



STAFF HANDBOOK

Knowledge Curriculum

YEARS 10-11

Aspire to HE

Aspire to HE is a partnership led by the University of Wolverhampton with local schools and colleges who are committed to improving access to higher education for everyone in the Black Country, Telford and Wrekin. We provide impartial guidance and practical support to help people make an informed and ambitious decision about higher education and their future. Aspire to HE is a part of the national Uni Connect programme, which aims to increase the number of disadvantaged young people entering higher education by bringing together partnerships of universities, colleges and schools.

The Aspire to HE Knowledge Curriculum:

The aim of the Aspire to HE Knowledge Curriculum is to introduce students to the key knowledge relevant to accessing and sustaining study in post-compulsory education.

Aspire to HE have identified that students in groups whose access to HE is low, and who struggle to sustain their study, don't necessarily lack ambition or aspiration, but have knowledge gaps in comparison to groups who are more represented in HE.

Through consultation with a range of stakeholders, Aspire to HE have developed a curriculum to ensure all students have a grasp of this important knowledge in order to close gaps in key knowledge relevant to accessing higher education.

Because time allocation differs across the settings where this curriculum is delivered, it is split into six hours of learning, each hour dedicated to one of six aspects to be covered. Each hour is further split into three 20-minute units, each covering a specific sub-topic. This scheme of work builds on the content delivered in Year 9 and represents the foundational knowledge all students will need from Year 10 & 11 to inform their educational choices.

The session topics covered:

Year 10:

1. What is FE in contrast to HE?
2. What does HE study entail?
3. What are the benefits of HE?
4. What are my choices?
5. What are my opportunities?
6. What are the costs?

Year 11 (Page 17):

1. FE and HE
2. Post-16 options
3. Employability
4. Professionalism
5. Preparing for next steps
6. Budgeting

YEAR 10 PROGRAMME OVERVIEW

Session	Title	Description	Objectives	Preparation required	Independent activity for students
1	What is FE in contrast to HE?	Introduction into the differences between FE and HE and what level they are currently studying at.	<ol style="list-style-type: none"> 1. Understand the importance of your GCSEs 2. Be aware of your options after year 11 3. Comprehend the difference between BTECs and A Levels 	Baseline survey. Post-it notes or scrap paper. Print 'Diamond 9', 'Post-16 Options' and 'Qualification Chain' activities. Dice and print off 'Snakes & Ladders' activity (this could be done on the board if preferred).	Research further into different post-16 options in your area.
2	What does HE study entail?	Focuses on difference between hobby/career and value of extra-curricular activities.	<ol style="list-style-type: none"> 1. Understand the difference between hobbies and future careers 2. Be aware of competitiveness within FE and HE 3. Start creating a CV 	Print 'Hobbies and Careers', 'Diamond 9', 'CV Building' and 'Getting what you want' activities.	Find a volunteering opportunity or explore extra-curricular activities in your local area.
3	What are the benefits of HE?	Understand transferable skills, wage expectations, 'graduate premium' and HE benefits.	<ol style="list-style-type: none"> 1. Understand your transferable skills 2. Be aware of graduate premium 3. Comprehend the benefits of pursuing HE 	Print 'Transferable Skills Check', 'Guess the wage' and 'mind mapping' activities. A4/A3 piece of paper for mind mapping.	Write down an FE or HE-related question for next session's Q&A.
4	What are my choices?	Introduce university campuses, specialisation subjects and opportunity cost.	<ol style="list-style-type: none"> 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 	Use students' questions for Q&A. A3/A4 paper. Print 'Campus Map', 'Design your own University', 'Skills, Qualities and Qualifications' and 'Opportunity Cost' activities.	Think about your current timetable and how that could change for FE or HE.
5	What are my opportunities?	Comparing timetables, introducing UCAS and understanding the variety of hurdles students may face.	<ol style="list-style-type: none"> 1. Understand the difference in timetables 2. Be aware of UCAS and its support 3. Comprehend HE support for equality and inclusion 	Print 'University Timetable', 'Parental Engagement' and 'Overcoming Hurdles' activities. Internet connection to show video.	Research any UK university and identify one example of support they have for their students.
6	What are the costs?	Working through student finance, budgeting and a recap quiz.	<ol style="list-style-type: none"> 1. Understand basic knowledge of student finance 2. Be aware of how to budget successfully 3. Comprehend the various financial support available in HE 	Print 'Budgeting' activity. Endpoint survey.	Endpoint survey. Internet connection required.

