

ASPIRE TO HE



Higher Education for all



YEARS 10-11 RESOURCE BOOKLET

Knowledge Curriculum



YEAR 10 SESSION OBJECTIVES

SESSION 1: WHAT IS FE IN CONTRAST TO HE

- 1) Understand the importance of your GCSEs
- 2) Be aware of your options after Year 11
- 3) Comprehend the differences between BTECs and A-Levels

SESSION 2: WHAT DOES HE STUDY ENTAIL?

- 1) Understand the difference between hobbies and future careers
- 2) Be aware of competitiveness within FE and HE
- 3) Start creating a CV

SESSION 3: WHAT ARE THE BENEFITS OF HE?

- 1) Understand your transferable skills
- 2) Be aware of graduate premium
- 3) Comprehend the benefits of pursuing HE

SESSION 4: WHAT ARE MY CHOICES?

- 1) Understand different types of campuses
- 2) Be aware of opportunity cost and your time management
- 3) Comprehend the difference between skills, qualifications and qualities

SESSION 5: WHAT ARE MY OPPORTUNITIES?

- 1) Understand the difference between school and HE timetables
- 2) Be aware of UCAS and its support
- 3) Comprehend HE support for equality and inclusion

SESSION 6: WHAT ARE THE COSTS?

- 1) Understand basic knowledge of student finance
- 2) Be aware of how to budget successfully
- 3) Comprehend the various financial support available in HE

SESSION 1 - WHAT IS FE IN CONTRAST TO HE?

1.1 Diamond 9

Directions: Take a look at your timetable. Which subject is your favourite? Write it in the top box of your diamond 9. Which subject is your least favourite? Put this at the bottom. Fill the rest of the diamond 9 out, ranking them by favourite to least favourite as you go.

The image contains two identical diamond 9 templates. Each template is a large diamond shape composed of nine smaller diamonds arranged in a 3-2-1 pattern. The top row has three diamonds, the middle row has two, and the bottom row has one. The diamonds are connected at their corners, forming a grid of 'X' shapes. The top and bottom diamonds of each template are intended for the most and least favourite subjects, respectively, while the other seven diamonds are for ranking the remaining subjects.

Now rank your subjects in the order you think your school ranks them.

SESSION 1 - WHAT IS FE IN CONTRAST TO HE?

1.2 Post-16 options

Key definitions card sort

Directions: Cut out the cards and match the words to their corresponding definitions.

Sixth Form

Apprenticeship

T-Levels

Schooling between the ages of 16-18 where you can study qualifications such as A-Levels or BTECs

A full time job, during which you can also study and gain a qualification

A new type of qualification where you study but also have the opportunity to do an industry style placement

A-Levels

College

BTECs

A qualification taken between ages 16-18, after compulsory education, which are typically assessed through exams

The place you can attend for 2 + years after compulsory education where you can study a range of subjects, including BTECs, A-Levels or an apprenticeship

A qualification which can be equivalent to GCSEs or A-Levels, typically assessed through coursework and other practical assignments

SESSION 1 - WHAT IS FE IN CONTRAST TO HE?

1.2 Post-16 options (Continued)

POST-16 OPTIONS

Directions: Create a list of differences between college, sixth form, and apprenticeships. Start to think about which option might be best for you.

| College | Sixth Form | Apprenticeship |
|---------|------------|----------------|
| | | |

SESSION 1 - WHAT IS FE IN CONTRAST TO HE?

1.2 Post-16 options (Continued)

A-LEVELS VS BTECS

Directions: Read the cards below and decide whether that aspect would be part of an A-Level course or a BTEC course. Sort them into the correct heading.

| | |
|---|---|
| <p>The qualification includes four mandatory units that develop a students' professional understanding of the industry, and introduce film and television production skills</p> | <p>Students learn to write proposals and pitches for a commission, and to develop a film and television treatment outlining their ideas and concepts</p> |
| <p>The significance of film and film practice in national, global and historical contexts</p> | <p>They learn to work together in team, and also individually, to produce film and television projects</p> |
| <p>Apply critical approaches to film and apply knowledge and understanding of film through either filmmaking or screenwriting</p> | <p>Optional units in areas such as editing, camera techniques, lighting and scriptwriting, students develop their technical skills to gain an understanding of roles and responsibilities within the industry</p> |
| <p>Film as an aesthetic medium</p> | <p>During their course, students have to engage employers from the sector; this could be through work experience or through employers contributing to teaching or assessment</p> |
| <p>How films generate meaning and responses</p> | <p>A diverse range of film including documentary, film from the silent era, experimental film and short film</p> |
| <p>The different ways in which spectators respond to film</p> | |

SESSION 1 - WHAT IS FE IN CONTRAST TO HE?

1.2 Post-16 options (Continued)

A-LEVELS VS BTECS

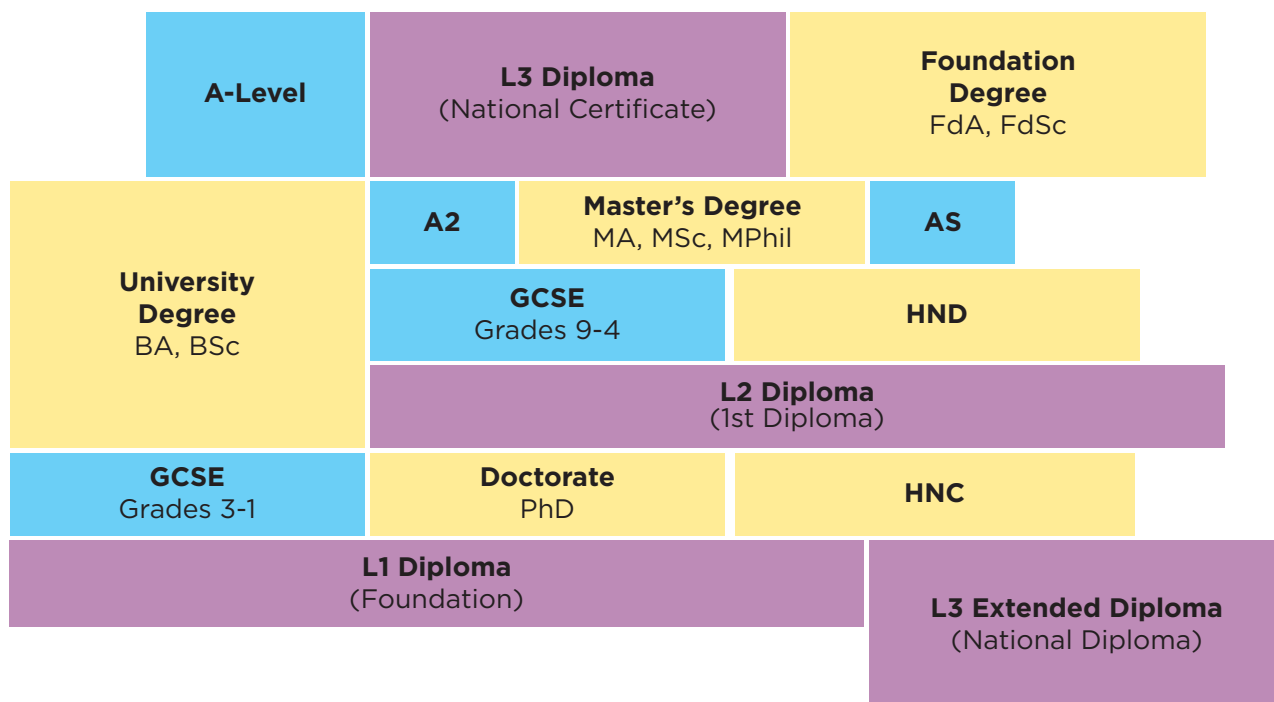
Directions: Read the A-Levels vs BTEC cards and decide whether that aspect would be part of an A-Level course or a BTEC course. Sort them into the correct heading.

| ALevels | BTEC |
|---------|------|
| | |

SESSION 1 - WHAT IS FE IN CONTRAST TO HE?

1.3 Qualification Chain

Directions: Print the qualifications below and complete the qualification chain by filling in the gaps with the correct qualification.



QUALIFICATION CHAIN

| | QUALIFICATION CHAIN | |
|---------|---------------------|--|
| Level 8 | | |
| Level 7 | | |
| Level 6 | | |
| Level 5 | | |
| Level 4 | | |
| Level 3 | | |
| Level 2 | | |
| Level 1 | | |

SESSION 1 - WHAT IS FE IN CONTRAST TO HE?

