in mid 2006 to support institutions offering higher education programmes, to continue the development of fair admissions, enhance professionalism, share good practice developed from evidence gained on visits to universities and colleges, and to provide advice to admissions decision makers and other stakeholders." (http://www.spa.ac.uk/about-us/index.html)

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Appendices

1. Frequently asked questions
2. Example progression accord

   The University of Cambridge and Cambridgeshire Primary Care Trust
3. 14-19 Diploma progression accord template
4. Progression accord monitoring template

Appendix 1- Frequently Asked Questions (FAQs)

Q. *What are MOVE progression accords?*

A. Progression accords are formal agreements designed to enhance progression for vocational learners to higher education (HE). MOVE has developed a range of progression accord models but they characteristically constitute agreements between *sending* and *receiving* institutions or organisations. Typically, *senders* include Further Education (FE) colleges, Diploma Consortia, employers and others who manage, facilitate or provide learning at level 3 (BTEC National, GNVQ, Diplomas, Access to HE etc) and *receivers* are higher education courses in universities and colleges. Progression accords can also be applied to progression into postgraduate courses. MOVE progression accords identify specific vocational progression routes – either between formal courses or from an agreed body of equivalent workplace learning to a specific higher education course.

Q. *What kind of learners are progression accords designed to support?*

A. MOVE progression accords are specifically designed to promote and enhance progression opportunities for:

- Learners with vocational qualifications at further education level three
- Learners who are in work progressing via work-based learning routes that demonstrate equivalent learning
- *Return to study* learners seeking entry into vocational programmes either directly or through Access to HE provision

However, they also represent good practice in relation to the management of progression for all learners.

Q. *What are the key features of MOVE progression accords?*

A. MOVE progression accords constitute::

- Formal agreements. Progression accords are formal, detailed agreements between *senders* and *receivers* of learners progressing into and through higher education, including higher and further education institutions and employers.
- Guaranteed places. Progression accords offer a guarantee on the part of the receiving University or FE College to allocate an agreed number of places, on an identified HE programme, to the category of learners specified within each individual accord. Progression accords do not guarantee places for individuals.
- Equivalent entry requirements. All places are subject to an agreed level of attainment that is equivalent to the normal entry requirement of the receiving HEI and/or programme. Progression accords with a guarantee of places therefore maintain the standard of entry and operate to broaden the progression options of learners.

- Institutional/organisational 'sign up'. Progression accords require 'sign up' at both 'course to course' level (by tutors or workplace equivalent staff) and by senior institutional/organisational managers
- Good practice in managing progression. Progression accords identify a range of specific activities that represent good practice in both preparing learners for engagement with the higher-level learning experience and supporting the collaborative working of those managing progression.

Q. *What are the benefits for learners?*

A. Progression accords offer:

- Enhanced Information, Advice and Guidance about the higher education learning experience
- Personalised focus on chosen vocational progression
- Smooth progression through close and effective qualification match
- Enhanced preparation for HE and higher-level learning
- Guaranteed progression opportunity
- Local progression

Q. *What are the benefits for FECs, Diploma Consortia and employers (senders of learners to HE)?*

A. Progression accords offer:

- A marketing, recruiting and retention advantage – a formal link offering guaranteed progression
- A public statement about the commitment to lifelong learning and progression for learners/employees
- Confidence in the 'match' with the HE programmes to which learners progress
- Collaboration and development work with HE colleagues and others

Q. *What are the benefits for Universities and FECs delivering HE (receivers of learners progressing to HE)?*

A. Progression accords offer:

- Planned and predictable recruitment to HE programmes
- Confidence in the readiness of learners to participate in higher-level learning
- Confidence in the 'match' and suitability of sending programmes
- Collaboration and development work with FE colleagues and others

Q. *Are there different kinds of progression accord?*

A. Yes. MOVE has developed a range of progression accord templates to meet the needs of a wide range of partner institutions/organisations in various contexts. These include:

- Provider-to-Provider progression accords
- Work-based Learning progression accords
- Open Progression accords
- Consortium progression accords
- 14-19 Diploma progression accords
- Advanced Apprenticeship progression accord

