



STAFF HANDBOOK

Knowledge Curriculum

YEARS 12-13



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, Year 12 is split into six hours of learning, each dedicated to one of six areas of learning and further split into three 20-minute units covering specific sub-topics. Year 13 is also split into six hours of learning but with a greater focus on practical support for students to aid them in the application processes they will be going through.

The session topics covered:

Year 12:

1. **What is HE?**
2. **What does HE study entail?**
3. **What are the career benefits of HE?**
4. **What are my choices?**
5. **What are the costs?**
6. **How do I apply?**

Year 13 (Page 17):

1. **UCAS and personal statements**
2. **CVs and employability**
3. **Mock interviews**
4. **Budgeting and student finance**
5. **Preparing for university**
6. **Student and graduate opportunities**

YEAR 12 PROGRAMME OVERVIEW

Session	Title	Description	Objectives	Preparation required	Independent activity for students
1	What is HE?	Apprenticeships, university, campuses and informed choices.	<ol style="list-style-type: none"> To understand the strengths and limitations of university and apprenticeships To think about what would inform your choices when applying to university or an apprenticeship To compare and contrast different layouts and locations of university campuses 	Baseline survey. Print 'University or Apprenticeship', thermometer, campus maps and course cards activities. Internet access to show videos.	Find two courses (either university or apprenticeship), write down where they are, what they are and what made you choose them.
2	What does HE study entail?	Entry requirements, assessment methods and teaching at HE.	<ol style="list-style-type: none"> To understand university entry requirements and why courses and universities have different requirements To understand the different types of learning and assessment at university To think about your own preferred way of learning and assessment 	Print or have available 'The Five Truths' script. Internet access for Tedx video.	Find out how the courses you've been researching are taught and assessed.
3	What are the career benefits of HE?	Future opportunities, transferable skills and networking.	<ol style="list-style-type: none"> To understand what progression means within a career path To understand what transferable skills are and what transferable skills you already have To understand what a network is and consider your own network 	Print 'Career Clusters and Career Paths' and 'Transferable Skills' activities.	Research gap year options and find one that interests you.
4	What are my choices?	Gap year, travel opportunities, internships and alternative HE options.	<ol style="list-style-type: none"> To understand what a gap year is and think about the reasons for and against taking a gap year To understand other higher education options and the benefits of completing them To understand more about higher and degree apprenticeships 	Familiarise with the different level 4 pathways in the session (e.g. HNC/HND). Print 'Character Profiles' activity and 'Levels of entry to HE' handout.	Find up to three higher or degree apprenticeships you may be interested in.
5	What are the costs?	Student finance, financial aid at HE and living costs.	<ol style="list-style-type: none"> To understand the financial support available through student finance and the government To understand the financial support available through scholarships and grants To understand the main costs associated with higher education and university 	Internet access for links to funding examples at university. Print 'Weekly Budget' and 'Price List' budgeting activities.	Research whether the universities you're interested in offer scholarships or bursaries.
6	How do I apply?	UCAS, applying to university, open days, Russell Group universities and personal statements.	<ol style="list-style-type: none"> To understand what UCAS is and key information about applying for university To understand university rankings and how to make use of open days To understand what a personal statement is and how important it is to your application 	Print 'Diamond 9' activity and personal statement handouts. Internet access for UCAS website. Endpoint survey.	Start working on your personal statement using the worksheet. Endpoint Survey.

YEAR 12 SESSION 1: WHAT IS HE?

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p>Objectives: to understand the strengths and limitations of university and apprenticeships, to think about what would inform students' choices when applying to university or an apprenticeship and to compare and contrast different layouts and locations of university campuses.</p>			
1.1	University or apprenticeship	Baseline	<p>1. Intro - Encourage students to keep their heads up and eyes on a wider horizon. A-levels/BTECs are going to be busy, but students shouldn't think of them as an end in themselves. Thinking beyond A-levels/BTECs will help make them feel smaller and more manageable, and help students stay in charge. If you haven't yet done so, complete baseline survey with students.</p> <p>2. Check-in - Introduce yourself and introduce some of the aims of the work this year, providing students with some information about what they'll explore this year through these sessions.</p> <p>3. Ice-breaker - Ask students to find two things in common with each person in the room.</p> <p>4. University and Apprenticeships - In two years' time, students will be starting the next phase of their journey. What will it be? Ask students what their current plans are. University? Apprenticeship? Unsure?</p> <p>Ask students to write down the strengths and limitations of university study and apprenticeships. Help students to explore any considerations they may not have thought about.</p>
1.2	Informed choices	Key words: 1.1	<p>1. What will inform students' choices? - What are the things that are likely to inform your students' choices? Being close to home? University rankings? Social opportunities? Costs? Encourage students to think about all the things that could inform their choices and rank them from the most to least important.</p> <p>If students are more likely to consider an apprenticeship pathway, what are the things that are likely to inform their choices? Progression within the apprenticeship company? The wage? The type of qualification working towards?</p> <p>Allow students to see there are no 'right' answers as these opinions are personal to them as individuals, but by thinking now about these things, students will start to consider their priorities.</p> <p>Students can use the ASPIRE acronym to help when thinking about decision making.</p>

