



# STAFF HANDBOOK

Knowledge Curriculum

YEAR 9





## 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 represents the foundational knowledge all students will need from Year 9 to inform their educational choices.

### The session topics covered:

Year 9:

1. What is learning?
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 9 PROGRAMME OVERVIEW

Session	Title	Description	Objectives	Preparation required	Independent activity for students
1	What is Learning?	Types of learning, definitions, education journey, degree subjects and their link to careers.	<ol style="list-style-type: none"> <li>To understand the different types of learning</li> <li>To understand the different levels of learning and various qualifications</li> </ol>	<b>Baseline survey.</b> Print out definitions and terms, 'Vocational vs Academic', 'Celebrity Degree Quiz', 'Diamond 9' and 'University Life' activities.	Find an apprenticeship that interests you and bring some information to the next session.
2	What does HE study entail?	Career paths, teaching styles at university.	<ol style="list-style-type: none"> <li>To look at lifelong learning and personal development</li> <li>To gain an understanding of which careers need professional qualifications</li> <li>To understand the different types of learning at university</li> </ol>	Internet access for YouTube video. Paper and pens/colouring pencils for poster.	Think about what type of learning you would prefer at university.
3	What are the benefits of HE?	Opportunities at university, misconceptions of HE, graduate premium.	<ol style="list-style-type: none"> <li>To look at personal learning styles and consider the impact of different salaries</li> <li>To be aware of some of the benefits of higher education</li> <li>To explore personal and professional development by looking at transferable skills</li> </ol>	Print 'Learning Styles', 'Volunteering' and 'Transferable Skills' activities.	Think of 3 careers/jobs that interest you.
4	What are my choices?	Unique careers, salary, where to find information, passions, scholarships, opportunity cost.	<ol style="list-style-type: none"> <li>To explore unfamiliar careers</li> <li>To think about your passion</li> <li>To understand the term 'opportunity cost' and how it can be implemented in your life</li> </ol>	Internet access. Print 'Job Profiles', 'Passion' and 'Opportunity Costs' activities.	What opportunities can you undertake now and in the next 2 years?
5	What are my opportunities?	Competitiveness, extra-curricular activities, work experience, interview preparation.	<ol style="list-style-type: none"> <li>To understand what extra-curricular activities are, and what a CV is</li> <li>To understand how extra-curricular activities, volunteering and work experience can enhance your CV</li> </ol>	Print 'Good and Bad CVs', 'CV Builder' and 'Interview Cards' activities. Print 'Work Experience' handout.	Prepare an answer for the following interview question: "If you were a kitchen appliance, what would you be and why?"
6	What are the costs?	Student finance, budgeting, support at university.	<ol style="list-style-type: none"> <li>To understand the costs of higher education</li> <li>To understand how to budget when studying at higher education</li> <li>To understand other ways to gain financial support</li> </ol>	Print 'Living Costs' activity. Pack of cards for 'Ring of Aspire' and potential prizes/sweets. <b>Endpoint survey.</b>	Endpoint survey. Internet connection required.

