

Progression skills module 5: How do I manage the journey towards my future career?

Teacher notes

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Preface to Progression skills modules

Aims of this series

Progression skills modules are designed to support schools in delivering practical pupil workshops to help focus gifted and talented (G&T) or potential gifted and talented pupils to aim high and achieve their best. For example, over the course of the series, pupils will be asked to assess their prior achievements and successes, as well as some of the barriers they have overcome and may still face; they will reflect on what it means to be gifted and/or talented and how this may impact on their identity; they will be supported with strategies for learning and achieving the highest grades and they will be encouraged to think ahead and plan for an ambitious future. Although the materials are designed with Key Stage 4 in mind, they can easily be adapted for use with younger pupils as appropriate.

Each skills module comprises:

- a teacher or tutor guide with notes, plans and resources for a sequence of workshops;
- linked pupil handouts to accompany the activities (pupils' handouts are also supplied in these teacher notes);
- linked presentation slides.

How to use these resources

Each Progression skills module consists of a number of workshops that are designed to last for up to 90 minutes. However, these can be adapted and used selectively, as separate activities, with gap tasks for pupils to complete independently.

It will be helpful to provide pupils' handouts as a workbook for them to keep and use. Pupils' handouts have been offered in Word™ format to provide schools with the flexibility to adapt and tailor them to their own needs. Some elements of the handouts, such as the *Progression workshop contract*, *Handout 1: Top tips for action* and *Handout 2: The good word guide*, are the same in every module, to encourage pupils actively to capture learning and apply it elsewhere. Similarly *Handout 18: Conclusion: how to learn from this workshop* is provided in every module for pupils to read for themselves. Teachers should prompt pupils to use these pages.

The activities can work with small groups of pupils or larger groups, but a minimum membership of six is recommended. The optimum group size is 10 to 15 pupils. The social networks built up in these skills workshops are a key to their success and it is important to try and create new friendships and peer groups by bringing different types of pupils together. For example, passive compliant pupils could be encouraged to work with more extrovert pupils; bright under-achieving pupils may benefit from working with highly able pupils. Schools and local authorities (LAs) may wish to consider pooling resources with other schools and working collaboratively on providing opportunities for their pupils to work together in the Progression skills workshops. Teachers who run workshops for larger groups will find it helpful to recruit mentors to support small-group and paired work. Non-teaching staff or older pupils, for example, Year 12 and Year 13 students, can be briefed for this role. Ensure every adult in the room knows how to facilitate rather than tell; at every opportunity they should encourage pupils to think about how the topics link back to their everyday lives, and how they may use what they have learned to change their future.

Some practical tips

Before workshops start, set up the room with all the chairs in a U-shape or circle (or two U-shapes, one inside the other) around the centre of the room. The mentors' and teachers' chairs should be part of the circle or U-shape. Place name stickers on each chair and arrange for the pupils to be in mixed groups.

Try to avoid friendship groups. Explain that the learning objectives include developing social skills and building new social networks. It is good for pupils to work with people they don't know.

Explain how important it is to build up friendships in life beyond school and that college and university students enjoy making new friends, once they get over the initial awkwardness.

Optional: Ask mentors (or a few pupils) to take responsibility for a camera and take pictures throughout the workshop. They can put these pictures onto a screensaver slide show and play this and music at the appropriate times, and in future workshops.

Useful resources

- Laptop, slides and music or relevant, illustrative movie clips
- Music list
- Slide presentations
- Camera
- Flipchart paper, pens and reusable sticky pads
- Sticky notes
- Paper
- Pens
- Glue
- Pupils' handouts
- Envelopes
- Name stickers