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
1.3	Unis, courses, campuses, unique experiences	Key words: 1.2	<p>1. City vs Campus University - When considering university options, an important consideration is between city or campus universities. Do students like the buzz and liveliness of a city centre, or do they prefer somewhere a little quieter where everything they need is within easy reach? Again, there is no 'right' answer to these questions and these options will be personal to each individual student.</p> <p>Allow students to see an example of a city university and a campus university. What are their thoughts when they see these campuses?</p> <p>Show students some campus maps. Which do they prefer? What do they like the look of about each one? Is there anything not on the maps that they would like there to be?</p> <p>2. University courses - Another important decision students will be making is their university course. Ask students to work in pairs and select two course cards they find interesting. These course cards can be typical of how universities display the information about their courses. What do students notice about these course cards? What information do they find useful? Is there enough information to make a decision?</p> <p>Access to IT: If access to IT is available, encourage students to explore the UCAS website to start looking for course information online.</p> <p>Independent activity: Ask students to find two courses or apprenticeships that interest them for the next session.</p>

YEAR 12 SESSION 2: WHAT DOES HE STUDY ENTAIL?

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p>Objectives: to understand university entry requirements, to understand the different types of learning and assessment at university and to reflect on their own learning and assessment preferences.</p>			
2.1	Accessibility, entry requirements, peer mentoring and peer-to-peer support	Key words: 1.1 – 1.3	<p>1. Intro - Create short quiz/recap based on last session. Close any knowledge gaps.</p> <p>2. Check-in - Did students find courses of interest to them online or on the UCAS website? How many did they find? What were these courses?</p> <p>3. Entry requirements - Ask students what entry requirements are, why universities have them and why courses and universities have different requirements. Ask students to consider if entry requirements are the most important thing when considering a university and a course. Stretch and challenge them to think about what else might be important to consider (such as university facilities, university teaching/learning methods and assessment methods. Stress the importance of the right course and the right environment for them).</p> <p>4. Learning support at university - Ask students if they can think of any types of learning support at their school and if they find these useful. If they don't exist at their school/college, how could they make them happen? Encourage students to realise and act on the value of peer mentoring and peer-to-peer support. Explain to students the different types of learning support and general support at university.</p>
2.2	Learning at university, seminars, tutorials, webinars and lab work	Key words: 2.1	<p>1. The five truths - Play a round of the game by delivering the lecture in the resource book. Explain to students this is an example of a 'lecture' and provide students with more detail about university lectures. What do students think are pros and cons of this type of learning?</p> <p>2. Types of learning at university - What are the other ways students learn and get taught at university? Share with students the most common learning and teaching methods at university: seminars, tutorials, webinars and lab work. What do students think are the pros and cons of this type of learning? Which of these types of learning do they prefer? Let students know they have taken part in a seminar.</p>

YEAR 12 SESSION 2: WHAT DOES HE STUDY ENTAIL? (Continued)

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
2.3	Assessment at university	Key words: 2.2	<p>1. Debate/discussion - Ask students what they feel the most effective method of assessment is between exams and coursework. Which method allows students to prove their knowledge in the best/fairest way? Which do they prefer? What are positives about both? Students could lead a debate about which method is most effective. Depending on time, ask students to also consider the effectiveness of group and individual assessment.</p> <p>2. Assessment methods at university - University assessment is likely to be a mixture of methods, which will mostly depend on what students are studying at the time. Explain to students university assessment can vary by type of course. BScs tend to be more weighted towards exams, while BAs tend to have more coursework, but all use a range of assessment tools. Are students aware of the types of assessment? Why might universities use these types of assessment?</p> <p>Independent activity: Can students find entry requirements for the courses on their shortlist? Can they find how the course(s) are assessed?</p>

YEAR 12 SESSION 3: WHAT ARE THE CAREER BENEFITS OF HE?