Q. *How do I find out if a progression accord exists for my course?*

A. Visit the MOVE website at www.move.ac.uk where all current progression accords are listed.

Q. *How can places for learners be guaranteed, isn't this unfair or even illegal?*

A. Progression accords include a formal commitment by the receiving HE provider to guarantee an agreed number of places for learners progressing from a specified course. This does not guarantee places for individuals and all learners must still meet the normal entry requirements (or the equivalent of them). Guaranteed places are therefore neither unfair nor illegal and comply with the recommendations of the Schwartz Report on Fair Admissions. The full Schwartz Report is available at http://www.admissions-review.org.uk/downloads/finalreport.pdf

Q. *What happens if there are more learners wishing to progress via a progression accord than the number of guaranteed places it offers?*

A. A progression accord guarantees an agreed minimum number of places at the receiving institution – it does not put an upper limit on the number of learners who can progress. However, all learners still have to satisfy the entry requirements of the institution, so admission, even within a progression accord, is still competitive, particularly where there are more places than applicants.

Q. *Will being on a course that is part of a progression accord limit the choice of university or college?*

A. Not at all. A progression accord offers an enhanced opportunity to progress to the university or college offering the guaranteed places on the specific course but this does not stop learners applying to other HEIs if this is their preference.

Q. *When applying to an HE course with a progression accord, do learners have to state this on their UCAS forms?*

A. No. Learners complete their UCAS forms in the normal way – of course naming the relevant HEI among their choices! Admission tutors at the HEI in question will be fully aware of the progression accord arrangements.

Q. *What is the purpose of a progression accord when there are already well established links with a local HEI/FEC?*

A. Progression accords formalise and consolidate existing agreements and, importantly, provide a clear focus for collaborative work between staff at programme to programme level to develop detailed understanding and co-development of specific progression routes and the way in which they can be supported effectively. MOVE progression accords also give additional publicity and promotion throughout the region to existing links.

Q. *What is the purpose of a progression accord when an HEI is a 'selecting' university and courses are already heavily over subscribed?*

A. If standard 'A' level learners are filling places this may prevent diversity and could suggest that widening participation policies may not be being implemented. A progression accord will also help to deliver the requirements of OFFA Access Agreements (OFFA - the office for fair access www.offa.org.uk/) in enhancing progression for under-represented groups. The Schwartz Report recognises diversity as a significant benefit to the higher education experience of all learners. Furthermore, a progression accord encourages and facilitates trust and understanding between course tutors and ensures that sending and receiving tutors discuss progressing learners in detail. Finally, progression accords represent good practice in managing progression that may help sustain healthy recruitment.

Q. *How do progression accords relate to the QAA code of practice for collaborative provision?*

A. Progression accords represent good practice in formalising collaborative working between an HEI and partner organisations in supporting the preparation of learners for progression to HE and have been cited as such in audit reports.

Q. *Won't a progression accord just add to bureaucracy?*

A. No. Agreeing the detail of a progression accord with partners involves some additional collaborative work but this work enhances the quality of progression management. Any additional paperwork is pre-prepared by MOVE as templates and is minimal.

Q. *Who should I ask about developing a progression accord?*

A. You should talk to all potential partners to the progression accord – which may include partner FECs and/or HEIs, employers and sector representative organisations such as Sectors Skills Councils - depending on your own role in the partnership. MOVE will offer support and advice from discussing the basic idea through to monitoring the implementation of the progression accord and we are happy to arrange contacts between potential partners and convene meetings etc - so it may be useful to talk to us first.

Q. *Where can I find out more about MOVE progression accords?*

A. If you would like to know more about Progression accords visit the MOVE website at www.move.ac.uk where you can download a leaflet called "A Brief Guide to MOVE progression accords", templates for all types of progression accord, a list of all progression accords in operation in the region and a range of case studies which give more detailed information from a user perspective.

Appendix 2

MOVE
THE LLN FOR THE EAST OF ENGLAND

PROGRESSION ACCORD[1]

Between

Certificate of Higher Education (Community Development), INSTITUTE OF CONTINUING EDUCATION, UNIVERSITY OF CAMBRIDGE

and

Community Development for Health, CAMBRIDGESHIRE PCT

This Accord is between the *Certificate and Diploma of Higher Education (Community Development)* within the *Institute of Continuing Education* of *University of Cambridge* and *Community Development for Health* within the *Cambridgeshire PCT*. This Accord identifies specific vocational progression routes from Further Education (FE) to Higher Education (HE). This includes the provision of guaranteed HE places and other agreed collaborative activities designed to support progression between the identified programmes. The Accord aims to serve both institutions in their joint objective to promote vocational progression to HE and to encourage the development of progression opportunities in collaboration with MOVE, the Lifelong Learning Network for the East of England.