1.3 Qualification Chain (Continued)

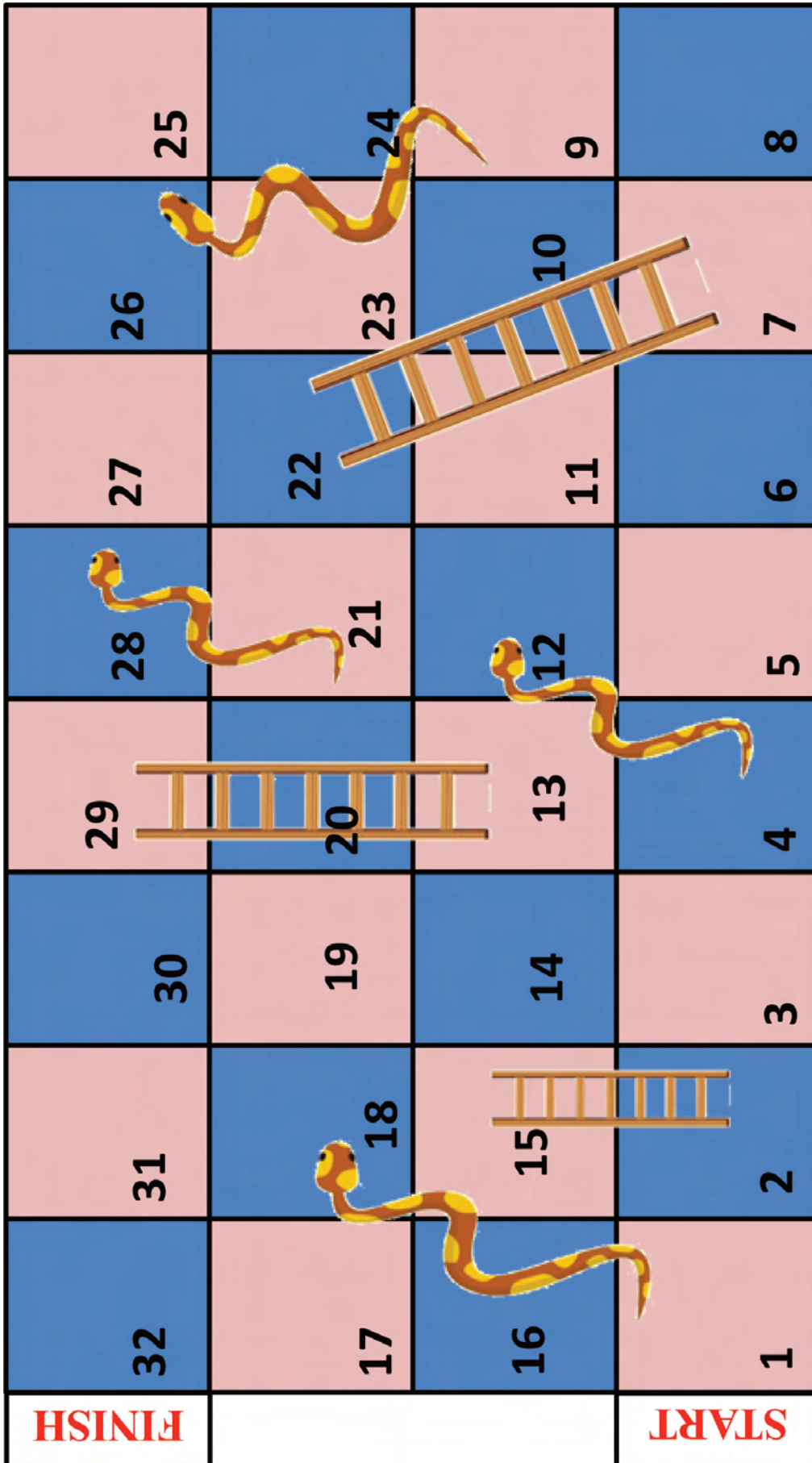
This is an example of how it should be filled out.

| | | QUALIFICATION CHAIN | | |
|---------|--|---------------------------------------|--|---|
| Level 8 | Doctorate PhD | | | |
| Level 7 | Master's Degree MA, MSc, MPhil | | | |
| Level 6 | University Degree BA, BSc | | | |
| Level 5 | | Foundation Degree FdA, FdSc | HND | |
| Level 4 | | | HNC | |
| Level 3 | A-Level | A2 | L3 Extended Diploma (National Diploma) | L3 Diploma (National Certificate) |
| | | AS | | |
| Level 2 | GCSE Grades 9-4 | L2 Diploma (1st Diploma) | | |
| Level 1 | GCSE Grades 3-1 | L1 Diploma (Foundation) | | |

SESSION 1 - WHAT IS FE IN CONTRAST TO HE?

1.3 Snakes and Ladders

Directions: Take turns to label the snakes and ladders with opportunities and barriers. Label the ladders as opportunities (e.g. attending after school club) and the snakes as barriers or threats (e.g. spending too much time on my phone). Have a go at playing the game using dice—what do you notice about your progress?



SESSION 2 - WHAT DOES HE STUDY ENTAIL?

2.1 Hobbies and careers

Write your hobbies down as a list below:

| |
|--|
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

Now put these things into the grid below. Are they just a 'hobby', or could you make a future career out of them?

| Hobbies | Careers |
|---------|---------|
| | |

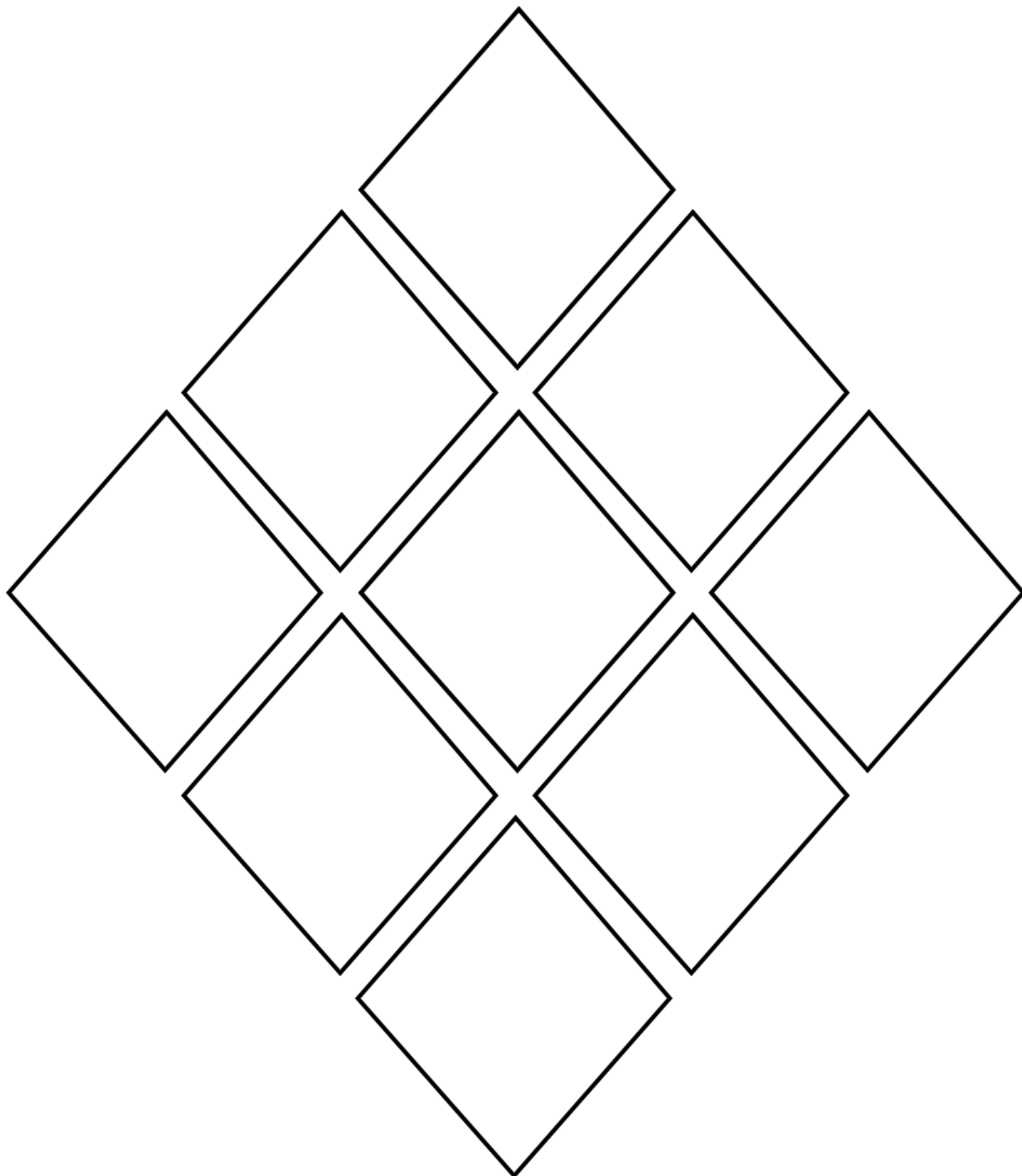
SESSION 2 - WHAT DOES HE STUDY ENTAIL?

2.1 Diamond 9

Last session you created a Diamond 9 of your favourite subjects. Today, you're going to rank them differently.

Rank your GCSE subjects in order that you think will be of most importance to your future career.

There is no right or wrong answer to this! All subjects can be helpful for your future career, depending on the type of career you choose.



SESSION 2 - WHAT DOES HE STUDY ENTAIL?

2.2 CV Building

What will boost you personally? Write down your ideas under each heading.

Knowledge and skills

Personal attributes

Qualifications

Work experience

Extra-curricular activities

SESSION 2 - WHAT DOES HE STUDY ENTAIL?

2.3 Getting what you want

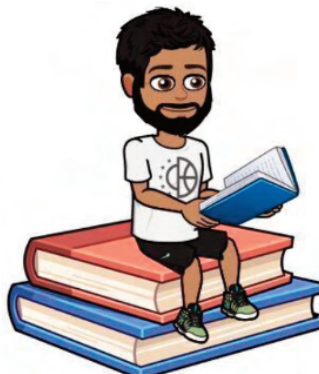
Choose one option from each section.



Renee, 21



Henna, 24



Rikki, 26



Tom, 29



Knowledge and Skills

I am very good at problem solving. My friends and I go to escape rooms regularly and love working under pressure!

I am the captain of my hockey team and like organising the fixtures for my team. My peers say I am a good leader and I'm always on time!

I love helping my Dad on his building site. It's hard work but has taught me the importance of commitment and team work.

Personal Attributes

I am very honest with my friends and that's why we have such a good relationship. Specifically when doing school work, we give each other constructive feedback to help each other improve.

I'd describe myself as a caring person. I look after my little sister and make sure she is happy whenever I babysit!

I'm a compassionate person as I love to volunteer. I volunteer for my town council and assist with various charity events.

SESSION 2 - WHAT DOES HE STUDY ENTAIL?

2.3 Getting what you want (Continued)

| Work Experience | |
|--------------------------|---|
| <input type="checkbox"/> | I have volunteered at school open evenings and careers events where I have spoken to prospective students and their parents. |
| <input type="checkbox"/> | On Saturdays I help out with the younger classes at my dance school. |
| <input type="checkbox"/> | I do a paper round every evening. |
| Qualifications | |
| <input type="checkbox"/> | I have 6 x GCSEs at grade 5-7 including English, Maths and Science. My A-Level results include English Literature (A), Biology (C), and a BTEC Extended Diploma (DMM). |
| <input type="checkbox"/> | I have a Level 2 BTEC National Diploma (MP) in Dance and a Level 3 Extended Diploma (DDM) in Creative Arts. |
| <input type="checkbox"/> | I have an A-Level qualification in Graphics (B), Computer Science (D), and Fine Art (C). |
| Extra-Curricular | |
| <input type="checkbox"/> | I am part of the school's drama club. |
| <input type="checkbox"/> | I train with a football team twice a week, alongside attending weekly matches. I am also a member of the school's club. |
| <input type="checkbox"/> | I attend the chess and debating clubs at school during lunch time. I was recently selected to join a STEAM (Science, Technology, Engineering, Art and Maths) club after school. |

SESSION 3 - WHAT ARE THE BENEFITS?