## YEAR 9 SESSION 1: WHAT IS LEARNING?

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p><b>Objectives:</b> to understand the different types of learning and to understand the different levels of learning and various qualifications.</p>			
1.1	<p>Higher Education and Further Education, compulsory and post-compulsory, academic and vocational</p> <p>Learning terminology</p>	Baseline	<p><b>1. Check-in</b> - Introduce yourself and share a fact that you have recently learnt. If you haven't done so yet, complete the <b>baseline survey</b> with students.</p> <p><b>2. Ask the group what is learning?</b> - Does it ever stop? What is the school-leaving age? Using the cut outs, ask students to match the definitions to the correct term, allowing students to explore key terms such as compulsory and post compulsory. Explain to students about post-16 options.</p> <p><b>3. Picture sort</b> - Explore <b>vocational</b> and <b>academic</b>. - use the resource of pictures for them to sort into academic/vocational piles, opening up a discussion about what type of learner they are.</p>
1.2	<p>University, Foundation Degree, Bachelor's Degree, Master's Degree, Doctorate</p> <p>Higher Education</p>	Key words: 1.1	<p><b>1. Discuss the 4 definitions</b> - Ask students are they more vocational or academic, and which education is more important? Link this to next steps and HE routes.</p> <p><b>2. Celebrity degree quiz</b> - Looking at transferable skills and how not all paths are straightforward.</p>
1.3	<p>Qualification chains, learner's individual journey</p>	Key words: 1.2	<p><b>1. Qualification chain</b> - From the lists of levels 3 – 7 qualifications, identify the university pathway. Where does it start and end? What are the qualifications called? (<b>Foundation, BA, MA, PhD</b>).</p> <p><b>2. Apprenticeship levels</b> - Talk through the different levels of apprenticeships and look at the equivalent levels.</p> <p><b>3. Your learning</b> - Contextualise GCSE option choices in terms of dreams and aspirations for the future by using the diamond nine resource to rank their favourite subjects. This may need to be changed slightly for some schools if students are not doing their GCSE options in year 9. The slides say 'sort your subjects,' and if they haven't picked already, this may help them choose options.</p> <p><b>Independent activity:</b> Go away and find an apprenticeship that interests you! Bring some information about it to next session.</p>

## YEAR 9 SESSION 2: WHAT DOES HE STUDY ENTAIL?

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p><b>Objectives:</b> to look at lifelong learning and personal development, to gain an understanding of which careers need professional qualifications and to understand the different types of learning at university.</p>			
2.1	Personal development	Key words: 1.1 – 1.3	<p><b>1. Check-in</b> - Which <b>apprenticeship</b> did you pick out? Why did it interest you? Who was the employer? Where was it?</p> <p><b>2. Create short quiz/recap based on last session</b> - Close knowledge gaps.</p> <p><b>3. Personal development</b> - Celebrity development quiz! Looking at what age celebs became famous and what their job was before success. This shows the importance of lifelong learning and how it can lead to success.</p>
2.2	Professional development and qualifications	Key words: 2.1	<p><b>1. Professional qualifications</b> - What is a professional qualification? Talk through definition.</p> <p><b>2. Careers that need professional qualification</b> - Present different careers and ask students if they think these need professional qualifications. Discuss what these are and if each career needs one.</p>
2.3	Types of learning at university (Lecture, Seminar, Tutorial)  Accessibility, Inclusion, Support  University Life	Key words: 2.2	<p><b>1. Memory game</b> - Show the video and get students to play along with prompt questions. Teach them about the basis of memory from the slides. (5 mins).</p> <p><b>2. Posters</b> - Get students to individually or in groups make a poster for their given 'uni student'. Use either prospectuses or computers. Emphasise the support available at university (10 mins).</p> <p><b>3. Communication activity</b> - Instruct the students to line up without communicating verbally, in order of their birthdays (2 mins).</p> <p><b>4. Summary of learning styles</b> - Tell the students they have taken part in a lecture (memory game), seminar (posters), and a tutorial (communication activity).</p> <p><b>5. My university timetable</b> - Show students a timetable (your own if possible) of a usual university week. Discuss how students at university can personally develop, alongside their studies.</p> <p><b>Independent activity:</b> Go away and have a think about what type of learning at university you would prefer and why?</p>