YEAR 10 SESSION 1: WHAT IS FE IN CONTRAST TO HE?

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p>Objectives: understand the importance of your GCSEs, be aware of your options after year 11 and comprehend the difference between BTECs and A Levels.</p>			
1.1	Compulsory and self-directed, academic and vocational	Baseline	<p>1. Intro - The Big Picture. Start of GCSE courses. Long-term thinking towards exams and developing the habits of independently motivated learners. If you haven't done so yet, complete the baseline survey with students.</p> <p>2. Icebreaker - Get students to write 1 thing they've learned that week or what they think they want to do when they finish school on a piece of paper. Scrunch this up, close their eyes and throw in a random direction, then go and collect a different piece of paper. Get students to read these out loud and discuss.</p> <p>3. Diamond 9 - Ask students to complete a diamond 9 of their current subjects, putting their favourite at the top and their least favourite at the bottom. Ask them to rearrange to consider what their school values? Why? Students analyse their timetables, discussing time spent on core and option subjects, and create a diamond 9 based on what they think the school thinks are most important. Would students rank their subjects in a different order when thinking about what's important for a future career? This is something we'll look at in session 2.</p> <p>4. What is learning? - Provide students with key words such as 'compulsory', 'higher education', 'post-compulsory', 'academic', and 'vocational', etc. and definitions that match these and ask them to sort these, discussing them as they do so.</p>
1.2	A-level, BTEC/Applied General Qualifications, FE College, Sixth Form	Key words: 1.1	<p>1. Post-16 options - Show students the slide with different post-16 options leading to higher education and ask them if they know what these are. Create a list of differences between sixth form, college and apprenticeships and discuss the best option for the student. Why?</p>

YEAR 10 SESSION 1: WHAT IS FE IN CONTRAST TO HE? (Continued)

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
			<p>2. Specifications - Provide students with the A-level Film Studies and BTEC Film Production specifications cut into strips and ask them to place under headings 'A Level' and 'BTEC'. What are the similarities and differences? Highlight that there is a difference in focus, but both develop knowledge and practice. It is the balance that is different.</p>
1.3	<p>Degrees: BA, MA, PhD, BSc, MSc</p> <p>Apprenticeships: Intermediate, Advanced, Higher and Degree</p> <p>Opportunities and threats</p>	Key words: 1.2	<p>1. Qualification chain - Give students a copy of the qualification chain with sections missing and prompt them to fill out the sheet by asking open and closed questions. You will probably need to tell them the different types of apprenticeship - Intermediate, Advanced, Higher and Degree (details on next slide). When they've finished this, show them the correct chain and discuss.</p> <p>Can they identify which is the vocational pathway and which is the academic pathway?</p> <p>Discuss the differences between the apprenticeship and the university degree levels. What are the two categories of degree?</p> <p>2. Snakes and Ladders - Place a 'goal' at the end and label 'snakes' as 'threats' (or barriers) and 'ladders' as 'opportunities'. The idea is to communicate to students that progress isn't always linear. Successes don't always take us where we want to be and failures are opportunities to learn. The end goal will undoubtedly change as you go too.</p> <p>Independent activity: Research further into different post-16 options in your area.</p>

YEAR 10 SESSION 2: WHAT DOES HE STUDY ENTAIL?

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p>Objectives: understand the difference between hobbies and future careers, be aware of competitiveness within FE and HE and start creating a CV.</p>			
2.1	Qualification, specialisation, GCSE options, EBacc	Key words: 1.1 – 1.3	<p>1. Intro - Create short quiz/recap based on last session. Close knowledge gaps.</p> <p>2. Check-in - What post-16 options did you pick out that interested you?</p> <p>3. Hobbies vs Careers - What are your hobbies/interests? Ask pupils to bullet-point a list of their interests. Ask them to sort these into one of two categories – hobbies or careers. If they place something in the hobby column but not career, challenge them – why would they not consider this a future pathway?</p> <p>4. Diamond 9 - What are your favourite subjects? Would you consider a career in these? Why/why not?</p>
2.2	Competitiveness, results, extra-curricular	Key words: 2.1	<p>1. Admissions board - Discuss what an admissions board is and explain activity. Show students two avatars of two ‘students’ applying to university, with varying grades (results) and extra-curricular experiences – they have to decide who they would accept. Do they find this a hard task? Why/why not? Do they think admissions boards find this difficult? What can they do to ensure that they are competitive and stand out?</p> <p>2. Being competitive - Ask students to discuss with each other 2 things they think they’re already doing well (working hard, turning up on time, attending extra sessions) and 1 thing they’d like to improve (going to an extra-curricular club).</p>