Key themes and objectives addressed in this skills module

Key theme or concept	Main aims and goals	Pupils' starting points	Outcomes
How do I manage the journey towards my future career?	Building blocks to success – helping pupils to find the support and resources to be able to get ahead, e.g. mentors, teacher support	<p>May not be able to break challenges down into small steps</p> <p>May not be used to getting individual support</p> <p>May not know where to start in finding good resources</p> <p>May feel completely passive as a recipient of teaching and unable to take responsibility or control of own learning</p>	<p>Able to work with others or on own to develop a pathway through learning challenges</p> <p>Can see the link between where they are and where they are going and can take steps to make progress</p>

This module will answer the following questions:

- How can I find out what is entailed in being an accountant, lawyer, engineer (etc.)?
- What more can I do to dig deeper – into the life of an...accountant, dentist etc....?
- Who can help me? What resources are out there?
- Who helps me just now?
- What more help do I need?

1 Introduction: you can make it happen!

Objectives

- To set the context and motivate and enthuse pupils
- To begin to explore their understanding of a range of career options open to graduates
- To consider how this relates to their own identity and their pathways to sixth form and beyond

Resources

Progression workshop contract handout

Handout 1: Top tips for action

Handout 2: The good word guide

Handout 3: Reflective log (note: you may want to print off multiple copies of these templates for pupils to complete over time.)

Flipchart paper and pens

Reusable sticky pads

Sticky notes

Important note: Make sure pupils are aware of and encouraged to use *Handout 1: Top tips for action* and *Handout 2: The good word guide*.

Activity

Explain who everyone is, why they are all here and, in particular, why the pupils are here. Read the *Progression workshop contract* handout together to make the expectations clear to everyone.

Ask pupils what they are expecting: what they have been told or have heard about the Gifted and Talented programme so far. Use this as a basis to build confidence and reinforce the message of individuality and individual journeys. If necessary, correct any erroneous assumptions about the programme. Talk about the aims of this series of workshops, in particular:

- to gain increased self-awareness;
- to understand how the careers and jobs they will have in future can be shaped and influenced by choices they make over the next few years;
- to encourage them to keep finding out more about careers and jobs;
- to help pupils identify and develop their hopes and ambitions and begin to see a pathway towards realising them.

Fears, concerns and dream-catchers

Ask pupils to write as many fears and concerns as they can identify about their future careers on a series of sticky notes and place them on a wall in the classroom.

A dream-catcher is a Chippewa (Native American) object made of a willow hoop woven into a loose net or web and decorated with feathers, beads and personal objects. It's a 'dream snare – only good dreams would be allowed to filter through; bad dreams would stay in the net, disappearing with the light of day'.

The group are to act as dream-catchers by looking at the fears and concerns on the wall and attaching solutions/strategies (on sticky notes) to as many of them as they can.

Ask pupils to record on *Handout 3: Reflective log* the strategies and skills they want to develop further.

What's left?

Lead a discussion on what is left in the dream-catcher and why it might be useful for pupils to understand the job market better. Record the responses on a flipchart; a pupil can be asked to do this for the group.

Important note: It can be useful to ask the same question at a later point to see how pupils' perceptions change over time. For this reason, teachers may want to save the responses for use later.

2 What do I know about the jobs market?

Objectives

- To give pupils an understanding of the wider issues around education and employment
- To promote aspirational but realistic expectations for career options after university
- To enable pupils to appreciate and rise to the challenge of a competitive job market

Resources

Handout 3: Reflective log (note: you may want to print off multiple copies of these templates for pupils to complete over time.)

Handout 4: Graduate jobs-salary sort cards (note: you will need to print these onto card or paper and cut up in advance.)

Handout 5: Personal learning and thinking skills (PLTS): what are they?

Handout 6: Personal learning and thinking skills (PLTS): how are they taught?

Slide 2: University subject categories

Skills survey results from the Confederation of British Industry (CBI). See the importance of employability skills on pages 22–25 of the CBI *Ready to grow: business priorities for education and skills: Education and skills survey 2010* (www.cbi.org.uk/pdf/20100501-cbi-education-and-skills-survey-2010.pdf) and problems recruiting skilled science and technology employees on pages 34 and 35.