3.1 Transferable skills check

Tick A for everything you've done at least once, B for everything you'd easily/happily do again, and C for three things you will challenge to do again in the next month.

| | Have you ever.... | A | B | C |
|----|---|---|---|---|
| 1 | Been on time for school everyday for at least a week? | | | |
| 2 | Helped to move large objects? | | | |
| 3 | Babysat for a day or evening? | | | |
| 4 | Looked after a pet? | | | |
| 5 | Made something you can use? | | | |
| 6 | Got better at a sport? | | | |
| 7 | Attended a club regularly? | | | |
| 8 | Cared for a sick relative? | | | |
| 9 | Cooked a meal? | | | |
| 10 | Saved up for something? | | | |
| 11 | Fixed something? | | | |
| 12 | Cleaned a room? | | | |
| 13 | Helped someone with homework? | | | |
| 14 | Finished a task within a set time? | | | |
| 15 | Made a gift for someone? | | | |
| 16 | Done something good without being asked? | | | |
| 17 | Worked with a group of people? | | | |
| 18 | Shopped using a list? | | | |
| 19 | Won a trophy or award? | | | |
| 20 | Read a whole book? | | | |

SESSION 3 - WHAT ARE THE BENEFITS?

3.1 Transferable skills check (Continued)

| | Have you ever... | A | B | C |
|----|--|---|---|---|
| 21 | Operated a piece of machinery? | | | |
| 22 | Trained in and/or performed first aid? | | | |
| 23 | Admitted you were scared to someone? | | | |
| 24 | Finished a drawing/sculpture? | | | |
| 25 | Volunteered to help out at an event? | | | |
| 26 | Been a 'shoulder to cry on' - a good listener? | | | |
| 27 | Finished a whole computer game? | | | |
| 28 | Worn a uniform? | | | |
| 29 | Changed a nappy? | | | |
| 30 | Stood up for someone being picked on? | | | |
| 31 | Stuck to a diet/eating plan? | | | |
| 32 | Attended something at school other than lessons? | | | |
| 33 | Served customers and dealt with money? | | | |
| 34 | Borrowed something and given it back? | | | |
| 35 | Done someone's hair/make up/nails? | | | |
| 36 | Ridden a bike? | | | |
| 37 | Fed someone? | | | |
| 38 | Gone a whole term with 100% attendance? | | | |
| 39 | Performed on stage? | | | |
| 40 | Warned someone that something was dangerous? | | | |

SESSION 3 - WHAT ARE THE BENEFITS?

3.1 Transferable skills (Continued)

Work skills - Using the list below, identify which activity or activities in the 'Transferable skills check' show evidence of each work skill and list these in the activity number(s) column.

| | Where have you shown these work skills? | Activity Number(s) |
|----|---|--------------------|
| 1 | Punctuality | |
| 2 | Reliability | |
| 3 | Honesty | |
| 4 | Team work | |
| 5 | Communication | |
| 6 | Using Initiative | |
| 7 | Literacy | |
| 8 | Numeracy | |
| 9 | ICT | |
| 10 | Listening skills | |
| 11 | Confidence | |
| 12 | Motivation | |
| 13 | Handling money | |
| 14 | Research | |
| 15 | Loyalty | |
| 16 | Work ethic | |
| 17 | Willingness to learn | |
| 18 | Ability to work with little or no supervision | |
| 19 | Flexibility/adaptability | |
| 20 | Leadership/management | |
| 21 | Planning/organising | |
| 22 | Multicultural sensitivity/awareness | |

SESSION 3 - WHAT ARE THE BENEFITS?

3.2 Guess the Wage

PAY SLIP ACTIVITY

- a) Can you identify which is the graduate and which is the non-graduate? How do you know?
 b) What do you notice about tax, student finance and other deductions?

| | | TECH SOLUTIONS Ltd. | | CONFIDENTIAL |
|----------------------------------|-------------------|---|---|---------------------|
| | | April 2021 | | |
| Name: | Harriet Pitchford | Address: | Tech Solutions Ltd. Manchester United Kingdom M1 3DW | |
| Employee ID: | #25496 | Title: | Web Designer | |
| Description: | | Earnings: | Deductions: | |
| Monthly Pay | | £2333.33 | | |
| Tax this period | | | £225.54 | |
| National insurance contributions | | | £193.68 | |
| Pension | | | £163.98 | |
| Student Finance England | | | £17.06 | |
| Total | | £2333.33 | £600.26 | |
| Payment Date: | 30/04/2021 | NET PAY | | |
| Bank Name: | Aspire Bank | £1733.07 | | |
| Bank Account Name: | Harriet Pitchford | One thousand, seven hundred, thirty three pounds and seven pence only | | |
| Bank Account Number: | 985476123 | | | |

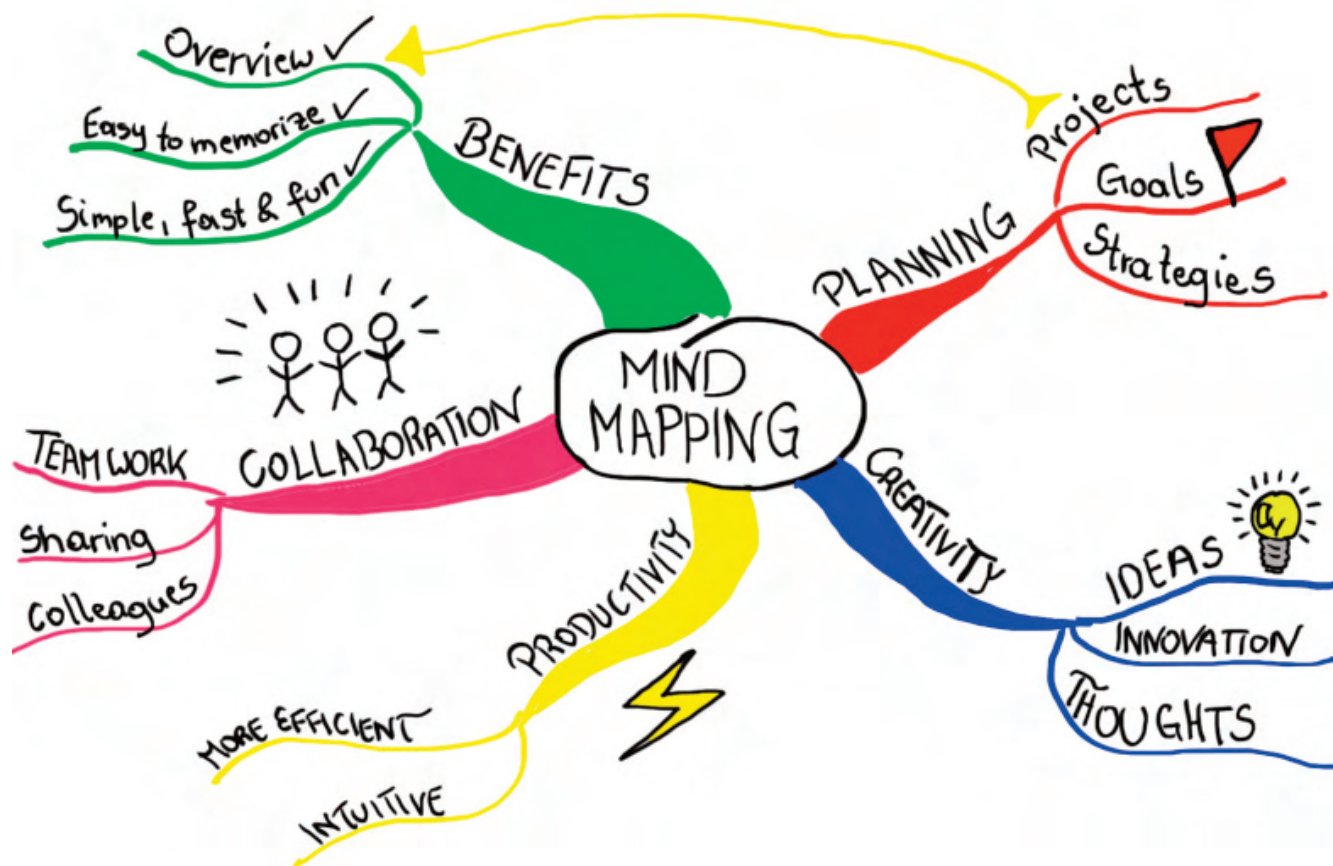
| | | TECH SOLUTIONS Ltd. | | CONFIDENTIAL |
|----------------------------------|------------|--|---|---------------------|
| | | April 2021 | | |
| Name: | Alex West | Address: | Tech Solutions Ltd. Manchester United Kingdom M1 3DW | |
| Employee ID: | #36579 | Title: | Web Administrator | |
| Description: | | Earnings: | Deductions: | |
| Monthly Pay | | £1500.00 | | |
| Tax this period | | | £73.87 | |
| National insurance contributions | | | £93.68 | |
| Pension | | | £88.98 | |
| Total | | £1500.00 | £256.53 | |
| Payment Date: | 30/04/2021 | NET PAY | | |
| Bank Name: | Ryman Bank | £1243.47 | | |
| Bank Account Name: | Alex West | One thousand, two hundred, forty three pounds and forty seven pence only | | |
| Bank Account Number: | 124565984 | | | |

SESSION 3 - WHAT ARE THE BENEFITS?

3.3 Mind mapping benefits of HE

MIND MAPPING BENEFITS OF HE

Here's an example of a mind map. Now it's your turn to make one with all the benefits of HE we have discussed during this session.



Mindmaps use colours, pictures, doodles, symbols, words... in fact anything that will help you remember.

Your memory likes logic and imagination because of what goes on in each side of your brain. The right side of your brain is for creativity and the left side of your brain is for logic. When the two halves work together you are stimulating more activity in your brain and making topics more memorable.

You can practise producing a mindmap on any topic, in any subject.

SESSION 3 – WHAT ARE THE BENEFITS?

3.3 Mind mapping benefits of HE (Continued)

Earning your degree can certainly pay off by providing you with the credentials you need to advance your career, but university isn't all about book smarts. The university experience can also offer you plenty of invaluable life lessons. The things you learn in university go far beyond what you'll find in a text book. We asked these university grads to weigh-in on the life lessons you'll learn while earning your degree.