YEAR 10 SESSION 2: WHAT DOES HE STUDY ENTAIL? (Continued)

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
2.2			<p>3. CV Building - Explain what a CV is and why it is important. Give students a grid with columns titled: knowledge and skills, personal attributes, work experience, qualifications, and extra-curricular activities. Explain that these are the headings that will make up their CV, which they will need in the future when applying for jobs, so it's a good idea to start thinking now about what they'd put in them. Show a list of skills employers look for, if they struggle to come up with their own, but remind them that they will need to share examples of when they have demonstrated this skill.</p> <p>You can show students an example before or after they have completed this, depending on how confident they feel with this.</p>
2.3	CV, competitiveness, experience, skills	Key words: 2.2	<p>1. Getting the job - Time to find out what makes a good CV. Explain to students that they will be competing with each other for one of 3 jobs available at the end of the activity. Using the handout in the resource booklet, students first select a character and then need to create the best CV they can from 3 statements shown to them for each CV section: knowledge and skills', 'personal attributes', 'work experience', 'qualifications' and 'extra-curricular'.</p> <p>At the end of the activity, ask students, based on the CV they have built, which job they would be most suited to from the 3 options: teacher, architect or barista. If feasible, try to select the student or character you think would be best suited to each of the 3 jobs available based on the CV they built.</p> <p>Independent activity: Find a volunteering opportunity or explore extra-curricular activities at your school that you would consider partaking in. Give it a go! What skills can you gain from one of these opportunities?</p>

YEAR 10 SESSION 3: WHAT ARE THE BENEFITS OF HE?

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p>Objectives: understand your transferable skills, be aware of graduate premium and comprehend the benefits of pursuing HE.</p>			
3.1	Flexibility, portability, passporting	Key words: 1.1 – 2.3	<p>1. Intro - Create short quiz/recap based on last session. Close knowledge gaps.</p> <p>2. Check-in - What volunteering opportunity or extra-curricular activities did you identify? What skills do/would you gain from this?</p> <p>3. Transferable skills check - Most students do not give enough recognition to the things they have already achieved. This activity is designed to help them do that, and develop the language to start recognising and communicating their potential. Ask pupils to tick 'a' if the task is something they've done at least once; 'b' if they'd easily or happily do it again; and choose 3 things to tick for 'c' which means they'll challenge themselves to do this. Once they've done this, ask pupils to identify what skill they would be showing through that activity.</p>
3.2	Graduate premium, value of degrees, industry sectors, professions	Key words: 3.1	<p>1. Guess the wage - Ask pupils what they think the salary is of each career to compare the difference between having a degree and not having one. Ask questions as you go, such as: which of these jobs requires a degree? What other qualifications might this person need?</p> <p>2. Highest-earning occupations - Explore the graph (Figure 13) with that title on this page. What do the students notice? Use the features to show sectors and professions the students are interested in, and explore the differences between highest and lowest within each and in comparison to linked professions. But remember, it's not just about earning potential! There are many things to consider when thinking about a career. What motivates your students?</p> <p>3. Future finance - Show pupils the 'pay slips' of a graduate vs non-graduate. Which do they think belongs to which and why? What do they notice about Student Finance England deductions? Does anything surprise them about this? Remind them that graduates only pay back their loan once they're earning over a threshold and that this is a percentage of that amount – it also gets wiped off after 30 years. Do they think a degree is worth that amount a month?</p> <p>4. Graduate premium - Ask pupils to look at the graph and what they think it is showing. On average, how much more is a graduate likely to earn per year than a non-graduate?</p>

YEAR 10 SESSION 3: WHAT ARE THE BENEFITS OF HE? (Continued)