## YEAR 9 SESSION 3: WHAT ARE THE BENEFITS OF HE?

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p><b>Objectives:</b> to look at personal learning styles and consider the impact of different salaries, to be aware of some of the benefits of higher education and to explore personal and professional development by looking at transferable skills.</p>			
3.1	Learning Style and Salary	Key words: 1.1 – 2.3	<p><b>1. Check-in</b> - Ask students if they can remember all the types of learning at university. Discuss which was their favourite and why.</p> <p><b>2. Create short quiz/recap based on last session</b> - Close knowledge gaps.</p> <p><b>3. What type of learner are you quiz</b> - Discuss the different levels. Can also be linked to vocational and academic and styles of learning at HE.</p> <p><b>4. Discuss the graph</b> - Ask students, in pairs, to explain what the graphs are showing. Use this time for an open conversation about improved salary and employment rates.</p>
3.2	Well-being, mental health, ongoing development	Key words: 3.1	<p><b>1. What are the benefits?</b> - Ask students what they think the benefits of HE could be. Share the benefits of your own HE experience. Link to mental health and support (from last week's session from the posters they created).</p> <p><b>2. Benefit activity</b> - Give students cut outs of logos and descriptions of volunteering opportunities and ask them to match them up. Use this as open discussion about opportunities at HE to volunteer and develop skills.</p>
3.3	Transferable skills	Key words: 3.2	<p><b>1. Transferable skills check</b> - 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 skills and language to start recognising and communicating their potential. Direct instructions are on the worksheet.</p> <p><b>2. Link to career</b> - Ask students what career interests them. Discuss and ask them to select which of their transferable skills will be relevant and useful.</p> <p><b>3. Your turn</b> - Discuss with students how some of your transferable skills have aided your education/careers.</p> <p><b>Independent activity:</b> Go away and think about 3 careers that interest you.</p>

## YEAR 9 SESSION 4: WHAT ARE MY CHOICES?

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p><b>Objectives:</b> to explore unfamiliar careers, to think about your passion in life and to understand the term ‘opportunity cost’ and how it can be implemented in your life.</p>			
4.1	Specialisation, Professional, Job/career	Key words: 1.1 – 3.3	<p><b>1. Check-in</b> - Which careers interested you and why?</p> <p><b>2. Create short quiz/recap based on last session</b> - Close knowledge gaps.</p> <p><b>3. What is a career?</b> - Talk through definitions and ask students for their definitions and what it means to them.</p> <p><b>4. Unfamiliar careers</b> - Use these slides to introduce the students to careers they may not have heard of. When the slides present a career title, ask the students what they think that person does. Once the description of the career has come up, ask the students to guess the salary.</p> <p><b>5. Higher/lower game</b> - Get the students out of their seats, or ask them to raise their hands with their answers. The slides present them with a career and its salary, followed by another career. Ask the students to decide whether they think the following career earns higher or lower than the initial career.</p> <p><b>6. Prospects unfamiliar careers activity</b> - This teaches the students the importance of research when looking at careers. Students will be given a prospects job profile each, or in pairs, and they will need to answer the questions on the PowerPoint to create a summary of the job.</p>
4.2	Experimentation, Passion, self-realisation, Service/duty	Key words: 4.1	<p><b>1. Present/share prospects unfamiliar careers activity</b> - Students have short time to finish their job summaries and share them with the rest of the group.</p> <p><b>2. Find your passion worksheet</b> - Use the provided resource to find the students’ skills, values and interest. Help them make the link between these and a potential career.</p> <p><b>3. Celebrity case studies</b> - Ask the students what the link is between JK Rowling and Stormzy. Discuss how they recognize the importance of education and their duty to give back to society.</p>



## YEAR 9 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><b>1. Stephen Seki opportunity cost video</b> - Show students this video (<a href="https://www.youtube.com/watch?v=h5qxc7nw5zE">https://www.youtube.com/watch?v=h5qxc7nw5zE</a>) and have a discussion about the definition of opportunity cost.</p> <p><i>(This is an internet video so if you won't have access, download it first)</i></p> <p><b>2. Opportunity cost examples</b> - Go through an example with the students. Then ask them to use the handout to choose between the options on the slide. Which option will they choose and why?</p> <p><b>3. Pathways link</b> - Link to how pathways can change, depending on decision making, as success isn't always linear.</p> <p><b>Independent activity:</b> Thinking about the Stephen Seki video, opportunity cost and your passion, what opportunities can you undertake in the next 2 years?</p>