1. You'll become disciplined "The biggest lesson university taught me is that I'm fully responsible for everything that happens to me and my success is almost entirely dependent on myself," says Benjamin Houy, creator of French Together. No one at your university is going to force you to go to class or make sure you turn in your assignments on time. That's all up to you—and that means being seriously disciplined. That discipline won't go to waste once you've got your degree in hand. Employers love seeing motivated employees who can keep themselves on task without requiring constant supervision.

2. You'll take charge of your own learning "One of the life lessons I learned while in university was learning new skills on my own," shares Marcus Kusi, Business Analyst and Blogger at our Peaceful Family. Kusi wanted to continue earning money while going to school, but he didn't want to spend additional time away from his wife and two young children. His solution was to start his own online business, which he did entirely through teaching himself the skills he needed. University places you in situations where the answers don't always come easily. You'll have plenty of opportunities to take your learning into your own hands and find a way to acquire the skills you need to turn your dreams into reality.

3. You'll become a time management whiz Juggling school, work and family isn't easy. University life is a crash course in efficient time management. "School is important, but it's critical to rest and have fun when it's time," says Stacy Roberts, Founder and Executive Coach at SMR Leadership Solutions. It takes hard work to earn your degree, but you can get through university with less stress if you stay organized, keep a schedule and remember to make time for family and the activities you enjoy. "It will be difficult to complete school if you're burned out and your personal life is falling apart," Robert adds.

4. You'll become a pro at navigating tough conversations University is filled with interactions with others, such as professors, teammates on a group project or a supervisor at an internship. You want your communication with others to be pleasant, but disagreements or tricky situations will probably arise a few times during your university career. Kusi recalls a time when certain team members weren't pulling their weight on a group project. "I had to find a way to have difficult conversations about their work effort with them,"

he says. Though the conversation was certainly uncomfortable, the end result was a team with stronger communication and a better final project. "Because of this experience, I am now able to have difficult conversations with other people without stressing myself out," Kusi says.

5. You'll gain perseverance University won't always be easy. From difficult courses to stress from balancing work, school and family, there will likely be times you feel like giving up. Scott Layson understands that struggle well. He earned his degree by attending school during his days off while serving in the Marine Corps and, later, taking night classes while working full-time during the day. The perseverance he gained while earning his degree was a key factor in making it through the difficult early days of starting his Tennessee real estate agency with his wife.

"I attribute much of our success to those early (and tough) years when my good habits were formed, and I was powering through 16 hours a day of work and studying," Layson says.

6. You'll learn how to ask for help Taking ownership of your own education doesn't mean you'll be alone through your university journey. Professors, classmates, friends and family will support you when you need it—you just have to ask. "Make sure you have a supportive circle around you that knows your vision and goals," Roberts says. "If you need assistance, don't understand an assignment or feel overloaded with school or your personal life, ask for help." Contrary to what you may think, asking for help isn't a sign of weakness. It means you know how to find the support you need without burning yourself out.

7. You'll strengthen your integrity Furthering your education may test your limits. At times, you may even be tempted to cheat or take shortcuts to lighten your load. University gives you plenty of opportunities to strengthen your personal integrity and stay true to your values. Roberts warns that bad habits like cheating or cutting corners will follow you into your career. Luckily, you'll be able to rely on your discipline, perseverance and help from others to get you through the tough times and earn your degree the honourable way. Go beyond the books university may give you the knowledge to take the next step on your career path, but don't underestimate the valuable life lessons you'll learn while you're there. That's one payoff you can't put a number on.

SESSION 4 - WHAT ARE MY CHOICES?

4.1 University Campuses

CAMPUS MAP

Activity designed by Causeway Education, Falkirk Street, London, N1 6HQ, www.causeway.education.

Directions: Cut out these statements and jumble them up. Then give them to students to work their way through the campus by following the instructions. Where do they end up?

Start at the cathedral. Head northwest until you find a spot for peaceful reflection.

From the Quiet Centre, make your way northeast to a building where you can record your latest tunes.

From the Performing Arts Technology Studio, head east to the place where you can get your washing done.

From the laundrette, make your way south to find someone who can help you locate part-time work.

From the Careers Service, head west to where you have access to thousands of books.

From the Library & Learning Centre, walk northwest to a spot for a free workout.

From the outdoor gym, head northeast to where you can sip a latte overlooking the lake.

From the Lakeside Coffee Shop, go southeast across the lake to make it for your doctor's appointment.

From the Health Centre, hurry west to meet your friends for an evening on the dancefloor.

From the Students' Union, wander a few yards south to your conveniently located student accommodations.

Stag Hill

CAMPUS

KEY

- Bus stop
- Bus route
- Walk to Manor Park/Tesco
- Cash machine/ATM

EVERYDAY SERVICES

- Applesed Bookshop [D3]
Library & Learning Centre
- Islamic Prayer Centre [D4]
Thomas Telford (AA) Building
- Laundrette [D4]
Thomas Telford (AA) Building
- Outdoor Gym [E4]
- Post Office [D3]
within SimplyFresh Store
- Post Room [G3]
Central Distribution
- Santander Bank [E3]
Senate House - Open 24 Hours
- Security Office [C4]
Library & Learning Centre
- SimplyFresh [D3]
- The Quiet Centre [E2]

CAFES/RESTAURANTS Stag Hill Campus

- Hillside Restaurant [C3]
- Lakeside Coffee Shop [D5]
- Lakeside Restaurant [D5]
- Pizzaman [B4]
- ThEATre GSA [G2]
- Starbucks Oak House [C3]
- Wates House [E2]
- Young's Kitchen [C3]

RESIDENCES

- Battersea Court [D3]
- Cathedral Court [E2]
- Guildford Court [F2]
- International House [F3]
- Millennium House [A4]
- Stag Hill Court [B3]
- Surrey Court [C3]
- Twyford Court [G4]
- University Court [A3/B3]

STUDENT SERVICES ACADEMIC HELPPESKS

- Faculty of Arts & Social Sciences [E4]
FASS
- Faculty of Engineering & Physical Sciences [D4]
FEPS
- Faculty of Health & Medical Sciences [B4]
FHMS

STUDENT SERVICES AND FACILITIES

- Accommodation Office [D3]
Philip Marchant Building
- Additional Learning Support [D3]
Library & Learning Centre
- Careers Service [D4]
Philip Marchant Building
- Cashiers [C4]
Senate House
- Centre for Wellbeing [A4]
- Chaplaincy Office [E2]
The Quiet Centre
- Health Centre [A3]
- International Student Support [C3]
Student Services Building
- International Study Centre [D4]
Philip Marchant Building
- IT Services [E5]
Library & Learning Centre
- Library & Learning Centre [D3]
Library & Learning Centre
- Student Services Centre [C3]
- Students' Union [B3]
Robux, The Living Room
- University Hall [C3]

ACADEMIC BUILDINGS

- Thomas Telford Building [D4] AA Rooms
- Frank Whittle Building [D4] AB Rooms
- Lewis Carroll Building [E4] AC Rooms
- Elizabeth Fry Building [E4] AD Rooms
- Austin Pearce Building [E5] AP Rooms
- Daphne Jackson Building [F3] AT Rooms
- Joseph Lister Building [B4] AW Rooms
- Edward Jenner Building [C4] AX Rooms
- Dorothy Hodgkin Building [C4] AY Rooms
- Robert Boyle Building [C4] AZ Rooms
- Arthur C Clarke Building [D4] BA Rooms
- Alan Turing Building [E4] BB Rooms
- James Joule Building [E4] BC Rooms
- Duke of Kent Building [B4] DK Rooms
- Guildford School of Acting [G2] GSA
- Innovation for Health Building [F3] IHH
- Lecture Theatre Block [D3] LTD
Lecture Theatres A-M & Griffiths Lecture Theatre
- Rik Medlik Building [D5] MS Rooms
- Nodus Centre [G3] NC Rooms
- Performing Arts Technology Studio [E3] PATS
- Teaching Block [E3] TB Rooms
- James Clerk Maxwell Building [F3] SGC

SESSION 4 – WHAT ARE MY CHOICES?

4.1 University Campuses (Continued)

DESIGN YOUR OWN UNIVERSITY

The following buildings are mostly optional! However, there are a select few that are **necessary**. Include whichever buildings you think your university needs.

Students' Union: The place to be! They are a separate organisation from the university and are in control of societies and sports clubs. They often put on fun activities throughout the year for students to get involved with and have a 'hub' where students can relax.

Doctors/Health Centre: Not all universities have one of these on site but this is where you can go if you've moved far away from home and can't get to your normal doctors easily. They often provide free jabs during certain months, i.e. free flu jabs in winter!

Library: An essential place for all universities, this is where students get work done! Libraries often have social spaces for students to take a break from work or when they are participating in group work – they aren't your stereotypical library! Most university libraries are now open 24/7, too.

Sports facilities: There are various sports facilities at university which can include an indoor gym, football/tennis pitches, courts for netball/basketball/badminton, and maybe even a swimming pool!

Lake/Outdoor attractions: Linked to the sports facilities, your university may have a lake that can be used for rowing! Or, you might just want to make your institution look appealing with some nice greenery.

Buildings for learning: Most buildings at university will be separated into subjects, e.g. a building for science degrees that include labs and specialised equipment, or a sports centre that has all necessary resources for sport courses. You may want to group your buildings like this or have them completely random!

Coffee Shop: University life can become stressful so a coffee shop is a must! This is the perfect place to meet up with friends or grab some caffeine when working on a tough project.

Accommodation: Depending on the type of your university, you may have accommodation on site. Think about how many students you have, how many buildings would you have for them to live in? Or would your accommodation be elsewhere?

Faith Centre: Having a multi-faith centre is necessary to ensure that students who attend your university from all backgrounds, religions and beliefs have somewhere to practise.

Post Office: Do you think this would be useful on campus?

Bank: Again, not necessary but very valuable – is this important to you? It depends where your university is!

Support Centre: The support centre is vital for students; it covers academic support, mental well-being, housing issues, almost anything and everything!

Careers Advice: Would you offer this? Universities offer it for various periods of time – it's completely up to you!

Security: Do you think it's necessary for security guards? Where would you put them? Is it worth it?

Hair Salon: Depending on what type of university you have created, you may want one of these on campus!

Supermarket: Similarly, a supermarket could be really useful if your students live far away from other shops.