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p>Objectives: to understand what progression means within a career path, to understand what transferable skills are and what transferable skills you have, and to understand what a network is and consider your own network.</p>			
3.1	Career cluster to career path	Key words: 1.1 – 2.3	<p>1. Intro - Create short quiz/recap based on last session. Close any knowledge gaps.</p> <p>2. Check-in - Did students find the entry requirements for the courses on their shortlist? Did they find out how they might be assessed?</p> <p>3. From career cluster to career path - Explain that a career cluster is a group of jobs that share similarities or all belong to the same general field of expertise. A career path is usually characterised by a series of promotions. Given a cluster, and an aspiration for a position, it becomes easier to track back and make career choices.</p> <p>Activity: Ask the students to unscramble the clusters and straighten out the paths in the resource provided. Students get one point for each job in the right cluster, and one point for each job in the right place in the career path.</p> <p>Remind the students that for most people, the path reveals itself as they go, but it can be useful to visualise a destination.</p>
3.2	Transferable Skills	Key words: 3.1	<p>1. Transferable skills - Students are likely to possess more skills than they think. Ask students to think about the ways they have been assessed in school and the extracurricular activities they have done. What skills have they used in order to be successful in these things?</p> <p>2. ABC activity - Encourage students to identify their current skills. What activities (A) have students done that demonstrate their skills? What are the benefits (B) of these activities in terms the skills they have developed? How could students apply these skills to a career (C)? This is a good way for students to communicate that they have many transferable skills.</p> <p>3. Skills in demand - Which skills do students think the top 100 employers in the UK want from their future employees? Ask students to rank the skills shown. Do the answers surprise them? How could students develop and communicate that they have these skills?</p>

YEAR 12 SESSION 3: WHAT ARE THE CAREER BENEFITS OF HE? (Continued)

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
3.3	Networks	Key words: 3.2	<p>1. Standing out from the crowd - Ask students what makes someone stand out from the crowd when applying for a job or for university? Is it knowledge? Transferable skills? Experience? Or is it someone's network / contacts?</p> <p>2. Networking - Explain what networking is, emphasising that students have already created their own networks. Ask students to think about why networks are important and about the power of networking. 6 degrees of separation activity, using Aspire to HE example. Ask students to see if they can get to a famous person through their own degrees of separation. Discuss LinkedIn and which professionals they could 'connect' with.</p> <p>Possible extension: Consider the drawbacks of social networking re privacy, compromising information, etc. and the possibilities for creating professional networking accounts.</p> <p>Activity: Ask students to consider who is in their network? How could their network help them with some big decisions they have coming up?</p> <p>Independent activity: Ask students to google gap year options and find one that sounds interesting to them.</p>

YEAR 12 SESSION 4: WHAT ARE MY CHOICES?

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p>Objectives: to understand what a gap year is and think about the reasons for and against taking a gap year, to understand other higher education qualification options and the benefits of completing them, and to understand more about higher and degree apprenticeships.</p>			
4.1	Gap year	Key words: 1.1 – 3.3	<p>1. Intro - Create short quiz/recap based on last session. Close any knowledge gaps.</p> <p>2. Check-in - Ask the students if they found any gap year options that interested them.</p> <p>3. What is a gap year? - Ask the students what they think a gap year is, figure out their misconceptions and then explain the different opportunities available i.e. travel/work/volunteering gap years, internships, work etc.</p> <p>Activity: Get the students to debate for and against taking a gap year – things they may debate are: the costs, the skills they could gain, if it could cause demotivation in relation to progressing onto education etc.</p>
4.2	Levels of entry to HE	Key words: 4.1	<p>1. Foundation degrees / HNDs / HNCs - There are a range of higher education options available to students. Explain that higher education is not just a bachelor's degree at university. 3 popular options for students are HNCs, HNDs and Foundation Degrees. Can students match the qualification with the definitions on the slide? Explain to students the key features of these qualifications. These qualifications can be practical and work-focused, which will set students up for the workplace. These qualifications usually take 1-2 years full time and will typically have lower fees and entry requirements. The University of Wolverhampton offers a variety of HNDs.</p> <p>2. Benefits of foundation degrees / HNDs / HNC - Why do students think people would take these types of qualifications? Why might they choose this qualification above a full bachelor's degree? Facilitate discussion and ask students to think about the length of time the qualifications take, the links to industry, and type of learner they are etc. Do these qualifications appeal to your students? Explain any benefits students may have missed.</p>

