



West Yorkshire Lifelong Learning Network Progression Agreement Framework

Strategic Level Agreement of Intent

1. Parties

- 1.1. This Agreement of Intent is made between the West Yorkshire Lifelong Learning Network (WYLLN) and its partner Higher Education institutions and Further Education institutions including 6th Form Colleges within West Yorkshire.

2. Aims of the WYLLN Progression Agreement Framework

- 2.1. The Progression Agreement Framework marks the first stage of a developmental process to establish a sub-regional approach to improving progression opportunities into and through higher education from vocational and work based routes.
- 2.2. The primary aim of the WYLLN Progression Agreement Framework is to promote clarity, coherence and certainty of progression into and through higher education and to encourage progression opportunities for vocational learners. The Progression Agreement Framework aims to benefit individual learners, and to serve the interests of individual institutions and foster collaboration between signatory institutions.
- 2.3. The Progression Agreement Framework recognises the need for co-ordinated change in culture and practice across higher education providers in West Yorkshire in order to expand opportunities for learners following vocational programmes to progress into and through higher education.
- 2.4. The Progression Agreement Framework provides a mechanism for the WYLLN to meet its strategic objective on progression, to manage and monitor progression in relation to ASN allocations, to target IAG partnership agreement and commissioned activities, and to target staff development and advisory activities.
- 2.5. To facilitate the expansion of progression opportunities for learners, WYLLN partner institutions will where possible be encouraged to develop Progression Agreements which record more than one progression route. Further, WYLLN will work with partner institutions to identify and develop network-wide Progression Agreements, involving either a number of institutions and/or courses/programmes.
- 2.6. Progression Agreements will firmly establish the legitimate expectations of learners about progression from specific programmes and/or institutions to other programmes and/or institutions, directly address barriers to the successful progression of vocational learners, and encourage greater resonance between institutions particularly in relation to curriculum innovation, development and alignment.

- 2.7. The Progression Agreement Framework follows HEFCE guidance that Progression Agreements should adhere to the following principles:
- Progression Agreements should support learners' legitimate expectations to progress from specific programmes or institutions to other programmes or institutions, and establish the commitment of institutions to meet those expectations
 - Progression Agreements should be negotiated to make credit transfer a reality
 - Progression Agreements should be developed on a network-wide basis with all education providers that form the Lifelong Learning Network

3. **Summary**

- 3.1. This Agreement of Intent describes the working relationship between the West Yorkshire Lifelong Learning Network (WYLLN) and its partner Higher Education institutions and Further Education institutions in regard to the WYLLN Progression Agreement Framework. It details the roles and responsibilities of the parties and the elements to be considered and included within a Progression Agreement in order for it to be recognised by the West Yorkshire Lifelong Learning Network.
- 3.2. This Agreement of Intent relates to the 12 month pilot (covering the academic year of 2008/09) of the WYLLN Progression Agreement Framework. It is intended that a full review of the pilot will be completed by July 2009 and reported to the WYLLN Management Board in July 2009.
- 3.3. This Agreement of Intent is supported by a number of documents which provide detailed information on the processes and procedures which underpin the Framework: Guidelines for the Progression Agreement Framework, Progression Agreement Template and Learner Progression Agreement Template.

4. **Working Relationships**

- 4.1. The role of the West Yorkshire Lifelong Learning Network will be to:
- Develop the Progression Agreement Framework, ensuring all partners have access to the framework and supporting documentation.
 - Monitor the development and implementation of the Framework and individual Progression Agreements.
 - Work with partners to ensure individual Progression Agreements are brought to the attention of potential and current vocational learners.
 - Evaluate the effectiveness of the 12 month Progression Agreement Framework pilot and report the findings to the Strategic Advisory Forum and the WYLLN Management Board.
- 4.2. The Higher Education institutions and Further Education institutions will be responsible for implementing the Framework by:
- Developing, implementing and reviewing individual Progression Agreements
 - Working with the WYLLN to ensure individual Progression Agreements are brought to the attention of potential and current vocational learners
 - Fully contributing to the evaluation of the Progression Agreement Framework