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
3.3	Mind mapping, wellbeing, development, personal skills (qualities)	Key words: 3.2	<p>1. Benefits of university - Share some photos of your time at university and discuss the benefits that you gained. Ask pupils about the skills you developed, if there's anything that concerns them, what other benefits students at university might reap.</p> <p>2. Mindmapping - Ask pupils to create a mindmap of the benefits of higher education. Ask them to think back through your photos/talk, the degree vs non-degree careers etc. You can also give them the American blog-post, '7 life skills you learn as a university student' to read.</p> <p>Encourage pupils to think carefully about how they create their mindmap. Could they organize their benefits into 'sections' such as skills, social benefits etc.? What skill do they think they have developed through the use of a mindmap? Where else could they apply this in their life?</p> <p>Independent activity: Give pupils a post-it note at the end of the session to write a HE-related question down to be answered in the next session.</p>

YEAR 10 SESSION 4: WHAT ARE MY CHOICES?

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p>Objectives: understand different types of campuses, be aware of opportunity cost and your time management, and comprehend the difference between skills, qualifications and qualities.</p>			
4.1	Campus, specialisation, options, skills, qualities, qualifications, doctorate	Key words: 1.1 – 3.3	<p>1. Intro - Create short quiz/recap based on last session. Close knowledge gaps.</p> <p>2. Check-in - Respond to the HE-related questions from last session.</p> <p>3. Campus map activity - Explain to pupils what a university campus is and how layouts can differ. Using the campus map activity, allow pupils to explore what type of facilities a campus may have. On an A3 piece of paper, encourage students to design their own campus using the ideas they have heard about</p> <p>4. Skills, qualities, qualifications - Show pupils the resource with the three important definitions of skills, qualities and qualifications. On the table, categorise each item, 'e.g. GCSE mathematics' into one of the three categories. Talk to them and discuss what their strengths are, which they'd want to develop etc. Ask if they would consider doing a doctorate?</p>
4.2	Passion, self-realisation, opportunities and threats	Key words: 4.1	<p>1. Mastermind - What is their mastermind subject? Ask pupils to think about what subject they think they know everything about – this can be about anything! Either:</p> <p>a) Ask pupils to talk for a minute about their subject</p> <p>b) Ask pupils to create a quiz based on their subject to share with a partner.</p> <p>2. Screentime Report - Show the screentime report and state what you think this person could be doing with this time. Ask pupils what their advice would be for them.</p>

YEAR 10 SESSION 4: WHAT ARE MY CHOICES? (Continued)

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
4.3	Pathways, opportunity cost	Key words: 4.2	<p>1. Opportunity cost - Discuss how we all have decisions to make and some are more important than others. Explain that with decisions comes costs and benefits and they need to be taken into consideration. Explore different scenarios with pupils, e.g. I moved out for more freedom but now I have to cook my own tea. Is the cost/benefit ratio worth it?</p> <p>Ask them to consider:</p> <p>a) Why would a student choose not to study for an exam, even though she knows from past experience that she performs better when she has spent time studying?</p> <p>b) 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?</p> <p>2. Students explore the process of decision making - Show the pupils 'opportunities', 'benefits' and 'costs' cards and ask them to decide and sort the cards relating to the costs and benefits of each opportunity. Ask them what their priorities are in relation to these cards and weigh up the benefits vs costs. Ask pupils to write their own cards for an opportunity they have thought about, remembering that the costs and benefits might be different for each person.</p> <p>Independent activity: Think about your timetable now and how it might be different at sixth form, university or an apprenticeship – consider one thing you would change about your current timetable.</p>

YEAR 10 SESSION 5: WHAT ARE MY OPPORTUNITIES?