The Accord will commence on 1 September 2007and will be collaboratively reviewed tri-annually by both parties.

The Accord seeks to achieve the following objectives:

- to widen access to higher education by enhancing vocational progression opportunities within both Cambridgeshire PCT and University of Cambridge Institute of Continuing Education
- to increase the number of learners from under-represented groups within the MOVE learner constituency[2] progressing to higher education within the East of England region.
- to encourage and support staff networking between FE and HE institutions.
- to collaborate in meeting the needs of individual prospective, current and previous learners in relation to personal development and progression
- to provide a channel through which information, advice and guidance, including changes in entry requirements, may be made available to lecturers, prospective learners and their advisers
- to facilitate the establishment of a transparent procedure for the recognition of credit in the context of progression to higher education through vocational routes
- to share best practice and collaborate on curriculum design and development, particularly in relation to vocational programmes, where appropriate
- to exchange appropriate institutional and departmental policies including admissions policies
- to promote and support future developmental initiatives between the two institutions
- to help serve the lifelong learning needs of the East of England region

MOVE
THE LLN FOR THE EAST OF ENGLAND

The two Institutions agree the following:[3]

University of Cambridge Institute of Continuing Education will:

- guarantee a place for at least 10 learners on *Certificate and Diploma of Higher Education (Community Development)* who meet the programme's entry requirements and in the opinion of the Course Director are likely to benefit from the programme
- provide a positive and constructive interview or other admissions related experience for all *Cambridgeshire PCT* learners who in the opinion of the Course Director are likely to meet the entry requirements and benefit from the *Certificate and Diploma of Higher Education (Community Development)*
- ensure that a named member of *Certificate and Diploma of Higher Education (Community Development)* staff (the Academic Programme Manager)[5], will work with the FE Recommending Tutor of *Community Development for Health,* to implement, monitor and evaluate the Progression Accord
- facilitate the registration of *Certificate and Diploma of Higher Education (Community Development)* learners with MOVE ePortfolio[6]
- play an active role in the relevant MOVE Employment Sector Progression Magnet as appropriate?

Recommended items

- recognise learners progressing from *Community Development for Health* as an under represented group in relation to University of Cambridge's OFFA Access Agreement[8] and identify any relevant bursaries and scholarships
- provide a range of information, advice and guidance services including programme team liaison and advice for learners and tutors[9]
- facilitate e-communication between existing undergraduate learners and FE learners through University of Cambridge Institute of Continuing Education virtual learning environment (VLE).
- provide feedback to the FE Course Directors on learner applications
- provide feedback to the FE Course Directors on the progression of FE learners whilst they are on the HE programme and on their subsequent first employment placement.
- share curriculum developments and, where appropriate, collaborate with specific reference to programme specific developments to enhance progression opportunities
- encourage and support staff exchanges and staff shadowing
- provide further opportunities for staff networking, the exchange of ideas, information and best practice
- publish the admission and progression arrangements on the University of Cambridge Institute of Continuing Education website
- publicise the relationship underpinning the Progression Accord as appropriate

Cambridgeshire PCTwill:

Required items for MOVE Accord recognition

- recommend those FE learners from *Community Development for Health* that are likely to meet the *Certificate and Diploma of Higher Education (Community Development)* entry requirements and benefit from the programme of study

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- ensure that a named member of *Community Development for Health* staff (the Course Director), will work with the HE Receiving Tutor of *Certificate and Diploma* of *Higher Education (Community Development)* to implement, monitor and evaluate the Progression Accord
- facilitate the registration of *Community Development for Health* learners with MOVE ePortfolio
- play an active role in the relevant MOVE Employment Sector Progression Magnet as appropriate

Recommended items

- provide references for learners that are detailed and comprehensive, ensuring updated references at the point of interview as appropriate
- alert the HE Receiving Tutor to the particular needs of individual FE learners, if appropriate
- provide feedback on the HE application process from the perspective of the Community Development for Health course and its learners
- keep the relevant Academic Programme Manager informed of relevant changes to the Community Development for Health with respect to progression
- share curriculum developments and, where appropriate, collaborate with specific reference to programme specific developments to enhance progression opportunities
- encourage and support staff exchanges and staff shadowing between FE and HE programmes
- provide further opportunities for staff networking, the exchange of ideas, information and best practice
- publish the admission and progression arrangements on the Cambridgeshire PCT website
- publicise the relationship underpinning the Progression Accord as appropriate