5. Elements of the Progression Agreement

- 5.1. The Progression Agreement is structured on two sets of elements, namely Required Elements and Additional Elements. Required Elements (see 5.3) define the minimum level of agreement needed between partner institutions to enable the Progression Agreement to be formally recognised by the WYLLN. Additional Elements (see 5.4) are activities which develop collaborative working between partner institutions to further improve the learners' experience and enhance their potential to progress successfully.
- 5.2. The element structure enables individual institutions to adopt an incremental, developmental approach to engaging with a Progression Agreement whilst introducing a level of consistency to managing progression arrangements across West Yorkshire higher education providers.

5.3. Required Elements

The required elements of a WYLLN Progression Agreement define the minimum level of agreement between partner institutions. They are:

- A description of the entry criteria learners from the sending institution are required to meet to access the named course/programme at the receiving institution
- A description of the application process learners from the sending institution are required to complete to access the named course/programme at the receiving institution
- The provision of opportunities for learners to discuss the Progression Agreement within the context of their Individual Learning Plan and/or Personal Development Plan
- A guarantee of an interview and/or review of a learner's transcript/portfolio for all learners who meet the application criteria agreed and recorded within the Progression Agreement
- An agreement between the sending and receiving institutions to pass on information about particular needs of a learner e.g. disability (with the permission of the learner)
- The provision of information on financial support that may be available to learners including any provision under an OFFA Access Agreement
- The provision of information on the range of progression routes that may be available to learners including progression routes identified during the validation process e.g. Hons top-up for Foundation Degree learners
- A description of a programme of induction and support available for learners during the first year of study on their new course
- A commitment to publicise the Learner Progression Agreement alongside course/programme information on the institutions' websites, and other contexts such as the WYLLN website as appropriate
- Nominate a named representative (Sending Representative, Receiving Representative) within each institution to establish, implement and review the Progression Agreement
- An agreement between the sending and receiving institutions to inform one another of any changes or modifications to their course/programme with respect to progression

- A statement detailing the circumstances under which the Agreement may be modified or terminated and how current and potential learners will be notified of changes which affect them directly.

5.4. **Additional Elements**

Progression Agreements between partners may be further enhanced by the inclusion of additional elements to further improve the learners' experience and their potential to succeed. The following list is not exhaustive but provides some ideas of how the Progression Agreement may be enhanced.

- A guarantee of a place for an agreed number of learners or all learners who meet the entry criteria as agreed and recorded in the Progression Agreement. This may be applied to progression from a specified course/programme in accordance with the Schwartz principles for fair admissions to HE, Admissions to Higher Education review, Final Report, September 2004
Institutions may wish to prioritise the inclusion of a guarantee of a place for Foundation Degree students progressing to a relevant top-up degree
- Access to a programme of jointly planned activities which aims to increase learners' knowledge and understanding of the culture and expectations of the higher education sector, and teaching and learning approaches utilised within the next level of study
- Access to a programme of IAG activities which supports learners in managing the application and selection processes involved in accessing the next level of study
- An agreement to share generalised feedback on the application and selection processes and learners' applications
- An agreement to share and consult on curriculum developments and where appropriate, collaborate on specific curriculum developments to aid and enhance progression opportunities.
- The provision of feedback to unsuccessful applicants. A statement asking the learner to give their permission for the sharing of personal details and information, in accordance with the Data Protection Act (1998), will be included on the Learner Progression Agreement document
- The provision of feedback on the progress of the learners during the first year of study and their progression at the end of the first year of study.

6. **Signatures**

- 6.1. I confirm that our institution is committed to this Strategic Level Agreement of Intent for the 12 month pilot of the West Yorkshire Lifelong Learning Network's Progression Agreement Framework.

Signed on behalf of

Northern School of Contemporary Dance

Sign _____ **Date** _____

Print _____

Position _____