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p>Objectives: understand the difference in timetables, be aware of UCAS and its support and comprehend HE support for equality and inclusion.</p>			
5.1	Curriculum, timetable, parental engagement	Key words: 1.1 – 4.3	<p>1. Intro - Create short quiz/recap based on last session. Close knowledge gaps.</p> <p>2. Check-in - Timetables: Pupils to be shown some university timetable examples. What do they think? What are the biggest differences compared to school? Now give students the blank university timetable. Ask them to pick either a course/apprenticeship they're interested in and plan out what they think their timetable should look like. Get them to consider how many hours they might be in lectures/seminars (and dispel any myths), as well as how much time they might devote to studying, free time and household chores.</p> <p>3. Parental engagement - Thinking back to the things we have discussed in earlier sessions, ask pupils to roleplay in the role of a parent/carer and child, where one thinks university is beneficial and one doesn't and they're trying to convince the other why.</p>
5.2	UCAS	Key words: 5.1	<p>1. UCAS - Discuss what UCAS is, asking pupils if they know and explain that this is the website they would use to apply for university. Explain that there's lots of information about different courses, as well as being able to search for degree apprenticeships.</p> <p>Explore UCAS hub with the group and encourage them to do this at home with parents/carers.</p>

YEAR 10 SESSION 5: WHAT ARE MY OPPORTUNITIES? (Continued)

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
5.3	Inclusion, diversity, equality, equity	Key words: 5.2	<p>1. The \$100 race - Either show the video (https://www.youtube.com/watch?v=4K5fbQ1-zps) and discuss its meaning or stage the race yourself with students. Explain that HE is inclusive and that opportunities are not limited by identity. That doesn't mean that some students won't find it harder, but that for every student who completes it, it gets a little easier for the next one, and they are not the first to conquer the obstacles they've identified. Explore the difference between equality and equity.</p> <p>2. Overcoming hurdles - Ask pupils to consider what might be the most common hurdles (money, disability, being the first to go to university, class, ethnicity, EAL, self-belief, travelling, grades etc.). Ask pupils how they might overcome these hurdles. Having done this, ask pupils how they came up with their solutions and encourage them to consider that they can apply these to their own life.</p> <p>What do pupils think universities should put in place to help? Direct them to the university support (show a university website) and discuss how you could get involved to make changes at a university, through the Student's Union.</p> <p>Independent activity: Look at a university wellbeing page and bring an example of the support they offer to their students.</p>

YEAR 10 SESSION 6: WHAT ARE THE COSTS?

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p>Objectives: understand basic knowledge of student finance, be aware of how to budget successfully and comprehend the various financial support available in HE.</p>			
6.1	Fees, loans, debts, repayments	Key words: 1.1 – 5.3	<p>1. Intro - Create short quiz/recap based on last session. Close knowledge gaps.</p> <p>2. Check-in - What support did you find that a university offers to their students?</p> <p>3. Student Finance - Ask students what they think the monthly student finance repayment amounts are for varying salaries. What do these repayment amounts equate to? A meal at Nando's? A phone contract? Ask pupils what they would buy with that amount, to make this relatable for them.</p> <p>Discuss the definitions of tuition fee loan, maintenance loan and repayment, addressing any concerns they might have.</p> <p>Show them the repayment table, reminding them that they only ever pay a percentage of what they're earning and although £165 a month seems a lot, they would be earning £3047. Ask them to have a go at working out the monthly repayment for £28725.</p>
6.2	Living costs, work and study	Key words: 6.1	<p>1. Budgeting - Ask students if they think they could live on £150 for a week as a university student? What do they think the main costs would be? What would they prioritise? Ask students to choose an option and a corresponding cost for: accommodation, food shopping, transport and socialising. What was their final cost? Did they stay within budget or did they overspend? What did they find difficult about budgeting?</p> <p>Spend some time discussing what their priorities are. Discuss what they found difficult etc. Discuss what you found difficult at university and what you struggled with, giving some hints and tips.</p>

YEAR 10 SESSION 6: WHAT ARE THE COSTS? (Continued)

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
6.3	Scholarships, bursary, hardship funds, grants	Key words: All	<p>1. Bursaries and scholarships - Get students to discuss the definitions of scholarships, bursaries and repayment. Discuss what these are and why they're relevant.</p> <p>Discuss how important it may be for some students to have that additional support, including your own experience. Mention that apprenticeships may not offer as much financial support due to providing a salary. It's important for students to research their chosen universities as each institution is different but do point them to UCAS for general advice and signposting.</p> <p>2. 16-19 bursary - Inform students about the 16-19 bursary, which they may have access to for sixth form/college and direct them towards a teacher/staff member who has more information on how they can apply.</p> <p>3. Final plenary - The Great Big Quiz of the Year and complete the endpoint survey.</p>