Job sections in local papers

Film clip: *Shift happens* from www.youtube.com/watch?v=QeoKQbT8BKs

Activities

What am I worth?

Explain that this workshop aims to encourage good practice in preparing pupils for jobs and provides tips to make graduates more employable. It will give pupils an idea of the realities of the current graduate job market and the outlook for the next five years.

Select details from the Confederation of British Industry (CBI) survey referenced above, describing how Britain can remain competitive with the rest of the world if we improve the current skills base. This means we have to improve our numeracy, literacy, and employability skills (such as team work, problem solving and independent enquiry). Science, engineering and maths skills are also essential to enable the UK to compete in a global market.

Assure pupils that understanding and following good habits will make it easier when the time comes to choose a career and apply for university and jobs. A graduate can expect to earn more money in their lifetime than a non-graduate and to have more opportunities to gain promotions as they become more experienced. The sky is the limit. Use the latest CBI education and skills survey to point out that, although

young people without a degree can earn similar salaries to a graduate, often there is a salary ceiling because promotion requires degree-level qualification.

Task

Card sort activity in pairs or triads

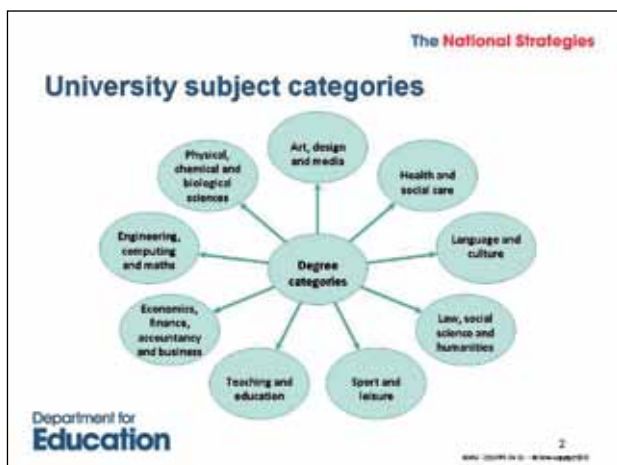
Refer pupils to *Handout 4: Graduate jobs-salary sort cards*. Facilitate discussion on the sort of jobs that belong under each professional heading. Ask pupils to sort the types of work into starting salary order (answer given below). Ask: *Are there any surprises?*

Type of work	Graduate starting salaries
Health professionals	1
Functional managers	2
Engineering professionals	3
Business and statistical professionals	4
Public service professionals	5
Information and communication technology professionals	6
Business and finance associate professionals	7
Health associate professionals	8
Architects, town planners, surveyors	9
Teaching professionals	10
Public service and other associate professionals	11
Legal professionals	12
Sales and related associate professionals	13
Managers in distribution, storage and retailing	14
IT service delivery occupations	15
Social welfare associate professionals	16
Media associate professionals	17
Design associate professionals	18
Science and engineering technicians	19
Artistic and literary occupations	20
Managers and proprietors in hospitality and leisure services	21

Legal associate professionals	22
Sport and fitness occupations	23

Optional activity

Show slide 2 and explain that university courses can be categorised into 9 different subject areas.



Ask pupils if they know which category their (most likely) chosen subject fits into. You should have a short discussion clarifying any uncertainty or ambiguity.

Divide the class into small groups of three or four and give each group a local newspaper.

Ask pupils to identify information about the local job market in the newspaper and to sort job adverts into the subject areas you have identified. Set a time limit, after which groups should give a short presentation on the local jobs market, which of the subject areas interests them and the prospect of getting a job locally.

Take it further

Show the film clip *Shift happens*. This is a film that reveals new insights every time we watch it. It may be a good one to share with parents.

Discuss how global economic markets influence job prospects. Ask:

- What does this mean?
- How does it make skills more important?
- What skills?

Examine the skills described on *Handout 5: Personal learning and thinking skills (PLTS): what are they?* Discuss how they are taught in schools, recording ideas on *Handout 6: Personal learning and thinking skills (PLTS): how are they taught?* Encourage a wide range of answers. Some ideas are given at the top of the handout.