## YEAR 9 SESSION 5: WHAT ARE MY OPPORTUNITIES?

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p><b>Objectives:</b> to understand what extra-curricular activities are, and what a CV is and to understand how extra-curricular activities, volunteering and work experience can enhance your CV.</p>			
5.1	Extra-curricular	Key words: 1.1 – 4.3	<p><b>1. Check in</b> - What opportunities are you going to try and take now and in the next 2 years?</p> <p><b>2. Create short quiz/recap based on last session</b> - Close knowledge gaps.</p> <p><b>3. Basic definitions</b> - Look at the definition of what extra-curricular activities are and ask students what they do individually.</p> <p><b>4. CV's</b> - What is a CV? Look at some good and bad CV's, giving the students one individually. Discuss what makes a good and a bad CV. Identify extra-curricular, volunteering or work experience on the example CV's. How do these aid the CV's?</p>
5.2	Volunteering	Key words: 5.1	<p><b>1. CV builder</b> - This is an opportunity for students to reflect on their experiences and associate them with valuable skills. Give them help with providing a personal example for each skill. Ask the students to choose a job from the list to apply for, as this will be used in their interview too!</p> <p><b>2. Preparing for an interview</b> - Students will learn what is best to wear and what to take to an interview. Link to being a professional. Would they do their top button up?</p> <p><b>3. Active listening activity</b> - The students will take it in turns to tell each other about their favourite hobby/holiday/TV show. The first listener will show good active listening skills, whereas the second listener will show bad active listening skills. Both speakers will be asked how their partner made them feel, and this is a chance to discuss the importance of active listening especially in a professional environment.</p>

## YEAR 9 SESSION 5: WHAT ARE MY OPPORTUNITIES? (Continued)

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
5.3	Work experience	Key words: 5.2	<p><b>1. Ideas for jobs/work experience</b> - Students may want to look at what opportunities are available to them in Y9, such as volunteering, or part-time work experience placements. Talk through the different opportunities they could undertake. Work experience opportunities may be virtual as well as in person.</p> <p><b>2. Job interview</b> - Role-play one or more job interviews using interviewer and candidate cards. Ensure the interviewer gives the candidate feedback on their active listening skills and their overall performance.</p> <p><b>Independent activity:</b> Prepare an answer for the following interview question. If you were a kitchen appliance, what would you be and why?</p>

## YEAR 9 SESSION 6: WHAT ARE THE COSTS?

Session	Key Words / Concepts	Assessment for Learning (assessment activities)	Learning Activities
<p><b>Objectives:</b> to understand the costs of higher education, to understand how to budget when studying at higher education and to understand other ways to gain financial support.</p>			
6.1	Fees, loans, debts, repayments	Key words: 1.1 – 5.3	<p><b>1. Check in</b> - If you were a kitchen appliance, what would you be and why?</p> <p><b>2. Create short quiz/recap based on last session</b> - Close knowledge gaps.</p> <p><b>3. Who wants to be a millionaire?</b> - The classic game! Play along with the students, getting them to answer as a group, in pairs or individually. A fun way to explain finance and bust some myths.</p>
6.2	Living costs, work and study	Key words: 6.1	<p><b>1. Degree apprenticeships</b> - There are no fees and you get paid! But to get the right apprenticeship you may need to move. They are new and still quite rare, but by the time it's your turn, there are likely to be many more.</p> <p><b>2. Shop well for less game</b> - This game aims to show the students the importance of budgeting. Using their sheets, they choose one version of a shopping item per slide with an aim of staying within their stated budget.</p>
6.3	Scholarships, bursaries, grants	Key words: All	<p><b>1. Scholarships, grants and bursaries</b> - Look at definitions with students and talk through the examples.</p> <p><b>2. Final plenary:</b> Summary of what they've learnt and what's next. Complete the <b>end point survey</b> with the students.</p> <p><b>3. Final game</b> - Ring of Aspire. Instructions on PowerPoint.</p>



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