YEAR 11 PROGRAMME OVERVIEW

Session	Title	Description	Objectives	Preparation required	Independent activity for students
1	FE and HE	Recalling information from Y10 and preparing for FE.	<ol style="list-style-type: none"> 1. Understand the differences between HE and FE 2. Be aware of your post-16 options 3. Comprehend how your FE choices influence your HE options 	Baseline survey. Print 'FE or HE', 'Post-16 Destinations' and 'Year 11 Checklist' activities.	Complete the checklist with your own additions by next September.
2	Post-16 options	Preparing for post-16, where to find a prospectus and how to write your FE application.	<ol style="list-style-type: none"> 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 	Internet connection to demonstrate online prospectuses. Print 'What's important to you', 'Personal Statement', 'FE Applications' and 'Skills, Qualities and Qualifications' activities.	Research further into local colleges and sixth forms to find a course you're interested in.
3	Employability	Preparing for a job interview.	<ol style="list-style-type: none"> 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 specification 	Print Greggs job description (or find local vacancy). Print 'Mock Interviews' and 'Person Specification' activities.	Explore job opportunities and prepare for roles in the future via Indeed, LinkedIn etc.
4	Professionalism	Making the most of their summer between Y11/12, writing a CV and preparing for work experience.	<ol style="list-style-type: none"> 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 	Print 'Example Email', 'Example Cover Letter' and 'Example CV' resources. Print 'CV Template' activity.	Complete first draft of CV.
5	Preparing for your next steps	Preparing for FE, solving misconceptions of HE and Recap Quiz.	<ol style="list-style-type: none"> 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 	Print 'Preparing for Y12/College Checklist' and 'Benefits of HE/Recap Quiz' activities.	Research what a Students' Union is.
6	Budgeting	Understand the hidden costs at university, how to budget and recap information.	<ol style="list-style-type: none"> 1. Understand how to budget for university 2. Review your knowledge of FE and HE 	Print 'Budgeting and Expenses' activity and 'Scholarships' resource. Pack of cards. Endpoint survey.	Endpoint survey. Internet connection required.

YEAR 11 SESSION 1: FE AND HE

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p>Objectives: understand the differences between HE and FE, be aware of your post-16 options and comprehend how your FE choices influence your HE options.</p>			
1.1	Further education, higher education	Baseline	<p>1. Intro - The Big Picture. GCSE exams this year. An important year but one they can accomplish. If you haven't done so yet, complete the baseline survey with students.</p> <p>2. What can you remember? - Ask the questions on the slide to check knowledge gained last year. This could be turned into a game, e.g. questions stuck to a ball and they have to answer the one they land on.</p> <p>3. Transition into Year 11 - Explain to students that Year 11 is a very important year. They will be taking their GCSE exams and they will have some important decisions to make about where they will be going after Year 11. Their wellbeing is really important this year too and they should look out for themselves and their friends. Don't be afraid to ask for help if they need it. Through this programme we will give them lots of information to help them succeed in Year 11.</p>
1.2	Sixth form, college, apprenticeship	Key words: 1.1	<p>1. Can you tell the difference? - Read out the statements and decide whether they apply to FE or to HE. There may be a few that apply to both.</p> <p>2. What is FE? - Discuss each point separately and answer any questions from students. Touch on social opportunities/benefits if possible.</p> <p>3. What is HE? - Same as above - talk through each point separately.</p> <p>4. Pros and cons - Work through each slide, discussing what the pros and cons are of each FE option. Explain that some of the cons may be a pro for them and vice versa. Give pupils the pros and cons activity sheet and ask them to fill out what their pros and cons are of each of the options, again reminding them that it will be different for each person.</p> <p>5. Your HE future - Each circle will appear in order of usual educational timeline. Discuss how you cannot move to the next stage without completing the previous qualification.</p> <p>6. Importance of FE choices on their HE future - How these factors will impact their education. Do acknowledge how their decisions are not the be-all and end-all; foundation degrees exist which may allow them to pursue their desired course, or gaining relevant work experience may help them to secure an apprenticeship. Timing is irrelevant; it's never too late to change your mind!</p>