Laundry room: If you choose to have accommodation on site then a laundry room will be essential – students need to do their washing!

Theatre: If you have a creative university, you may want to make room for a theatre for performances from your students.

Canteen: Will you provide somewhere for your students to eat? How much space would you give? You could create an ideal menu for your university!

SESSION 4 - WHAT ARE MY CHOICES?

4.2 Skills, Qualities and Qualifications

CHOICES AND OPPORTUNITIES

Put a tick on each line of the table below to show whether the word or phrase in the left hand column describes a skill, quality or qualification.

| | Skill | Quality | Qualification |
|--------------------------------|-------|---------|---------------|
| GCSE mathematics | | | |
| Time management | | | |
| Use of ICT | | | |
| Working with others | | | |
| Hard working | | | |
| Friendly | | | |
| Trustworthy | | | |
| Bronze Duke of Edinburgh Award | | | |
| Problem Solving | | | |
| Use of Number | | | |
| Physics degree | | | |
| Leadership | | | |
| Reflective Learner | | | |
| Delegation | | | |
| Kind | | | |
| Speaking Clearly | | | |
| Management | | | |
| Decision Making | | | |
| Money management | | | |

SESSION 4 - WHAT ARE MY CHOICES?

4.2 Skills, Qualities and Qualifications (Continued)

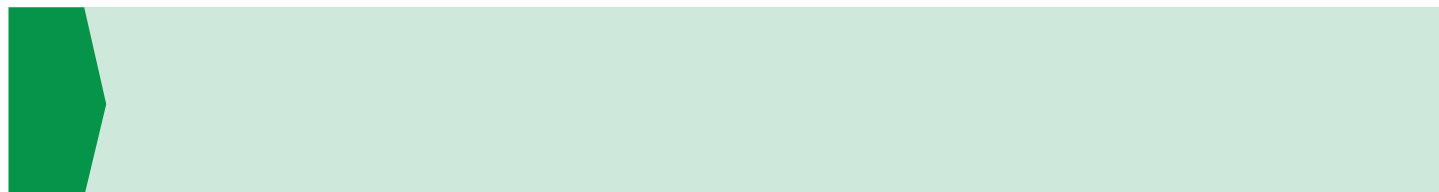
| | Skill | Quality | Qualification |
|-------------------------------|-------|---------|---------------|
| Punctuality | | | |
| Public Speaking | | | |
| Ability to play an instrument | | | |
| Understanding | | | |
| A diploma | | | |
| Listening | | | |
| Presentation | | | |
| Written Communication | | | |
| Reliability | | | |
| A doctorate (PhD) | | | |
| Research | | | |
| Empathy | | | |
| Negotiation | | | |
| Warm | | | |
| Caring | | | |

SESSION 4 - WHAT ARE MY CHOICES?

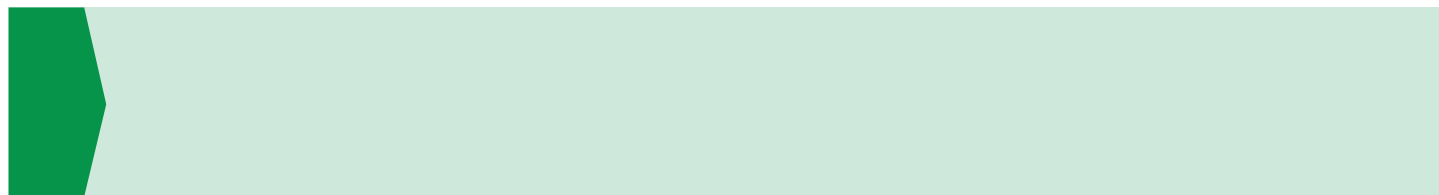
4.3 Opportunity cost

OPPORTUNITY COST

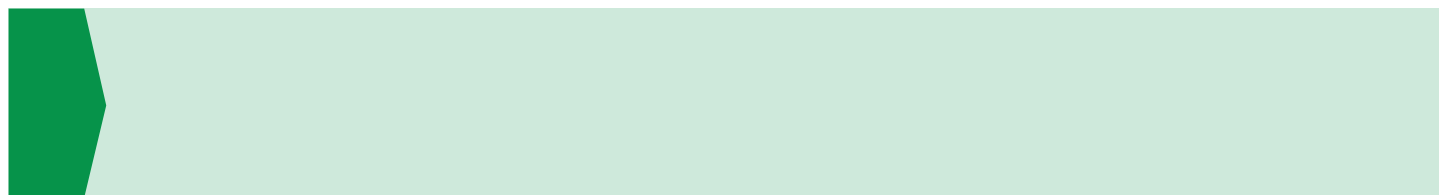
1. Why would a student choose not to study for an exam even though she knows from past experience that she performs better on exams when she has spent time studying?



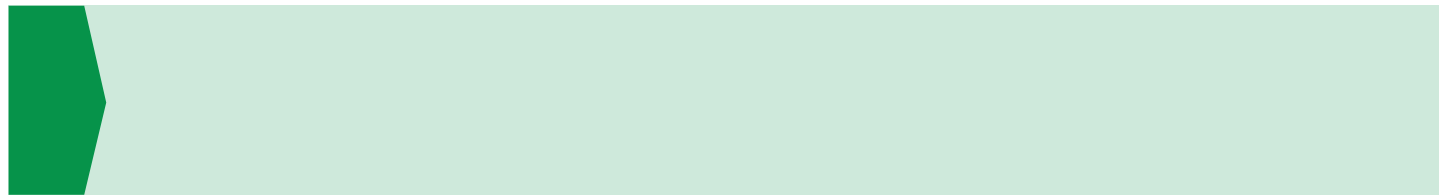
2. Why would a teenager not ask to a dance the person he'd like to ask, even though he knows she does not have another date?



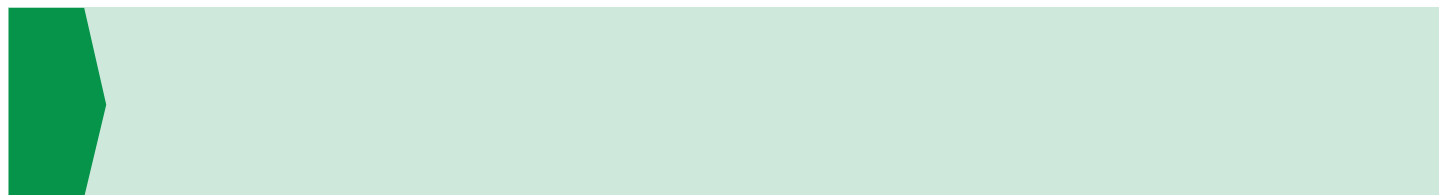
3. Why would a hot dog vendor on a New York street corner lower the price late in the day?



4. Why do we find ourselves today much more pressed for time than our great-grandparents were, despite the fact that we have so many time-saving machines and appliances?



5. Why are people in some parts of the world willing to work for \$1 per day while in the UK employers often have trouble finding people willing to work minimum wage jobs?



SESSION 4 - WHAT ARE MY CHOICES?

4.3 Opportunity cost (Continued)

OPPORTUNITIES

| | |
|-------------------------------|--------------------------------------|
| Making a friend | Watching a new Netflix series |
| Getting a job | Speak to a professional |
| Starting a new hobby | Studying |
| Learn a language | Spend time with family |
| Going out with friends | Listening to new music |
| Going to University | Getting an Apprenticeship |
| Doing sports | Learn/develop a skill |
| Volunteer | Gap year |
| Travelling | |

SESSION 4 - WHAT ARE MY CHOICES?

4.3 Opportunity cost (Continued)

COSTS

| | |
|--|----------------------------------|
| Not utilising time | No time |
| Money as a problem | No Socialising time |
| Worry | Not knowing where to look |
| Feeling like it's too hard | Physical injury |
| Debt | Stress |
| Uncertainty | Boredom |
| Missing out on different types of opportunities | Competition |
| Lack of individual attention | |

SESSION 4 - WHAT ARE MY CHOICES?

4.3 Opportunity cost (Continued)

BENEFITS

| | |
|--|---------------------------------------|
| Earn more money | Gaining insight |
| Networking | Learned something new |
| Making others happy | Get better grades |
| Stand out from the crowd | Improved health and fitness |
| Earn while you learn | Improved job opportunity |
| Social/communication skills | Increased interests/passions |
| Independence | Increased self confidence |
| Sense of purpose | Combats depression |
| Lots of extracurricular opportunity | Discovering likes and dislikes |
| Builds real life experience | Getting out your comfort zone |

SESSION 5 - WHAT ARE THE OPPORTUNITIES?

5.1 Timetabling

UNIVERSITY TIMETABLE

Using a subject you may want to study, create your own university timetable of how you think it might look. Include any extra activities you may want to do in your spare time too.

Compare this with how a typical week at an apprenticeship or working week might look like.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--------|---------|-----------|----------|--------|
| 9-10 | | | | | |
| 10 -11 | | | | | |
| 11 -12 | | | | | |
| 12 - 1 | | | | | |
| 1 - 2 | | | | | |
| 2 - 3 | | | | | |
| 3 - 4 | | | | | |
| 4 - 5 | | | | | |
| 5 - 6 | | | | | |
| 6 - 7 | | | | | |
| What do you spend your evenings doing? | | | | | |

SESSION 5 - WHAT ARE THE OPPORTUNITIES?

5.1 Parental Engagement

Think of things you would tell your parent/carer if they thought you should or shouldn't go to university or do an apprenticeship. You will have 2 minutes to argue your side.

Use this page to note down any ideas you have before or after your roleplay.

Student:



Parent/Carer:

SESSION 5 - WHAT ARE THE OPPORTUNITIES?

5.3 Overcoming Hurdles

Life of Privilege Explained in a \$100 Race

<https://www.youtube.com/watch?v=4K5fbQ1-zps>

These are the statements from the YouTube video.

Take two steps forward if both your parents are still married.

If you had a father figure in the home.

You have been able to have a private education.

You had access to a free tutor.

If you haven't had to help mom or dad with the bills

If it wasn't for athletic ability you wouldn't be where you were.

If you've never had to worry about food being on the table.

Not had to worry about your phone being cut off.

EVERYONE HAS BEEN GIVEN CERTAIN OPPORTUNITIES OR HEAD STARTS OR PRIVILEGES.

But you can still run the race and get to the same position.

Life is not equal but you can gain access to help if you want it and still work for it.