YEAR 12 SESSION 4: WHAT ARE MY CHOICES? (Continued)

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
4.3	Higher and degree level apprenticeships	Key words: 4.2	<p>1. Apprenticeship options - Gauge which students, if any, are considering an apprenticeship. Ask them out of all the companies on the slide, who might they want to work for? Why?</p> <p>2. What is an apprenticeship? - Discuss with the group what they think an apprenticeship is and what type of industries offer them. Show students which industries offer them and discuss levels of apprenticeship. Stress that they are qualified enough to be applying for higher and degree apprenticeships.</p> <p>3. Higher/Degree apprenticeships - Discuss higher and degree apprenticeships. Explain how degree apprenticeships work - ask the students what they think are the main differences.</p> <p>Degree apprenticeships: Talk students through the benefits of degree apprenticeships and discuss degree apprenticeship wages.</p> <p>Are any of your students interested in this pathway? Show students where to find apprenticeships and how to find them. Encourage those considering apprenticeships to note down these websites.</p> <p>Independent activity: Can students find up to 3 higher or degree apprenticeships they might be interested in?</p>

YEAR 12 SESSION 5: WHAT ARE THE COSTS?

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p>Objectives: to understand the financial support available through student finance / government support, to understand the financial support available through scholarships and grants and to understand the main costs associated with higher education and university.</p>			
5.1	Funding – student finance and government support	Key words: 1.1 – 4.3	<p>1. Intro - Create short quiz/recap based on last session. Close any knowledge gaps.</p> <p>2. Check in - Ask the students if they found any higher or degree apprenticeships that interested them.</p> <p>3. Student finance - help students to understand through the following sections:</p> <p>Myth buster quiz: see what students might already know about student finance.</p> <p>Tuition fee loan & maintenance loan: Explain what each one is for, how each one works and the amounts available, allow students to reflect on amounts and how these might be applicable to them.</p> <p>Repayment process: Explain how the repayment process works emphasising the 9% payback and the threshold – allow students to relate repayment amounts to things they are familiar with (e.g. phone contract).</p> <p>4. Graduate premium - Emphasise graduate premium. Ask students why they think a graduate premium exists.</p>
5.2	Funding – grants, scholarships and bursaries	Key words: 5.1	<p>1. Scholarships, grants and bursaries - Explain what scholarships, grants and bursaries are and show students examples of each one. Explain what an eligibility criteria is (i.e. if you fit xyz then you can apply for extra funding and potentially get non-repayable financial support from the university) and get their thoughts on this extra funding opportunity.</p> <p>If you have access to IT, ask students to find a few universities that they're interested in and research what funding is on offer at each one. If students are stuck, show them University of Wolverhampton financial support webpages: https://www.wlv.ac.uk/apply/funding-costs-fees-and-support/financial-support/</p>

YEAR 12 SESSION 5: WHAT ARE THE COSTS? (Continued)

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
5.3	Cost of university, living expenses	Key words: 5.2	<p>1. Cost of living at university - Ask students to think of the main living costs they would have at university. Have students considered costs associated with living such as accommodation and food cost? Have students considered academic costs, such as text books and trips? Importantly, have students considered costs associated with socialising?</p> <p>2. Cost of living activity - Introduce students to the ‘weekly budget’ and ‘price list’ documents. Discuss with students their budget for the week is based on the maintenance loan amount they receive through student finance. Can students stay in budget? How do they feel about the costs of living at university? Do things cost more or less than they thought?</p> <p>3. Tips for funding living expenses - What could students do to ensure they have enough money for things at university? Encourage students to think about things they could do now, such as saving before university. What could students do at university to make their money go further?</p> <p>Independent activity: Ask students to find out if the universities they are considering have any scholarships or bursaries they would be eligible for.</p> <p>Recommend that students use the student finance calculator to see how much they would be entitled to: https://www.gov.uk/student-finance-calculator</p>

YEAR 12 SESSION 6: HOW DO I APPLY?