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
1.3	Qualifications, subject course requirements	Key words: 1.2	<p>1. Subject requirements - How do I know what subjects to choose at FE? Show pupils the degrees on the slide and ask them to think what the required subject(s) might be for that degree. Once they've chosen this, ask what they think is a beneficial subject. The subjects at the bottom of the slide also show which other degree subjects are related, and therefore they may want the same combination of A Level/BTEC subjects to study these instead. Discuss with pupils that different universities do have different entry requirements, so it is important to check.</p> <p>2. Year 11 checklist - Pupils provided with a checklist (with some blank spaces) that states some of the things they may want to do between now and next summer. They are given space to add any additional things they will find useful personally.</p> <p>Independent activity: Complete the check-list for yourself with your own options of what you need to achieve by the end of Y11.</p>

YEAR 11 SESSION 2: POST-16 OPTIONS

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p>Objectives: understand how you might apply for your FE options, be aware of what makes an effective application and comprehend the differences between skills, qualities and qualifications.</p>			
2.1	Post-16 applications, research	Key words: 1.1 – 1.3	<p>1. Intro - Create short quiz/recap based on last session. Close knowledge gaps.</p> <p>2. Post-16 options - Remind students they have a number of options available to them at the end of Year 11 and they should consider which option might be the best option for them. Give students the cards to help them think about what's important to them. Discuss which of these might be important to them, reminding them that everyone will have differences of opinion.</p> <p>3. Learning styles - Explain to students they will each have preferred learning styles (auditory, tactile or visual). Ask students to complete this learning styles quiz (http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml) if they have access to a computer (or demonstrate it on your screen). How could this impact their post-16 pathways?</p>
2.2	Prospectus	Key words: 2.1	<p>1. Prospectuses - Show pupils some prospectuses from providers/institutions in the local area that are a commutable distance to. Discuss different courses, as well as what the entry requirements might be, how they're assessed etc. What stands out to them? Which seems most interesting?</p>
2.3	Personal statement	Key words: 2.2	<p>1. Personal statements - Show pupils the example answers to the questions. There is one 'good' one and one not so good. Ask them which they think is better and why.</p> <p>2. Applications - Provide pupils with a template of common questions they might be asked and discuss how they might go about answering these. Explain that these will be useful to add straight to another application and give pupils time to work through them.</p> <p>3. Skills, qualities and qualifications - Pupils may have already completed this activity in Year 10, but this is a good reminder about what the differences are, e.g. is GCSE maths a skill, qualification or quality? Ask pupils what they would like to improve over the next year.</p> <p>Independent activity: Research further in local post-16 options and see if you can find a course you're interested in.</p>

YEAR 11 SESSION 3: EMPLOYABILITY

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p>Objectives: understand how you would prepare for an interview, be aware of your interview strengths and weaknesses and comprehend the difference between a job description and a person specification.</p>			
3.1	Interview, job description, person specification	Key words: 1.1 – 2.3	<p>1. Intro - Create short quiz/recap based on last session. Close knowledge gaps.</p> <p>2. Check-in - What post-16 option did you find that you'd be interested in?</p> <p>3. Interview prep - Deliverer could find their own local vacancy for this, prior to the session – preferably one that is currently live. Ask pupils to look at the job description from Greggs and highlight any information they think they would need to know for an interview.</p> <p>Interview questions: Show pupils the 10 most common interview questions. Ask them to have a think about which ones they'd most struggle with and then discuss as a group how you might answer these.</p>
3.2	Interview questions	Key words: 3.1	<p>1. Mock Interviews - Ask pupils to use the questions from the previous activity to test each other in a mock interview scenario. Listen into the discussions and offer help where necessary – remind pupils about body language and nerves are normal!</p>
3.3	Person specification, skills	Key words: 3.2	<p>1. Person specification - Discuss the purpose of a person specification and give them an example of one. Ask pupils to tell you a time that they have demonstrated these skills or qualities and record this on their sheet. They should also see that there are 3 boxes of the person spec empty – ask them what other criteria might be essential for a role as an NHS Receptionist role and categorise these as essential or desirable.</p> <p>Independent activity: Use indeed or another job website to see what kind of job opportunities are currently available. Think about what skills and qualifications they require.</p>