In terms of higher education: This is to demonstrate that no matter your background, university and higher education is a place for everyone. There is a lot of support at university to help people in all circumstances.

SESSION 6 - WHAT ARE THE COSTS?

6.2 Budgeting

You have £150 to spend for a week at university. Could you do it or will you overspend? From the options you'll hear about, which options would you choose?

| | |
|----------------------------------|---|
| Accommodation cost total: | £ |
| Food Shopping cost total: | £ |
| Transport cost total: | £ |
| Socialising cost total: | £ |
| Final cost total: | £ |

- > **Did you overspend?**
- > **What did you find difficult about budgeting?**
- > **Is there anything specific you would like to save your money for?**
- > **What are your priorities?**

YEAR 11 SESSION OBJECTIVES

SESSION 1: FE AND HE

- 1) Understand the differences between FE and HE
- 2) Be aware of your post-16 options
- 3) Comprehend how your FE choices influence your HE options

SESSION 2: POST-16 OPTIONS

- 1) Understand how you might apply for your FE options
- 2) Be aware of what makes an effective application
- 3) Comprehend the differences between skills, qualities and qualifications

SESSION 3: EMPLOYABILITY

- 1) Understand how you would prepare for an interview
- 2) Be aware of your interview strengths and weaknesses
- 3) Comprehend the difference between a job description and a person

SESSION 4: PROFESSIONALISM

- 1) Understand how to make the most of your summer
- 2) Be aware of professional etiquette
- 3) Comprehend what a CV is and how to write one

SESSION 5: PREPARING FOR NEXT STEPS

- 1) Understand what you need to prepare for FE
- 2) Be aware of the common HE barriers and misconceptions
- 3) Comprehend the benefits of HE

SESSION 6: BUDGETING

- 1) Understand how to budget for university
- 2) Review your knowledge of FE and HE

SESSION 1 - FE AND HE

1.2 FE or HE?

STATEMENT SORT

This page is for the deliverer only.

| | |
|---|---------|
| This is optional. | HE |
| This is compulsory. | FE |
| You study this at Level 4 and above | HE |
| You can study A Levels here | FE |
| You can study this at 18 years old | FE&HE |
| You can specialise in one subject Certain colleges only allow you to study one subject, and you may choose to study a joint honours course at university. | FE & HE |
| You can get a Master's Degree here | HE |
| You have to pay to study. If you are over 18, you may have to pay for college. Tuition fees at university are currently £9,250 per year. | FE & HE |
| You will attend a variety of lectures, seminars, tutorials and workshops here | HE |
| At this level, you could attend Sixth Form | FE |

PROS AND CONS OF FE PATHWAYS WORKSHEET

Write your pros/cons of each pathway below.

| | COLLEGE | SIXTH FORM | APPRENTICESHIP |
|------|---------|------------|----------------|
| PROS | | | |
| CONS | | | |

SESSION 1 - FE AND HE

1.3 Year 11 Checklist

| COMPLETE (tick when complete) | TASK | PRIORITY (high/medium/low) | DUE DATE (rough estimate) |
|--|--|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> | Achieve target grades in my GCSEs | | |
| <input type="checkbox"/> | Create revision timetables | | |
| <input type="checkbox"/> | Create a personal statement for applications | | |
| <input type="checkbox"/> | Apply for next steps (college/sixth form/apprenticeship) | | |
| <input type="checkbox"/> | Create a CV | | |
| <input type="checkbox"/> | Sign-up to an extra-curricular activity | | |
| <input type="checkbox"/> | Complete part-time work or volunteering | | |
| Any other personal goals/'to do's... (fill in yourself) | | | |
| <input type="checkbox"/> | | | |
| <input type="checkbox"/> | | | |
| <input type="checkbox"/> | | | |
| <input type="checkbox"/> | | | |
| <input type="checkbox"/> | | | |

SESSION 2 - POST-16 OPTIONS

2.1 Destinations - Sixth Form, College, Apprenticeship

WHAT'S IMPORTANT TO YOU?

Cut out the cards and let students pick what they think applies to them.

| | |
|---|---|
| A-LEVELS | LEARN IN A FORMAL ENVIRONMENT |
| WEARING INFORMAL WEAR | CLOSE TO HOME |
| MEETING NEW PEOPLE | ALREADY KNOWING THE TEACHERS |
| HANDS ON EXPERIENCE | VOCATIONAL COURSE |
| MORE ACADEMIC FOCUSED | FLEXIBILITY |
| PART TIME JOB AT THE SAME TIME AS STUDYING | BTECS |
| GETTING PAID TO WORK AND LEARN | BEING OUT OF FULL-TIME EDUCATION |
| STUDYING ONE COURSE | STAYING WITH YOUR FRIENDS |
| REPUTATION OF THE SCHOOL/SIXTH FORM | GET A HEAD START IN A CAREER YOU KNOW YOU WANT |
| VARIED LEARNING STYLES | COURSEWORK BASED |

SESSION 2 – POST-16 OPTIONS

2.3 Personal Statements and Applications

EXAMPLE QUESTIONS AND ANSWERS AND STATEMENTS

Student Profile: Y11 student. GCSEs (predicted): History (7), PE (6), French (4), and Graphics (5). Punctual and hard-working. Enthusiastic and ambitious. Y10 work experience in a primary school. Volunteers for Girl Guiding. Part of the school's netball team. School Prefect. Future destination: history teacher. College destination: own hair & beauty business.

Q: Personal Statement – A bit about yourself, your attitude to learning, and personal skills/qualities.

A (Good):

I am a determined and hard-working individual who enjoys working with others. During my 2-week, Year 10 work experience at my local primary school, I developed great communication skills by working with young children and professional adults. This work experience has developed my passion for working with children and has encouraged me to pursue a career in teaching.

A (Bad):

I have good communication skills and I really enjoy history at school because my teacher is good. I did work experience at a primary school in Year 10 which made me want to be a teacher.

Q: Hobbies and interests – Briefly discuss any hobbies, interests or extra-curricular activities that you may have. Think about how these may have benefited you?

A (Good):

As a Brownie Leader within the Girl Guiding community, I have developed my leadership skills by organising and delivering sessions, and arranging trips for girls aged 7-11. This role has allowed me to explore my passion for working with children and allowing them to develop personal and professional skills. Alongside this, I also play for my school's netball team which demonstrates my punctuality and team work skills as I attend practice each week.

A (Bad):

After school I go home and watch Netflix, sometimes it's a show or sometimes a documentary. I am a leader with girl guiding which I do every week my fitness is important to me. I'm on the netball team at school and I enjoy socialising with friends at the weekend, therefore developing my team work skills.

Q: School and Personal Achievements – Think about any responsibilities you have in school or out of school such as caring responsibilities or something you are proud of.

A (Good):

One of my proudest achievements is being elected Prefect; my peers had to nominate a candidate they believed would represent the year group effectively to senior staff members. I believe that I execute this role very well and demonstrate my high working standards alongside my good behaviour and commitment to the school. Working well within a team is validated through my position on the Year 11 prom committee where myself and others work together using leadership and delegation skills to effectively plan the event.

A (Bad):

I am a Prefect at school because my friends voted for me and I now represent my year group. I am committed to the school and very punctual when attending lessons. I work on the Year 11 prom committee to make sure that the prom turns out good.

SESSION 2 – POST-16 OPTIONS

2.3 Personal Statements and Applications (Continued)

Q: Future Aspirations – This could help the college/sixth form guide you towards certain subjects/courses. If you have specific destination in mind, make sure you mention this e.g. “I want to study psychology at a local University, possibly Birmingham” or “I would like to take up a Higher Apprenticeship in the finance sector”.

Sixth form example (Good):

As an aspiring Historian, I hope to gain an A Level in this subject alongside English Literature, Psychology, and Sociology. I will then pursue History at university, preferably at the University of Warwick, before completing a PGCE.

Sixth form example (Bad):

I want to be a history teacher so I want to do History A Level but I don't know about any other subjects. I want to go to uni but I'm not sure which one yet.

College example (Good):

I aim to gain an NVQ diploma in Beauty Therapy at your college as I am extremely passionate about pursuing a career in health and beauty. I aspire to own a business in this area and believe this qualification will be vital to my success.

College example (Bad):

I really like doing my hair and make-up so I think doing a beauty course would be enjoyable. Hopefully one day I will own my own business and college will help me to get there.

Points to take away:

- > **Examples are essential to demonstrate where you got/developed those skills.**
- > **It's ok not to know what you want to do in the future but you should talk about what you enjoy.**
- > **Your communication skills are very important.**
- > **Get those you trust to read your application to check for errors.**
- > **Be honest.**
- > **All experiences are valuable in some way, even if you don't think they are e.g. being on time for school means you are punctual or regularly looking after a younger sibling demonstrates responsibility.**

SESSION 2 - POST-16 OPTIONS

2.3 FE Applications

This is an example of what a typical FE application might look like. It could ask you to group all of these in one application. Use the spaces below to write some of the key information you could include under each section.

Personal Statement — A bit about yourself, your attitude to learning, and personal skills/qualities.

Hobbies and Interests — Briefly discuss any hobbies, interests or extra-curricular activities that you may have. Think about how these may have benefited you?

School and Personal Achievements – Think about any responsibilities you have in school or out of school such as caring responsibilities or something you are proud of.

Future Aspirations – This could help the college/sixth form guide you towards certain subjects/courses. If you have specific destination in mind, make sure you mention this e.g. “I want to study psychology at a local University, possibly Birmingham” or “I would like to take up a Higher Apprenticeship in the finance sector”.

Other things to consider:

- > School grades / predicted grades
- > Attendance and Punctuality
- > Right now you may not know what you want to do or where to go, however, colleges/sixth forms may ask why that particular institution. It's important to have your own personal reasons e.g. how you work best, new change of scenery, independence etc.

SESSION 2 – POST-16 OPTIONS

2.3 Skills, qualities and qualifications

A **skill** is the ability to do something well acquired through training or experience, such as public speaking or playing the piano.

A **quality** is a characteristic or personal trait, such as being honest and caring.

A **qualification** is an accomplishment or the reaching of a certain acceptable level of the competence that makes someone suitable for a particular job or activity, such as a degree or certificate.