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p>Objectives: to understand what UCAS is and key information about applying for university, to understand university rankings and how to make use of open days and to understand what a personal statement is and how important it is for students' applications.</p>			
6.1	Applying through UCAS	Key words: 1.1 – 5.3	<p>1. Intro - Create short quiz/recap based on last session. Close any knowledge gaps.</p> <p>1. What is UCAS? - Ask students what they think UCAS is and what it does. Then do the UCAS quiz with the students, but make sure you discuss each question before giving the answer.</p> <p>2. UCAS Hub - If you have access to IT, support the students in making an account on the UCAS Hub website. Explore the website and make the most of its resources (guides and how-to videos, articles and FAQs). If you do not have access to IT, please ask them to set this up in their own time.</p> <p>Note: Ensure students make a note of their account details somewhere they won't lose them!</p>
6.2	University rankings	Key words: 6.1	<p>1. Russell Group - Explain what Russell Group universities are and some examples.</p> <p>2. Rankings - Discuss university rankings and that there is more than one place to find these. Russell group vs non Russell group. Go through various subjects and ask students how many are actually Russell Group. Does the low number surprise them?</p> <p>3. Diamond 9 activity - Ask students to consider which metrics are most important to them and why, or rank them in order of importance using diamond 9 resource. Does this change their perspective? Why or why not?</p>

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
6.3	Open days and personal statements	Key words: All	<p>1. Open days - Introduce the concept with a brief definition – advise that students should make the most of these opportunities for themselves and be proactive, do not wait for parents, friends or school to make the decision for them whether to go or not!</p> <p>Play short open day video from University of Westminster. Ask students to relay to you what there is to do on an open day.</p> <p>Get students to make a list of dos and don'ts for university open days. Students could write these down and take them along to any future open days.</p> <p>2. Prospectuses - Explain to students what a prospectus is. Why are they used? What is covered in a prospectus? Why are they useful? Where can they get them? Encourage students to think of them as an important document, but emphasise that students shouldn't make a decision solely on a prospectus. It's really important to visit the university too.</p> <p>3. Personal statement - Ask students how many people applied to university in 2019. Did this number surprise them? Stress to students the university application could be a competitive process. What are some of the ways students can stand out from the crowd on their UCAS application? Their personal statement is a key way to stand out.</p> <p>Give students an overview of what a personal statement is and show them the UCAS resources here: https://wwwucas.com/undergraduate/applying-university/how-write-ucas-undergraduate-personal-statement</p> <p>Explain that students can speak to the school for more details and that there is a workshop available at the start of Year 13 to help them with their personal statement.</p> <p>Independent activity: Ask students to complete the personal statement handout to create their first draft.</p> <p>Final plenary: The Great Big Quiz of the Year. Complete endpoint survey with students.</p>

YEAR 13 PROGRAMME OVERVIEW

Session	Title	Description	Objectives	Preparation required	Independent activity for students
1	Applying to university	Applying through UCAS and writing a good personal statement.	<ol style="list-style-type: none"> 1. To understand what UCAS is and how to apply for university through UCAS 2. To understand what makes a good personal statement 3. To make a start on your own personal statement 	Baseline survey. Internet access for UCAS website. Print 'Bad Personal Statement' and 'Personal Statement Template' activities.	Start writing your own personal statement using worksheet.
2	CVs & employability	Transferable skills, professional etiquette, CV writing and 'Personal Brand'.	<ol style="list-style-type: none"> 1. To understand how to gain skills and experiences to increase your employability and transferable skills 2. To understand what makes a good CV and how to create one 3. To understand how to demonstrate your skills and develop your 'Personal Brand' 	Internet access for CV builder. Print 'CVs' activity.	Google yourself! What results come up and should you make anything private?
3	Mock interviews	Preparing for an interview.	<ol style="list-style-type: none"> 1. To understand different types of interview and how to prepare for an interview 2. To understand what you should be researching before an interview 3. To take part in a mock interview 	Internet access to research before mock interview. Print 'Mock Interviews' activity.	Preparation for student finance application. Bring required ID to next session.
4	Budgeting and student finance	Budgeting, finances, student finance and top tips for living.	<ol style="list-style-type: none"> 1. To understand what budgeting is and how it can help you manage your finances whilst at university 2. To understand how to make your money go further at university 3. To make a start on your student finance application 	Internet access for student finance website.	Start/continue your student finance application.
5	Preparing for university	Living at university: accommodation, cooking, what to pack and research prior to university.	<ol style="list-style-type: none"> 1. To be aware of the types of accommodation at university 2. To consider factors such as packing and cooking before going to university 3. To know what to research before you go to university and know what might be on offer when you get there 	Internet access for accommodation virtual tours. Print 'Accommodation', 'Packing for University' and 'Student Union Societies' activities. Print 'University Packing List'.	Research graduate jobs/schemes or study pathways available after university.
6	Student and graduate opportunities	Placement years, study abroad, employability and postgraduate.	<ol style="list-style-type: none"> 1. To understand about placement years and studying abroad. 2. To understand graduate employability and discover graduate opportunities. 3. To understand postgraduate study options and professional training programs 	Internet access for placement year video. Endpoint survey.	Identify 3 postgraduate courses you could complete after your undergraduate course. Endpoint Survey.