YEAR 11 SESSION 4: PROFESSIONALISM

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p>Objectives: understand how to make the most of your summer, be aware of professional etiquette and comprehend what a CV is and how to write one.</p>			
4.1	Employment competitiveness, work experience, volunteering	Key words: 1.1 – 3.3	<p>1. Intro - Create short quiz/recap based on last session. Close knowledge gaps.</p> <p>2. Check-in - What job opportunities did you find? Are there any interesting roles you'd like to pursue?</p> <p>3. What makes you stand out? - Remind pupils about competitiveness. Explore with them the idea of using their summer wisely after exams – if they're not returning to school, what else could they be doing?</p>
4.2	Professional etiquette, telephone and email etiquette	Key words: 4.1	<p>1. Professional etiquette - Discuss with pupils the top tips for professional etiquette on the phone, reminding them about not swearing, being polite and thankful, professional language etc.</p> <p>Similarly, discuss with them some top tips about email etiquette, such as how to write one and remaining professional, such as with their email address. You could get them to write an example one that they would send to a company asking for work experience, either in pairs, as a group or individually.</p>
4.3	CVs, cover letters	Key words: 4.2	<p>1. Cover letters - Explain what a cover letter is and discuss how a pupil might structure this. Refer back to competitiveness that you talked about earlier on – this is where you have the opportunity to stand out, so tell pupils to make sure it comes across that they have relevant work experience and why a company should choose them.</p> <p>2. CVs- Discuss the different sections of a CV, providing pupils with an example. What do they like/dislike about it?</p> <p>Independent activity: Make your CV using the templates provided. Book an appointment if you would like support with this.</p>

YEAR 11 SESSION 5: PREPARING FOR NEXT STEPS

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p>Objectives: understand what you need to prepare for FE, be aware of the common HE barriers and misconceptions and comprehend the benefits of HE.</p>			
5.1	Preparation, FE destination	Key words: 1.1 – 4.3	<p>1. Intro - Create short quiz/recap based on last session. Close knowledge gaps.</p> <p>2. Check-in - Ask if pupils made their CV, using the template provided and how they found it, if they need any further guidance etc.</p> <p>3. Preparing for Year 12/college checklist - In session 1, we provided pupils with a Year 11 checklist of things you need to get done before the end of the year; now we're going to start thinking about things they might want to do over the summer (or beforehand). Discuss with pupils how to find the best routes to college/sixth form/apprenticeships, how to make an effective revision timetable, buying 'professional' wear and additional support available.</p>
5.2	Barriers to HE, student finance, apprenticeship, student accommodation	Key words: 5.1	<p>1. Barriers and misconceptions - Play family fortunes, asking what the most common answers are to questions about HE, e.g. 'What is the most common reason people don't want to go to HE?' Talk through these and address the most common answers. If your students raise any not included, make sure to discuss this with them.</p>
5.3	HE benefits	Key words: 5.2	<p>1. Benefits of HE - Ask students what they think each image represents. Make sure to refer back to your own experiences of this, or things you've discussed before.</p> <p>2. Recap Quiz - Check their understanding of what they've covered so far this year through a short quiz.</p> <p>Independent activity: Do you know what a Students' Union is? Compare 2 different Unions and find out what they offer. What would you get involved with?</p>

YEAR 11 SESSION 6: BUDGETING

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p>Objectives: understand how to budget for university and review your knowledge of FE and HE.</p>			
6.1	Budgeting, higher apprenticeship, degree apprenticeship	Key words: 1.1 – 5.3	<p>1. Intro - Create short quiz/recap based on last session. Close knowledge gaps.</p> <p>2. Check-in - Which students' unions did you research into? What did you find?</p> <p>3. Budgeting - Students need to choose between different options as a university student, but they only have £150 a week. Work through options, asking pupils to choose between them, and calculate how much of their budget they would have left.</p>
6.2		Key words: 6.1	<p>1. Endpoint Survey - Complete the Aspire to HE end of programme survey.</p>
6.3		Key words: All	<p>1. Ring of Aspire - You will need a pack of cards and sweets for this. Show the rules on the powerpoint or print – pupils will need to be able to see the rules to understand the game!</p>



 aspiretohe@wlv.ac.uk

 <https://aspiretohe.co.uk>

 @aspiretohe

 @aspiretohe

 facebook.com/aspiretoHE