Put a tick on each line of the table below to show whether the word or phrase in the left hand column describes a skill, quality or qualification.

| | Skill | Quality | Qualification |
|--------------------------------|-------|---------|---------------|
| GCSE mathematics | | | |
| Time management | | | |
| Use of ICT | | | |
| Working with others | | | |
| Hard working | | | |
| Friendly | | | |
| Trustworthy | | | |
| Bronze Duke of Edinburgh Award | | | |
| Problem Solving | | | |
| Use of Numbers | | | |
| Physics degree | | | |
| Leadership | | | |
| Reflective Learner | | | |
| Delegation | | | |
| Kind | | | |
| Speaking Clearly | | | |

SESSION 2 - POST-16 OPTIONS

2.3 Skills, qualities and qualifications (Continued)

| | Skill | Quality | Qualification |
|-------------------------------|-------|---------|---------------|
| Management | | | |
| Decision Making | | | |
| Money management | | | |
| Punctuality | | | |
| Public Speaking | | | |
| Ability to play an instrument | | | |
| Understanding | | | |
| A diploma | | | |
| Listening | | | |
| Presentation | | | |
| Written | | | |
| Communication | | | |
| Reliability | | | |
| A doctorate (PhD) | | | |
| Research | | | |
| Empathy | | | |
| Negotiation | | | |
| Warm | | | |
| Caring | | | |

SESSION 3 – EMPLOYABILITY

3.1 Interviews and Job Descriptions

TEAM MEMBER

GREGGS

Wolverhampton

Permanent

Join the family

We believe in growing together – as a united team and working towards the achievement of our vision which is to be a winning brand in the food-on-the-go market. Greggs is a much loved and trusted brand with a strong traditional bakery heritage. Our people are what makes our business successful.

We aim to provide our people with a great place to work, where they feel valued by listening, developing and rewarding them.

Pay Rates

Age 16-17 Starter Rate: £6.90

Age 16-17 Full Rate: £7.12

Age 18+ Starter Rate: £8.21

Age 18+ Full Rate: £8.38

Shift Pattern and Contracted Hours

Hours: 4

Shifts: 4 hour shift on a Saturday. We have a different shifts available between 6:30am - 6:30pm and this can be discussed at interview stage

Contract: Permanent

Job Description

Greggs Team Members are the face and voice of our organisation, engaging with our customers and offering a fantastic shopping experience no matter what time of day.

Join our family and you'll be part of a team that loves to put the customer first in all that we do.

This means a passion for delivering fast and friendly service, pride in preparing our much loved products and keeping the shop clean and tidy; of course they'll be time for some fun along the way.

You'll fit right into the Greggs family if you're not afraid of hard work and commitment. Some customer service experience always comes in handy although not essential.

Skills

To be able to:

- > Deliver a fast and friendly service to every customer consistently
- > Work as part of a team focused on delivering a fast and friendly customer experience
- > Achieve consistently high standards to meet customers' expectations
- > Deliver relevant added-value to customers to increase sales
- > Support profit protection through effective cost control

SESSION 3 – EMPLOYABILITY

3.1 Interviews and Job Descriptions (Continued)

Benefits

- > Our Greggs Employee Staff Discount Scheme is very generous, offering you up to 50% off our food
- > Your holiday entitlement starts with 21 days, in addition to bank holidays, which increases with service up to a maximum of 30 days after 25 years' service. (Pro-rata for part time)
- > After 6 months service you may be eligible for our profit share scheme where the company distributes 10% of its profits and allows you to share in the success of the business
- > You will receive free life assurance after 1 years continuous service. This is a death in service benefit which provides a lump sum payment equal to one years' salary
- > You will automatically join our Greggs pension scheme which is a fantastic way to save for your retirement and allows you to benefit from employer contributions and tax advantages

Other benefits include:

- > **Share Save and Share Incentive Schemes**
- > **Employee Assistance Programme**
- > **Healthcare Plans**
- > **Cycle to Work Scheme**

Your Application

During the application process we'll keep in touch every step of the way. We know how big a decision it is for you to apply for a job. Once you do we'll work hard to keep you up to speed on how your application is progressing. With your help, we can make your application as quick and smooth as possible.

SESSION 3 – EMPLOYABILITY

3.1 Mock Interviews

COMMON QUESTIONS

Here are ten common interview questions with tips about how to answer them. Use them to prepare for your mock interview (and any real ones you might have!).

1. Why are you looking for a job?

Of course, everyone wants to make money at a job, but the reasons you should share with a potential employer should reflect your interest in the field, or in helping to develop your skill set.

2. Why are you interested in working for our company?

Employers ask this question to gauge your interest in the field, and to see if you have done your research. Make sure you check out the company's website and familiarise yourself with what the company does, what the work and the work culture are like, and what's important to them.

3. How has school prepared you for working at our company?

Here is your opportunity to talk about the skills you have gained in your education that will make you an ideal candidate for the position.

4. Why should we hire you?

New hires take time to train, and the company wants to know you are worth it. Let them know about your interest in contributing to the company immediately, and be sure to mention if you think they are a firm you would like to consider when your studies are complete.

5. What do you think it takes to be successful in this position?

The job posting can be very helpful in letting you know how they will want you to answer this question. Let them know about the skills you have that they are looking for.

6. How would you describe your ability to work as a team member?

There have likely been many times you have worked as a team, on projects, in sports or while volunteering. The interviewer will want to hear a specific example of a time you worked successfully in a team situation.

7. What has been your most rewarding accomplishment?

You don't want to brag, but you should share an accomplishment that relates to some of the qualities or experiences required for the job you're interviewing for.

8. What are your salary expectations?

With this question, the employer is trying to establish that your expectations are reasonable. As a young worker, the salary you are offered will probably align with an entry-level position. It's usually best to avoid a specific number unless you know for a fact what the job pays.

9. Tell me about a major problem you recently handled.

With this question, the interviewer is trying to determine how skilled you are at problem-solving. It's fine to use an example from school, work, sports or volunteering. Make sure you show a positive resolution.

10. Have you ever had difficulty with a supervisor or teacher?

The interviewer will ask this question to determine how you relate to authority. Always answer honestly, but make sure that you have a positive outcome. Remember that the most difficult situations are sometimes the best learning experiences.

SESSION 3 - EMPLOYABILITY

3.3 Person Specification

Person specification: NHS Receptionist.

Activity: Fill in your own personal examples for the first 3 criteria points. Next, have a go at developing your own criteria points that you feel would be important for this role and state whether they are 'Essential' or 'Desirable', and provide your own examples.

| Person Specification Criteria | Essential/Desirable | Your Example |
|---|---------------------|--|
| Have GCSE's (or predicted grades) in Maths, English and Science at grade 5 or above | E | <i>I am a Year 11 student, currently studying 9 GCSE's including Maths, English and Science. I am predicted grade 7 in Maths, 5 in English and 6 in Science.</i> |
| Be able to communicate both face-to-face and on the telephone | E | |
| Be able to follow instructions but also use own initiative to get work completed to a high standard | E | |
| Have experience working in a receptionist role | D | |
| | | |
| | | |
| | | |

SESSION 4 - PROFESSIONALISM

4.2 Professional Etiquette

EXAMPLE EMAIL

The screenshot displays an email client interface with a blue header bar. The ribbon includes 'File', 'Message', 'Insert', 'Options', 'Format Text', and 'Review'. The 'Message' tab is active, showing options like 'Cut', 'Copy', 'Format Painter', 'Basic Text' (with bold, italic, underline, and font color options), 'Address Book', 'Check Names', 'Attach File', 'Attach Item', 'Signature', and 'Attach File via Adobe Send & Track'. The email header shows 'From: Lucie.Brown@wlv.ac.uk', 'To: Fenwick, Georgia;', 'Subject: Job Opportunity', and two attachments: 'L Brown CV.pdf (437 KB)' and 'Cover Letter.docx (14 KB)'. The email body contains the following text:

Hi Georgia,

I have recently seen your advertisement for a Waitress at your restaurant and would be interested to know more.

For your convenience, please see attached my CV and Covering letter explaining why I would be suitable for the role.

Please could I have an application form and any other relevant information?

My best form of contact is via email or 07*** *.

I look forward to hearing from you.

Kind regards,

Lucie Brown
l.brown@example.com
07*** *.

The bottom of the screenshot shows the Windows taskbar with the search bar and several application icons.

SESSION 4 - PROFESSIONALISM

4.3 Cover Letters and CVs

EXAMPLE COVER LETTER

[Today's Date]

[Hiring Manager's Name]

[Company Address]

[Company City, County xxxxx]

[(xxx) xxx-xxxx]

[hiring.manager@gmail.com]

Dear [Mr./Mrs./Ms.] [Manager's Name],

I am writing to you today regarding the open position for Food Service Worker at (Company Name). I came across your posting on (Website Name) and am excited by the possibility of joining your establishment

As a customer-service-driven individual who has a proven history of exceeding performance expectations, I believe I would be a strong addition to your team and contribute to the ongoing operational success of your company. Some of the key talents I can bring to your company include safety/sanitation/quality control, inventory management, team building and training, and accurately determining a customer's needs before providing them with prompt service.

My present employment at Bob's Steak House as a Food Service Assistant has helped me to develop my abilities in key areas such as meeting and greeting customers, making reservations in person and over the phone, maintaining hygiene, and training and assisting new employees.

Your company is a market leader in the food service industry, and I would love to become a part of your winning team. I am confident that I can smoothly fit into your company culture. I will be an excellent candidate for your vacancy as I have a proven track record of attaining exceptional customer service satisfaction levels.

I have enclosed my resume for your review and would be thankful for an opportunity to meet with you in the near future to further discuss my application.

Sincerely,

Your Name

SESSION 4 - PROFESSIONALISM

4.3 Cover Letters and CVs (Continued)

EXAMPLE CV

Hannah Mills

189 Chobham Gardens

Putney

London

SW19 18ZZ

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Profile

Administrative support professional offering versatile office management skills and proficiency in Microsoft Office programs. Strong planner and problem solver who readily adapts to change, works independently and exceeds expectations. Able to juggle multiple priorities and meet tight deadlines without compromising quality.