YEAR 13 SESSION 1: UCAS AND PERSONAL STATEMENTS

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p>Objectives: to understand what UCAS is and how to apply for university through UCAS, to understand what makes a good personal statement and for students to make a start on their own personal statement.</p>			
1	UCAS, personal statements, clearing	Key words: All	<p>1. Intro - Final year of the programme for students. This year's programme will provide practical support to help students to succeed in Year 13. If you haven't yet done so, complete baseline survey with students.</p> <p>2. UCAS applications - Icebreaker/quiz. Remind students of how they apply through the UCAS system. Explain top tips when making their UCAS application and remind them of the key steps involve in the UCAS application process. Discuss what clearing is. Let students know that even if they don't get the grades they want they will still be able to attend a university.</p> <p>3. Personal statement - What is it? - Support students to understand what the personal statement is through UCAS definition and UCAS video.</p> <p>Activity: Ask students to look through the personal statement example - how many things can they identify that are wrong with it and why? Support students to understand the bad points and why.</p> <p>4. Personal statement support - Support students to complete their personal statements. Ensure their statement is well structured and includes key points such as:</p> <ul style="list-style-type: none"> > What they think studying the subject will contribute to their future aspirations > Focusing on their academic accomplishments and their academic reasons for choosing their course > What they will bring to the course in terms of skillset and ambition <p>If students are struggling for ideas, use the handouts to get students to start making notes about what could be on their own personal statement. This could be as a discussion in the session, asking students what they've done and how that could be included in their personal statement.</p> <p>Independent activity: Ask students to finish their UCAS application.</p>

YEAR 13 SESSION 2: CVS AND EMPLOYABILITY

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p>Objectives: to understand how to gain skills and experiences to increase employability & transferrable skills, to understand what makes a good CV and how to create one and to understand how to demonstrate skills and develop 'Personal Brand'.</p>			
2	CVs, employability, volunteering, transferable skills, networking, personal brand	Key words: All	<p>1. Developing your skills - Do students know what transferable skills are? Explain the meaning of the term transferable skills and why they are important.</p> <p>Explain the importance of part time work and volunteering in building on their existing skills and creating new skills. Encourage students to do their own research around finding work and volunteering opportunities.</p> <p>Courses are also a great way to develop skills. Future Learn, Barclays Life Skills and Google Digital Garage offer great courses in building skills and preparing for their future. All of these skills are needed to create a CV that will stand out in the crowd.</p> <p>2. CVs - Do students know what a CV is, why it's important and when you would use one? What makes a good CV and a bad CV? Support students to understand what to do / not to do with their own CV.</p> <p>Support students to create or update their own CV. Have they included their skills and experiences to make them stand out? Students can use the handout or online templates to get started. Have they included too much / too little detail? Does the format look smart? Have students checked for grammatical errors?</p> <p>3. Personal brand - What makes you stand out? Discuss knowledge, skills, experience and qualities that may help them, and then open a conversation on what a network is.</p> <p>Digital footprint: Talk about what this is and why they should be thinking about what they post online. Try to keep this casual but also get across that employers do check your online presence.</p> <p>Networks: Discuss networking, why it is good and how to do it. How would they display their personal brand? Instagram, LinkedIn or blogs. Talk about dos and don'ts of networking.</p> <p>Independent activity: Ask students to google themselves. What comes up? Do they need to change any of their profiles to private?</p>