Academic Programme Manager, *Certificate and Diploma* of *Higher Education (Community Development)*
Institute of Continuing Education, University of Cambridge

Name: Ms Lydia Romero *Signed*
Role: Academic Programme Manager *Date:* 24 May 2007

Course Director, Community Development for Health, *Cambridgeshire* **PCT**

Name: Ms Joan Walsh *Signed*
Role: Nurse Specialist Community Development

Date : 2 May 2007

Approved by University of Cambridge institute of Continuing Education Senior representative

Name: Dr Susan Oosthuizen *Signed*

Date : 24.5.2007

Role: Associate Director, Community Education & Outreach Division

Approved by Cambridgeshire PCT Open College Network Centre Senior representative

Name: Kate Parker *Signed* *Date: 23/5/07*
Role: Health Improvement Manager

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PROGRESSION ACCORD ANNUAL PROGRAMME

This guide is designed to provide indicative content with respect to good practice in relation to the implementation and development of MOVE Progression Accords. It is comprised of a range of indicative activities and events designed to support the progression of learners to higher education throughout the academic year. Institutions may well have their own annual plans, activities and events in place which may be appropriately substituted for the elements within this guide.

July	FE and HE Programme Managers/Tutors meet to confirm the annual plan and agree success criteria and number of learners to be offered a guaranteed place
September	FE Programme will be advised of professional, academic or other changes to the provision of HE programme. Where appropriate the HE *staff* and learners will contribute to the FE induction programme. The HE and FE programmes will exchange academic calendars. Relevant Cambridgeshire PCT *staff* inducted in relation to University of Cambridge Institute of Continuing Education's virtual learning environment (VLE) as appropriate
October	FE tutors to conduct progression tutorials raising awareness of opportunities to progress to University of Cambridge Institute of Continuing Education HE programmes. *Community Development for Health* learners inducted in relation to University of Cambridge Institute of Continuing Education's VLE as appropriate All *Community Development for Health* learners register on MOVE ePortfolio
November onwards	Talks from University of Cambridge Institute of Continuing Education *staff* and learners to FE learners on information about the HE provision. Cambridgeshire PCT identifies prospective learners to receiving University of Cambridge Institute of Continuing Education. Cambridgeshire PCT tutors review MOVE ePortfolio entries
December	HE and FE Programme Managers/Tutors meet to assess progress to date. Learner numbers exchanged and potential interviewees identified.

January-April	Discussion between HE and FE staff re individual learners as necessary Offer of University of Cambridge Institute of Continuing Education Study Skills development sessions to learners offered places, as appropriate.
June-July	"Keeping in touch" event delivered by University of Cambridge Institute of Continuing Education advising learners on specific preparation for Higher Education. FE staff to be invited to update HE staff on FE developments. FE Programme Managers/Tutors to advise HE Programme Manager of intended destinations of learners with particular reference to those offered a place. HE and FE Programme Managers/Tutors meet to evaluate progress to date and write provisional annual report to inform next year's annual plan.
September	Final Progression Accord Report to be completed by respective FE and HE programme managers once numbers of learners enrolled are known. Annual review of Progression Accord completed and new accord signed.

Appendix 3

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14-19 Diploma Progression Accord[1]

Between

[NAME OF HE PROGRAMME], [NAME OF DEPARTMENT]
[NAME OF HE INSTITUTION]

and

[NAME OF DIPLOMA PROGRAMME]
[NAME OF DIPLOMA CONSORTIUM]

This Accord is between the ***[name of HE programme]*** within the ***[name of HE department]*** of ***[name of HE Institution]*** and ***[name of Diploma programme]*** within the ***[name of Diploma Consortium]***.. This Accord identifies specific progression routes from Diplomas to Higher Education (HE). This includes the provision of guaranteed HE places and other agreed collaborative activities designed to support progression between the identified programmes. The Accord aims to serve both organsations in their joint objective to promote progression to HE and to encourage the development of progression opportunities in collaboration with MOVE, the Lifelong Learning Network for the East of England. The Accord identifies specific components of the Diploma recognised by ***[name of HE Institution]*** as appropriate to enable progression to the HE programme named above (see appendix 1). It also identifies a specific programme of activities designed to support progression of learners to higher level learning.