Ask pupils to add to *Handout 3: Reflective log* the skills they use and those they want to take further.

You may find it helpful to ask pupils to record their skills weekly or daily for a specified period of time, using multiple copies of the template compiled into a log book. This becomes a very useful workshop resource to refer back to.

3 Career webs: looking beyond the professions

Objectives

- To develop a stronger sense of the range of jobs in a profession – job families
- To encourage pupils to consider the wide range of careers and, in the medium-term, what is required to succeed
- To find out where to find out more
- To discuss the flexibility of the jobs market and how various jobs require different professionals with different skills

Resources

Handout 7: Graduate destination

Handout 8: Career website rating

Flipchart and pens

Professional industry associations websites – for examples, see:

- www.associationsdirectory.org
- en.wikipedia.org/wiki/List_of_British_professional_bodies

Careers websites – especially those showing job families; for example:

- www.connexions-direct.com/jobs4u/index.cfm?pid=2
- www.prospects.co.uk
- careersadvice.direct.gov.uk
- www.connexions-direct.com/jobs4u
- www.guidance-research.org/future-trends
- ypla.gov.uk
- skillsfundingagency.bis.gov.uk
- www.prospects.ac.uk
- www.shaw-trust.org.uk
- www.statistics.gov.uk
- www.worktrain.gov.uk

Activities

1 Flexibility

Explain to learners that 80 per cent of jobs requiring a degree do not specify degree type, so there is enormous flexibility.

Divide pupils into small groups and give them two or three minutes to brainstorm a list of jobs associated with the products below and name the degree courses that may be applicable. Sample answers are provided for the first product.

- Carton of apple juice
 - Juice recipe maker (BSc Biological Science)
 - Nutrition expert (BSc Nutrition and Dietetics)
 - Crop scientists (BA Horticulture)
 - PR, marketers (BA Marketing, Art or Design)
 - Distributors, retailer buyers (BA Business Studies)
 - Legal Team (LLB)
 - Accountants (BSc Economics)
- DVD of a film
- Laptop computer
- Pair of jeans
- Car

Ask the group to discuss their thoughts. This exercise aims to broaden pupils' job-market knowledge, so that they understand that many professional jobs involve differing degree types.

Optional activity

Use one or more of the following activities and the discussion points below to explore the types of work available to graduates. Point out to learners that the economy may have improved by the time they graduate.

1 Graduate destinations

On separate sheets of flipchart paper, write the headings from the graduate destination list on *Handout 7: Graduate destinations*. Under each heading ask the group to brainstorm as many jobs as they can think of. For example:

- Health – nutritionist
- Clerical and secretarial – administrator

2 Popular jobs

Provide pupils with an idea of the jobs available to graduates. Ask them if they can name some of the most popular.

Quiz

Guess the percentage of graduates entering the professions listed on *Handout 7: Graduate destinations*. The answers are as follows:

- Health – 13.5%
- Clerical and secretarial – 9.7%
- Commercial, industrial and public sector managerial – 9%
- Business and financial – 8.7%
- Retail, catering – 8.7%
- Education – 6.8%
- Arts, design, media sport – 6.4%
- IT – 7%
- Engineering – 3.4%

Extract from *All gloom for graduates*, BBC News website © BBC 2009. Used with kind permission (news.bbc.co.uk/1/hi/education/7828279.stm).

Discussion points

Ask:

- Which jobs are the best paid?
- Which need high levels of training?
- Which are most suited to you?
- Are there any surprises?

Pupils make notes on their discussion on *Handout 7: Graduate destinations*.

Take it further

Divide the class into groups of five. Each group must pick a popular profession to investigate using the career websites and professional association websites suggested in the Resource list. Divide the labour so that each pupil works on one of the following elements:

- Working conditions
- Salary level
- Travel opportunities/requirements
- Future prospects
- Transferable skills needed

Ask pupils to rate each website on *Handout 8: Career website rating*, according to how easy the site is to use and how helpful it is. Agree to discuss their findings at a future time (e.g. at the start of the next workshop).