YEAR 13 SESSION 3: MOCK INTERVIEWS

Session Key Words /	Concepts Assessment for Learning	(assessment activities) Learning Activities	
<p>Objectives: to understand different types of interview and how to prepare for an interview, to understand what students should be researching before an interview and to take part in a mock interview.</p>			
3	Interview skills, interview preparation, interviewer, applicant, observer	Key words: All	<p>1. Interviews/mock interviews - This session will allow students to take part in some mock interviews to develop their interview skills. The bulk of the time for this session will be for the mock interviews.</p> <p>Icebreaker: Get students to talk! This icebreaker should energise the students in preparation for interviews. This might also give them a taster of what to expect in a fun way.</p> <p>Discuss what types of interviews there are; face to face, panel, online, telephone, group etc. Ask students how they think they'd prepare for an interview. Have they had to before? What things did/would they prepare? Talk students through things they can do to prepare. Ask students for what they might do on the day. Give an example of arriving early and late, appropriate dress code, expected etiquette etc.</p> <p>2. Research before the mock interview - Students will take part in a mock interview activity. Explain to students they'll be in groups of 3 and will each have the chance to be the interviewer, applicant and the observer (the observer will provide feedback).</p> <p>Before the mock interviews, students should spend some time doing some research and preparation. Students could research more about the university or apprenticeship they are applying to. If these pathways aren't of interest, students could use the Lidl job advert to prepare for a mock employment interview. Students should prepare answers to questions they are likely to be asked and also think about the questions they'll want to ask the interviewer at the end of the interview.</p> <p>3. Mock Interview activity - You'll need to divide into groups of 3. If you don't have a group of 3, this could also be adapted and done in pairs.</p> <p>Each group has one of each role: interviewer, applicant and observer. The applicant is the person being interviewed.</p> <p>You will need 25-30 minutes in total for this activity. There will be 3 x 7 minute mock interviews (Interview 1, 2 & 3), and at the end of each interview, everyone swaps roles.</p>

YEAR 13 SESSION 3: MOCK INTERVIEWS (Continued)

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
			<p>By the end of the 3 mock interviews, everyone in the group will have played each role once. In between each interview, leave a couple of minutes for the Observer to provide some feedback on the interview.</p> <p>Roles:</p> <p>Interviewer – this person is acting as the interviewer on behalf of the university or employer and they have a series of questions to ask. You’ll need to give them the questions on the worksheet.</p> <p>Applicant – this person is being interviewed. They are trying to gain a place with their chosen university or employer and will need to show why the interviewer should choose them.</p> <p>Observer – this person should use the observer grid on the worksheet to make some notes about how the interview went. What did the interviewee do well? How could they have improved?</p> <p>At the end of the 3 mock interviews, facilitate some group feedback. How did your students find this? What did the applicants do particularly well? What did applicants find difficult?</p> <p>Doing mock interviews is a great way to prepare for something students are feeling potentially nervous about. Encourage students to practice this activity some more. Could they practice it with someone in school or at home?</p> <p>Alternative delivery method:</p> <p>If you find your students would prefer not to engage in the group mock interview activity above, you could book a time in for them to come and see you individually for a one-to-one session and you could ask them the questions from the worksheet.</p> <p>Independent activity: Explain to students the next session is about budgeting and the student finance application. In preparation for this, students could look into how much maintenance loan they’d be entitled to. Students should also bring these documents to the next session so they can start their student finance application: passport, university and course details, bank account details and National Insurance number.</p>

YEAR 13 SESSION 4: BUDGETING AND STUDENT FINANCE

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p>Objectives: to understand what budgeting is and how it can help students manage their finances whilst at university, to understand how students can make their money go further at university and for students to start completing their student finance application.</p>			
4	Finance, budget, accommodation, bank accounts, travel support, student finance application	Key words: All	<p>1. Budgeting at university - Can students remember the costs associated with university? Do they know the typical cost for tuition fees? Can they remember the other costs they'd have as a university student? Can they get financial support to cover some of these costs?</p> <p>Explain to students that on top of the tuition fee loan, they are also entitled to a maintenance loan to support their living costs. How much they get will depend on where they choose to live whilst at university and also their household income.</p> <p>Being able to budget effectively is a crucial skill to ensure their maintenance loan can cover their living costs. Help students to understand how to work out a weekly budget based on the amount of maintenance loan they might be entitled to.</p> <p>Now students have an example of how much they might have to spend per week, encourage them to look up on computers some of the key costs they'll have at university: accommodation and travel costs. How much does this leave to spend on other thing, such as food and socialising? Will they have enough?</p> <p>2. Top tips to make your money go further at university - For many students, the maintenance loan might not cover their full living costs for the lifestyle they'd like at university. Students shouldn't worry about this as that's often the case for many students. Luckily, there are many things students can do to make their money go further.</p> <p>Could they save some money before they go? Can their parents help them a little? Can they sell some clothes they no longer need? Around 75% of students have a part time job at university, so this is a great way to earn some extra money to top up their loan. As a university student, there are also student discounts and student bank accounts available, which can help make their money go further too.</p> <p>3. Apply for Student Finance - Support students to complete applications as required for student finance, including any bursaries or grants they may be eligible for. The website for students to apply is: www.gov.uk/apply-online-for-student-finance.</p> <p>Independent activity: Ask students to finish their student finance application.</p>