Education

2018-2020

SOUTH LONDON COLLEGE: **BTEC Level 3 Diploma in Business: Merit**

Relevant Courses:

- Project Management for Executive Assistants
- MSOffice for Professional Staff
- Electronic Presentations for Business Professionals
- Keyboarding and Document Formatting
- Communication Skills for Executive Assistants
- Finance for the Non-Financial Manager
- Professional Office Procedures

Professional Development:

- Microsoft Office Specialist (MOS), 2007

2013-2018

PUTNEY ST. JOHN SCHOOL: **GCSE's:** 3 A's, 2 B's, 6 C's

Relevant Courses:

- Information Technology
- Business Studies
- English
- Maths

Key Skills

Office Skills:

*Office Management
Records Management
Database Administration
50wpm typing speed*

*Spreadsheets/Reports Event
Management Calendaring*

*Front-Desk Reception
Executive Support
Travel Coordination*

SESSION 4 - PROFESSIONALISM

4.3 Cover Letters and CVs (Continued)

| | | | |
|-------------------------|----------------------|-------------------|----------------------|
| Computer Skills: | <i>MS Word</i> | <i>MS Outlook</i> | <i>MS Publisher</i> |
| | <i>MS Excel</i> | <i>MS Access</i> | <i>FileMaker Pro</i> |
| | <i>MS PowerPoint</i> | <i>MS Project</i> | <i>Windows</i> |

Work Experience

PUTNEY NURSERY SCHOOL, **Office Assistant**, Summer 2019

Handled multifaceted clerical tasks (e.g., data entry, filing, records management and billing) as the summer assistant to nursery manager. Coordinated travel arrangements, maintained database and ensured the delivery of premium service to parents. Quickly became a trusted assistant known for “can-do” attitude, flexibility and high-quality work.

Highlights:

- Communicated effectively with multiple colleagues to plan meetings and prepare welcome packages for new parents. Established strong relationships to gain support and effectively achieve results.
- Helped coordinate a number of open-day events (4 events of the summer) that contributed to consistently high enrollment levels.
- Entrusted to manage office in the nursery manager’s absence. Provided timely, courteous and knowledgeable response to information requests; screened and transferred calls; and prepared official nursery correspondence.
- Developed innovative PowerPoint presentation used by the nursery manager to market the nursery to potential customers (parents).
- Earned excellent feedback during performance reviews, with citations for excellence in areas including work volume, accuracy and quality; ability to learn and master new concepts; positive work ethic; and commitment to providing unsurpassed service.

Achievements

- Elected Events Secretary for the South London College Annual Prom – assisted with sourcing a venue, selecting catering and selling tickets for successful event attended by 200 students
- Awarded the Putney St. John School Year 11 Achievement Certificate for punctuality and effort at school
- Achieved Grade 7 in Ballet and Grade 6 in Tap dancing
- Selected in 2018 for the Putney Netball Club under 18’s team

Interests

- Member of the South London College Dance Society
- Regularly play netball for South London College and Putney Netball Club
- Also enjoy going to the cinema, singing and swimming

References

David Ruper

Relationship: Head of Year

Contact: David.Ruper@example.ac.uk

Helen Roberts

Relationship: Academic Mentor

Contact: Helen.Roberts@example.ac.uk

SESSION 4 - PROFESSIONALISM

4.3 Cover Letters and CVs (Continued)

CV TEMPLATE

Use this worksheet to either create sections for your new CV or to make updates to your current CV.

Personal details

Your personal and contact details go here.

Personal statement / Profile

This is a short paragraph to provide an overview of the type of person you are and the work you are looking for.

Education

List all the qualifications you have achieved throughout your education so far.

SESSION 4 - PROFESSIONALISM

4.3 Cover Letters and CVs (Continued)

Work Experience

List all your experiences to-date, which can include placements and volunteering.

Personal Attributes / Skills

Think about and write down all the skills you have that could make you a good employee.

References

Your personal and contact details go here.

SESSION 5 - PREPARING FOR NEXT STEPS

5.1 Preparing for Year 12/College

PREPARING FOR Y12 CHECKLIST

| COMPLETE (tick when complete) | TASK | PRIORITY (high/medium/low) | DUE DATE (rough estimate) |
|--|--|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> | Plan your route | | |
| <input type="checkbox"/> | Create revision timetable | | |
| <input type="checkbox"/> | Buy professional wear/uniform | | |
| <input type="checkbox"/> | Attend an open day for FE institutions | | |
| <input type="checkbox"/> | Check for additional support, e.g. bus pass or funding | | |
| <input type="checkbox"/> | Purchase resources and any specific stationary | | |
| <input type="checkbox"/> | Book in an initial meeting with you tutor/mentor | | |
| Any other personal goals/'to do's... (fill in yourself) | | | |
| <input type="checkbox"/> | | | |
| <input type="checkbox"/> | | | |
| <input type="checkbox"/> | | | |
| <input type="checkbox"/> | | | |
| <input type="checkbox"/> | | | |

BENEFITS OF HE, TOPICS TO REVISIT/LEARN MORE ABOUT

Top 3 benefits of HE that you are looking forward to:

| | | |
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| | | |
|--|--|--|

RECAP QUIZ

What is the definition of 'HE'?

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What is the definition of 'FE'?

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Name one thing from your Y11 checklist.

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Name a benefit of HE.

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Name 2 post-16 options.

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What is a prospectus?

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| |
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SESSION 5 - PREPARING FOR NEXT STEPS

5.3 Benefits of HE (Continued)

What should you take with you to an interview? Name 3 things.

Name an important skill to utilise in an interview.

What is a person specification?

What is a common misconception of HE?

What is the difference between a cover letter and a CV?

What sections should you include in your CV? Name 4 sections.

Topics to revisit/learn more about:

SESSION 6 - BUDGETING

6.1 Budgeting and Expenses game

| Travel <i>Choose any</i> | | Socialising <i>Choose any</i> | | Bills <i>Choose 2+</i> | |
|---------------------------------------|-------------|---|------------|----------------------------------|------------|
| 1 visit home | £30 | Bowling | £10 | Electricity | £10 |
| 2 visits home | £60 | Laser-tag | £8 | Gas | £5 |
| Visit a different city in the country | £50 | A trip to the cinema | £10 | WiFi | £8 |
| City-break abroad (3-4 days) | £100 | Adventure golf | £5 | TV Licence | £10 |
| Day out at a theme park | £40 | Meet friends for a coffee | £3 | Car insurance | £60 |
| Day out to a museum/ city attractions | £20 | | | Car tax | £10 |
| | | | | Water | £5 |
| | | | | Phone | £15 |

| Food <i>Choose any</i> | | Subscriptions <i>Choose any</i> | | Part-time job <i>Choose any</i> | |
|----------------------------------|------------|---|------------|---|-----------------|
| Weekly shop (x4) | £20 | Netflix | £8 | Student Ambassador (10 hours per week) | £95 |
| 1 takeaway | £10 | Spotify | £5 | Restaurant Server (15 hours per week) | £105 |
| 2 takeaways | £20 | Apple Music | £5 | Retail Assistant (17 hours per week) | £114 |
| Meal out with friends | £15 | DisneyPlus | £6 | 0 hour contract (Varying rates) | £0- £200 |
| Quick lunch on campus | £5 | SkyGo | £20 | | |
| 3-course meal | £30 | Gym | £15 | | |

| Accommodation <i>Choose 1</i> | | Savings <i>Choose any</i> | |
|---|-------------|-------------------------------------|-------------|
| House share with 3 others | £360 | Save £5 per month | £5 |
| House share with 5 others | £340 | Save £10 per month | £10 |
| Studio apartment | £500 | Save £20 per month | £20 |
| Halls of residence with en-suite | £400 | Save £50 per month | £50 |
| Halls of residence shared bathroom | £320 | Save £100 per month | £100 |
| Living at home | £50 | | |

SESSION 6 – BUDGETING

6.1 Budgeting and Expenses game (Continued)

| Money per year: | | Money per month: | |
|-----------------|------|------------------------------|-------|
| ITEM | COST | QUANTITY | TOTAL |
| | | | |
| | | Total cost per month: | |

SESSION 6 - BUDGETING

6.1 Student Finance

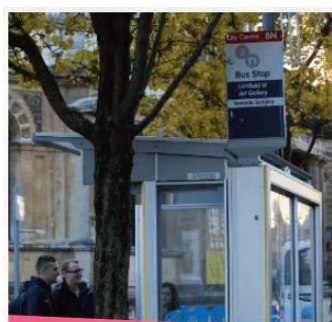
SCHOLARSHIPS

A scholarship is a financial award granted to a student on the basis of the student's academic or sporting excellence. Scholarships differ depending on the university. We recommend researching with different universities. Some universities will offer excellence scholarships for outstanding grades (e.g. AAB or similar at A-Levels or equivalent).

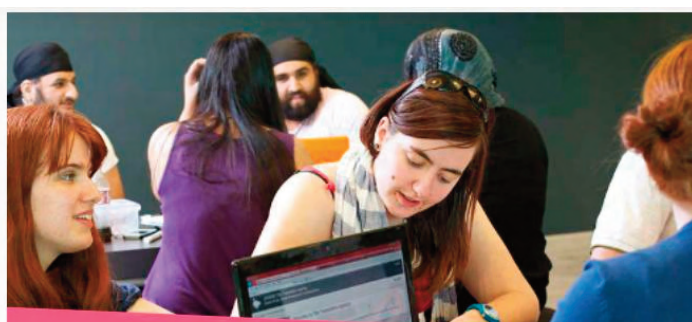
BUSARIES

A bursary is a financial award granted to a student on the basis of the student's financial need.

<https://www.wlv.ac.uk/apply/funding-costs-fees-and-support/financial-support/scholarships/>



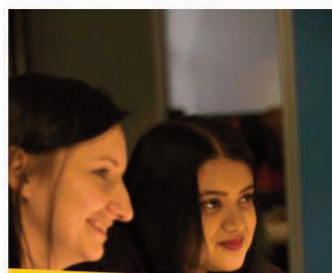
Student Travel Fund →



Access Bursary →



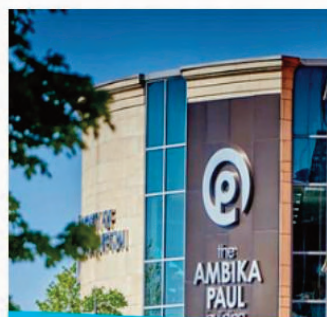
Sports Scholarship →



Bursary for Care Leavers & Estranged Students →



Dennis Turner Opportunity Fund →



2018/19 Entrants →



International Students →

ask



Higher Education for all



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<https://aspiretohe.co.uk>



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