The Accord will commence on ***[date]*** and will be collaboratively reviewed tri-annually by both parties.

The Accord seeks to achieve the following objectives:

- to widen access to higher education by enhancing progression opportunities within both ***[name of Diploma Consortium]*** and ***[name of HE Institution]***.
- to increase the number of learners from under-represented groups within the MOVE learner constituency[2] progressing to higher education within the East of England region.
- to encourage and support staff networking between Diploma Consortia and HE institutions.
- to collaborate in meeting the needs of individual prospective, current and previous learners in relation to personal development and progression
- to provide a channel through which information, advice and guidance, including changes in entry requirements, may be made available to lecturers, prospective learners and their advisers
- to facilitate the establishment of a transparent procedure for the recognition of credit in the context of progression to higher education through vocational routes
- to share best practice and collaborate on curriculum design and development, particularly in relation to vocational programmes, where appropriate
- to exchange appropriate institutional and departmental policies including admissions policies
- to promote and support future developmental initiatives between the two institutions
- to help serve the lifelong learning needs of the East of England region

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The two Organisations agree the following:

[Name of HE Institution] will:

Required items for MOVE Accord recognition

- guarantee a place for ***[number]*** learners on ***[name of HE programme]*** who meet the programme's entry requirements and in the opinion of the Recommending Tutor[3] are likely to benefit from the programme
- provide a positive and constructive interview or other admissions related experience for all ***[name of Diploma]*** learners who in the opinion of the Recommending Tutor are likely to meet the entry requirements and benefit from the ***[name of HE programme]***
- ensure that a named member of ***[name of HE programme]*** staff (the Receiving Tutor)[4], will work with the Diploma Recommending Tutor of ***[name of Diploma programme]***, to implement, monitor and evaluate the Progression Accord
- play an active role in the relevant MOVE Employment Sector Progression Magnet as appropriate[5]

Recommended items

- recognise learners progressing from ***[name of Diploma programme]*** as an under represented group in relation to ***[name of HE institution]***'s OFFA Access Agreement[6] and identify any relevant bursaries and scholarships
- provide a range of information, advice and guidance services including programme team liaison, interview workshops, advice for learners and tutors *(see example annual activity programme)*[7]
- provide a number of opportunities for ***[name of Diploma programme]*** learners to visit the *[name of HE Department]*, specifically for a Progression Opportunity Awareness event, Open Days and to participate in other jointly planned activities *(see example annual activity programme)*
- facilitate e-communication between existing undergraduate learners and Diploma learners through ***[name of HE institution]***'s virtual learning environment *(VLE)*.
- provide post-interview feedback to individual learners and, where appropriate, agree an action plan to meet individual learner needs
- provide feedback to the Diploma Recommending Tutors on learner applications
- provide feedback to the Diploma Recommending Tutors on the progression of Diploma learners whilst they are on the HE programme and on their subsequent first employment placement.
- share curriculum developments and, where appropriate, collaborate with specific reference to programme specific developments to enhance progression opportunities
- encourage and support staff exchanges and staff shadowing
- provide further opportunities for staff networking, the exchange of ideas, information and best practice
- publish the admission and progression arrangements on the ***[name of HE Institution]*** website
- publicise the relationship underpinning the Progression Accord as appropriate

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***[name of Diploma Consortium]* will:**

Required items for MOVE Accord recognition

- recommend those Diploma learners from ***[name of Diploma programme]*** that are likely to meet the ***[name of HE programme]*** entry requirements and benefit from the programme of study
- ensure that a named member of ***[name of Diploma programme]*** staff (the Recommending Tutor), will work with the HE Receiving Tutor of ***[name of HE programme]*** to implement, monitor and evaluate the Progression Accord
- play an active role in the relevant MOVE Employment Sector Progression Magnet as appropriate