YEAR 13 SESSION 5: PREPARING FOR UNIVERSITY

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p>Objectives: to be aware of the types of accommodation at university, to consider factors such as packing and cooking before going to university, and to know what to research before you go to university and know what might be on offer when you get there.</p>			
5	University, preparation, accommodation, packing, cooking, research, local area, transport, support, extra-curricular, social media	Key words: All	<p>Recap - Go through a short checklist with students to remind them of where they should be up to in the preparation for university timeline.</p> <p>1. Accommodation: Go through the slides to show the students what halls of residence are. This includes a short video of halls buildings and some virtual tours of inside the rooms. This should leave room for a small discussion about what the students notice. Follow on from this with a quiz to see what type of accommodation would be best for each student individually. Share the answers with them. Have a discussion about their preferences and encourage them to weigh up the pros and cons. They have to rate their choices when they apply – so they need to be flexible. Show the students the different types (i.e. ensuite, studio etc.) Conclude this section with a potential decision of their preference and some top tips.</p> <p>2. Items to take to university - Use the slides to go through the diamond 9 packing exercise. Students need to choose 9 of the 15 items on the list and rank in order of importance to them.</p> <p>Packing checklist: Provide students with some ideas of things not to forget when packing for University. Give students a copy of the packing checklist.</p> <p>Cooking Ideas: Use the slides to explore how basic meals can be made from 4 ingredients. Encourage students to think of other combinations that are similar. There is also a section which encourages students to guess the dish and ingredients. Vegetarian options are presented as well. After this, there are some links to recipe websites that are designed for students.</p>

YEAR 13 SESSION 5: PREPARING FOR UNIVERSITY (Continued)

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
			<p>3. Research - Encourage students to research a range of things before they get to university so they can ensure they are prepared. For example, the local area, transport, academic support, welfare services, jobs and volunteering opportunities. Ask the students what is meant by extra-curricular activities. Ask students to name some and why individuals might do them. Use the script to guide through the different categories.</p> <p>Ask the students to go onto their chosen university's website and look at societies. What is one thing they would join/ sign up to at freshers'/welcome week?</p> <p>Encourage students to follow the social media accounts of their university choices. Universities are most likely to have accounts on Facebook, Twitter and Instagram, and many will have accounts on platforms like Snapchat and Tiktok. These are a good way to keep up to date with things going on at the university.</p> <p>Independent activity: Encourage students to see if they can find a potential career or study pathway open to them after they finish university. Let students know not to worry if they don't know what they want to do after university as that's perfectly normal, but next week we'll be looking at some of these opportunities.</p>

YEAR 13 SESSION 6: STUDENT AND GRADUATE OPPORTUNITIES

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p>Objectives: to understand about placement years and studying abroad, to understand graduate employability and discover graduate opportunities, and to understand postgraduate study options and professional training programs.</p>			
6	Study abroad, placement years, graduate jobs, graduate schemes, graduate employability and postgraduate options	Key words: All	<p>1. Placement year and year abroad - Discuss what placement years are and what they consist of – see if students know what courses could do placement years. Go through the benefits of a placement year and prompt conversation about why students would want to do one – can any of them see themselves doing one? What about studying abroad? Go through what this is, how they could get involved and where to find out more about them.</p> <p>2. Graduate schemes and graduate jobs - Go through quiz and then discuss graduate schemes and graduate jobs – talk about the differences and go through pros and cons. Can the students think of any that aren't mentioned on the slides? Encourage discussion with no right/wrong answers.</p> <p>3. Postgraduate study options - Explain what postgraduate study is, going through what a Master's and PhD is, who can do them and why people do them. Ask what subjects/courses they think may require specific qualifications – use medicine to become a doctor as an example. Discuss what careers require additional qualifications. Prompt students to think about whether their ideal course/career would require a specific degree or additional qualifications. Finally, discuss why people do postgraduate study and where they can do it.</p> <p>Independent activity: at the end get students to find 3 universities and 3 postgraduate courses that they could complete after doing an undergraduate degree – try to encourage students to think about where/what career they want their degree to take them.</p> <p>Complete endpoint survey with student. Thank the students for all their efforts and contributions and let them know you believe in them. Wish them luck in their next steps and give them challenges to help them make the most out of their university experience!</p>



 aspiretohe@wlv.ac.uk

 <https://aspiretohe.co.uk>

 @aspiretohe

 @aspiretohe

 facebook.com/aspiretoHE