Recommended items

- encourage ***[name of Diploma programme]*** learners to attend College, HE Institution, Department and Programme specific HE advice and guidance workshop events and Open Days relating to ***[name of HE programme]***
- provide references for learners that are detailed and comprehensive, ensuring updated references at the point of interview as appropriate
- alert the HE Receiving Tutor to the particular needs of individual Diploma learners, if appropriate
- provide feedback on the HE application process and interview experience from the perspective of the **[name of Diploma programme]** and its learners
- keep the relevant Receiving Tutor informed of relevant changes to the *[name of Diploma programme]* with respect to progression
- share curriculum developments and, where appropriate, collaborate with specific reference to programme specific developments to enhance progression opportunities
- encourage and support staff exchanges and staff shadowing between FE and HE programmes
- provide further opportunities for staff networking, the exchange of ideas, information and best practice
- publish the admission and progression arrangements on the ***[name of Diploma Consortium/14-19 local prospectus]*** website
- publicise the relationship underpinning the Progression Accord as appropriate

Receiving Tutor, *[name of HE programme], [name of HE Institution]*

Name: *Signed* *Date:*

Role:

Recommending Tutor, *[name of Diploma programme], [name of Diploma Consortium]*

Name: *Signed* *Date:*

Role:

Approved by *[name of HE Institution]* Senior Representative

Name: *Signed* *Date:*

Role:

Approved by *[name of Diploma Consortium]* Senior Representative

Name: *Signed* *Date:*

Role:

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APPENDIX 1

STATEMENT OF LEARNING AND PROGRESSION

This Statement of Learning and Progression has been agreed by ***[name of HE Institution]*** to enable progression of learners from ***[name of Diploma programme]*** to ***[name of HE programme]***.

It is designed to identify those aspects of the Diploma that are required to enable progression to the above named HE programme

Name of course / unit / programme / episode of learning	***NQF level***	***Credit Value***

Please give details of:

1. Any other conditions which have been agreed as part of this Accord.

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EXAMPLE PROGRESSION ACCORD
ANNUAL ACTIVITY PROGRAMME

This example annual activity programme is designed to provide indicative content with respect to good practice in relation to the implementation and development of MOVE Progression Accords. It is comprised of a range of indicative activities and events designed to support the progression of learners to higher education throughout the academic year. Institutions may well have their own annual plans, activities and events in place which may be appropriately substituted for the elements within this example.

July	Diploma and HE Programme Managers/Tutors meet to confirm the annual plan and agree success criteria and number of learners to be offered a guaranteed place
September	Diploma Programme will be advised of professional, academic or other changes to the provision of HE programme. Where appropriate the HE staff and learners will contribute to the Diploma induction programme. The HE and Diploma programmes will exchange academic calendars. Relevant *[Diploma Programme]* staff inducted in relation to *[HE Institution]*'s virtual learning environment (VLE) as appropriate
October	Diploma tutors to conduct progression tutorials raising awareness of opportunities to progress to *[name of HE Institution]* HE programmes. *[Diploma Programme]* learners inducted in relation to *[HE Institution]* VLE as appropriate All *[Diploma programme]* learners register on MOVE ePortfolio
November onwards	Invitation to *[HE Institution]* Open Days, to include meeting HE Learner Ambassadors Diploma learners invited to attend an observation/shadowing event organized by *[HE Programme/Department/Institution]*. Talks from *[HE Institution]* staff and learners to Diploma learners on entry requirements and selection process. Learner interview workshops by *[HE Institution]* staff. *[Diploma Programme/Department/Consortium]* identifies prospective learners to receiving *[HE Programme/Department/Institution]*. *[Diploma Programme]* tutors review MOVE ePortfolio entries.

December	HE and Diploma Programme Managers/Tutors meet to assess progress to date. Learner numbers exchanged and potential interviewees identified.
January-April	Diploma learners visit *[HE Programme/Department/Institution]*. Information about *[HE Programme]* approach to interview provided to *[Diploma Programme]* learners. Interviews held for Progression Accord learners. Diploma learners to bring required examples of course work to the interview, for example a numeracy assessment and written assignment, as appropriate. Discussion between HE and Diploma staff re individual learners as necessary Offer of *[HE Programme]* Study Skills development sessions to learners offered places, as appropriate. Individualised feedback to learners whose initial application is unsuccessful.
June-July	"Keeping in touch" event delivered by *[HE Programme/Department/Institution]* advising learners on specific preparation for Higher Education. Diploma staff to be invited to update HE staff on Diploma developments. Diploma Programme Managers/Tutors to advise HE Programme Manager of intended destinations of learners with particular reference to those offered a place. HE and Diploma Programme Managers/Tutors meet to evaluate progress to date and write provisional annual report to inform next year's annual plan.
September	Final Progression Accord Report to be completed by respective Diploma and HE programme managers once numbers of learners enrolled are known. Annual review of Progression Accord completed and new accord signed.

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Notes:

1. *This template is designed to both establish the agreements required to gain recognition as a MOVE Accord. Such recognition is a requirement for the allocation of MOVE Additional Student Numbers (ASNs) to eligible institutions. The template is also designed to provide recommended content as a good practice guide for collaborating HE institutions and Diploma Consortia. The list of recommended accord items is not exclusive and institutions are encouraged to contribute to the sharing of good practice associated with the development of progression agreements or accords.*

   MOVE Progression Accords seek to comply with the Schwartz principles for fair admissions to HE.

   "The [Schwartz] Steering Group recognises that compact and related schemes do much good work in encouraging and supporting learners in progressing to higher education and supports the continuation of this work. Compact schemes and other measures that confer an advantage in the admissions process may be adopted if they can be objectively justified and it can be demonstrated that the scheme is proportionate to its aim. Raising aspirations and improving access to HE for those from disadvantaged or under-represented groups is generally a legitimate aim." Admission to Higher education Review, Final Report, September 2004
2. *The MOVE learner constituency includes the following categories of learner:*
   - *those with vocational qualifications at FE level three and those with Advanced level Diploma qualifications*
   - *those qualifying via work-based learning routes*
   - *'return to study' learners (waged and unwaged) seeking entry into vocational programmes either directly or through Access to HE provision*
3. *The Recommending Tutor is an identified member of staff from a specific Diploma programme in a specific Diploma Consortium, who recommends learners for progression to a specific HE programme.*
4. *The Receiving Tutor is an identified member of staff from a specific HE programme at a specific HE institution who acts as admissions officer in relation to progression from a specific Diploma programme to a specific HE programme.*
5. *Progression Magnets will include representatives from East of England FE and HE institutions, Diploma Consortia as well as other relevant employment sector stakeholders. Progression Magnets will seek to facilitate enhanced progression through vocational routes into higher education in specifically identified employment sectors by identifying appropriate sector developments and minimising barriers to vocational progression.*
6. *All higher education institutions (HEIs) wishing to charge tuition fees above 'standard fees' are required to specify within an OFFA approved Access Agreement how they will use a proportion of the additional income accrued to support access to higher education for under represented groups. The MOVE learner constituency constitutes, by definition, groups that are under represented.*
7. *The attached Progression Accord Annual Programme is designed to provide indicative content with respect to good practice in relation to the implementation and development of MOVE Progression Accords. It is comprised of a range of indicative activities and events designed to support the progression of learners to higher education throughout the academic year. Institutions may well have their own annual plans, activities and events in place which may be appropriately substituted for the elements within this guide.*

Appendix 4

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THE LIFELONG LEARNING NETWORK FOR THE EAST OF ENGLAND

PROGRESSION ACCORD MONITORING REPORT

PMC completing the report	***Date of monitoring report***
Employment Sector	***Number of guaranteed places***
Sending institution/organisation	***Receiving institution/organisation***
Sending course/programme	***Receiving course/programme***
Sending tutor/manager/mentor	***Receiving tutor/manager/mentor***

Section 1 *To be completed by MOVE PMC*

Monitoring overview	***Yes/No***	***Comments/Actions***	***Responsibility***	***Date***
1. Has the Accord been signed by appropriate senior institutional representatives?				
2. Has the Accord been signed by appropriate course level staff?				
3. Has the Annual Activity Programme been agreed by appropriate course level staff?				
4. Has the Annual Activity Programme been implemented fully?				
5. Has the Annual Activity Programme been reviewed by appropriate course level staff?				
6. Has the Annual Activity Programme been agreed for the following year by appropriate course level staff?				
7. Have the guaranteed places been fully recruited?				
8. Have the number of guaranteed places been agreed for the following year and if so at what number?				
9. Has the Accord encouraged staff collaboration and development and if so how?				
10. Has the Accord been publicised to potential learners and if so how?				

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Section 2 ***Annual Activity Programme monitoring.*** *This section should be jointly completed by sending and receiving tutors/managers/mentors*

Month	***Activities identified in Annual Activity Programme to support progression.*** *Insert the specific activities agreed in each Progression Accord. The activities included here are indicative only.*	***Activity Implemented Yes/No***	***Comments/Actions*** *Identify good practice, any reasons for not implementing activities and actions to improve the Annual Activity Programme*	***Responsibility***	***Date***
	FE and HE Programme Managers/Tutors meet to confirm the annual plan and agree success criteria and number of learners to be offered a guaranteed place				
	FE Programme will be advised of professional, academic or other changes to the provision of HE programme. Where appropriate the HE staff and learners will contribute to the FE induction programme. The HE and FE programmes will exchange academic calendars. Relevant ***[FE Programme]*** staff inducted in relation to ***[HE Institution]****'s* virtual learning environment (VLE) as appropriate				
	FE tutors to conduct progression tutorials raising awareness of opportunities to progress to ***[name of HE Institution]*** HE programmes. ***[FE Programme]*** learners inducted in relation to ***[HE Institution]*** VLE as appropriate All ***[FE programme]*** learners register on MOVE ePortfolio				

THE LIFELONG LEARNING NETWORK FOR THE EAST OF ENGLAND

Month	Activities identified in Annual Activity Programme to support progression. *Insert the specific activities agreed in each Progression Accord. The activities included here are indicative only.*	Activity Implemented Yes/No	Comments/Actions *Identify good practice, any reasons for not implementing activities and actions to improve the Annual Activity Programme*	Responsibility	Date
	Invitation to ***[HE Institution]*** Open Days, to include meeting HE Learner Ambassadors FE learners invited to attend an observation/shadowing event organized by ***[HE Programme/Department/Institution]***. Talks from ***[HE Institution]*** staff and learners to FE learners on entry requirements and selection process. Learner interview workshops by ***[HE Institution]*** staff. ***[FE Programme/Department/Institution]*** identifies prospective learners to receiving ***[HE Programme/Department/Institution]***. ***[FE Programme]*** tutors review MOVE ePortfolio entries.				
	HE and FE Programme Managers/Tutors meet to assess progress to date. Learner numbers exchanged and potential interviewees identified.				
	FE learners visit ***[HE Programme/Department/Institution]***. Information about ***[HE Programme]*** approach to interview				

Month	***Activities identified in Annual Activity Programme to support progression.*** *Insert the specific activities agreed in each Progression Accord. The activities included here are indicative only.*	***Activity Implemented Yes/No***	***Comments/Actions*** *Identify good practice, any reasons for not implementing activities and actions to improve the Annual Activity Programme*	***Responsibility***	***Date***
	provided to ***[FE Programme]*** learners. Interviews held for Progression Accord learners. FE learners to bring required examples of course work to the interview, for example a numeracy assessment and written assignment, as appropriate. Discussion between HE and FE staff re individual learners as necessary Offer of *[HE Programme]* Study Skills development sessions to learners offered places, as appropriate. Individualised feedback to learners whose initial application is unsuccessful.				
	"Keeping in touch" event delivered by ***[HE Programme/Department/Institution]*** advising learners on specific preparation for Higher Education. FE staff to be invited to update HE staff on FE developments. FE Programme Managers/Tutors to advise HE Programme Manager of intended destinations of learners with particular reference to those offered a place.				

Month	***Activities identified in Annual Activity Programme to support progression.*** *Insert the specific activities agreed in each Progression Accord. The activities included here are indicative only.*	***Activity Implemented Yes/No***	***Comments/Actions*** *Identify good practice, any reasons for not implementing activities and actions to improve the Annual Activity Programme*	***Responsibility***	***Date***
	HE and FE Programme Managers/Tutors meet to evaluate progress to date and write provisional annual report to inform next year's annual plan.				
	Final Progression Accord Report to be completed by respective FE and HE programme managers once numbers of learners enrolled are known. Annual review of Progression Accord completed and new accord signed.				
	Completed by sending tutor/manager/mentor	*Name*			
	Role	*Signature*		*Date*	
	Completed by receiving tutor/manager/mentor	*Name*			
	Role	*Signature*		*Date*	

Section 3 *To be completed by MOVE PMC if required*

Any other comments

MOVE
Suite 1, Lancaster House,
Meadow Lane, St Ives,
Cambridge, PE27 4LG

Tel +44 (0)1480 467073,
Email info@move.ac.uk,
Web www.move.ac.uk

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