Pupils could also have a go at the career quizzes at www.connexions-direct.com/index.cfm?pid=257

4 So what options are open to me?

Objectives

- Self-analysis – what are my preferences for a satisfying job?
- Self-analysis – what are my gifts and talents?
- To develop a career plan

Resources

Handout 9: Transferable skills

Handout 10: Zones of influence

Slide 3: Performance equals...?

Slide 4: Zones of influence

Flipchart and pens

Sticky notes

Activities

1 What are my gifts and talents?

Split pupils into groups based on their gifts and talents (e.g. arts, sciences, humanities).

Ask each group to come up with at least five examples of gifted and talented people with different abilities (e.g. sport – David Beckham, Kelly Holmes). They should write each name on a sticky note and stick them on a flipchart, then brainstorm the skills displayed by each of the gifted and talented people they have named. Ask each group to explain why they have identified the skill they have and how they relate to the person's ability – push for analysis!

Ask:

- *Were these people born with their gift and/or talent?*
- *Can these skills be developed?*
- *Can these skills be transferable?*
- *What are transferable skills? Give examples.*

Show slide 3.

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Performance equals ... ?

Performance = motivation × ability

- **Performance goals** = (GCSE grades you need, A levels needed for university, the job you want?)
- **Motivation** = the determination to practise (the fuel)
- **Ability** = potential gifts and talents

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Explain that this theory is used on graduate development programmes of leading organisations – getting graduates to be the best they can. It is also used in sports psychology to focus top sports people on goals, technique and motivation.

Ask pupils for examples of famous people who have ability but no motivation or who have both ability and motivation. Ability and motivation enhance an individual's performance, making them a high achiever, and if they can convey this in their personal statement or CV, this will help people understand and gauge their potential.

Talk about Malcolm Gladwell's book *Outliers* and refer to his comments on how it takes 10,000 hours of practice to become an expert. Give pupils examples of people they know who have practised for hours to be an expert (e.g. footballer David Beckham, golfer Tiger Woods, Microsoft founder Bill Gates and industrial engineer and vacuum cleaner inventor James Dyson). Ask pupils to identify more examples from their own knowledge of, for example, fields such as music, sport, science etc.

Ask pupils to use *Handout 9: Transferable skills* to record their gifts, talents and transferable skills, stating all the experiences they have had both in and out of school that could be used at university and in their future careers.

Optional activity

Get everyone to stand up and find enough space to be able to stretch their arms out. Tell everyone to put their arms out straight ahead and clasp their hands together. Ask them to move their arms around to the right as far as they can, keeping their arms straight. They should make a mental note of what point their arms are at. Tell them to relax their arms. Now tell them that we are going to repeat the exercise, but this time, everyone is going to improve the movement by 10 per cent. Everyone should achieve this.

Explain that we are now going to explore how we can stretch ourselves in terms of time and effort. Lucille Ball remarked 'If you want something done, ask a busy person to do it. The more things you do, the more you can do.' Ask: *What do you currently do?* Discuss exam pressure, life balance, what further qualifications and skills they need to succeed. *Can you stretch yourself to investigate this further? How?*

2 Creating zones of influence

Refer pupils to *Handout 10: Zones of influence* and remind pupils of the idea of zones of influence introduced in *Progression skills module 3: Getting ahead – strategies for success (00039-2010PDF-EN-1)*.

Show slide 4.



There are things we can influence and participate in and others we cannot. Successful people try to bring things under their control. Explain that the inner zone represents things we can influence, for example putting effort into analytical writing; the top zone represents things over which we have no control, such as the weather or health; and the bottom zone represents things we might be able to influence, such as our intelligence or levels of dyslexia.

Ask the group for some examples of things that may appear not to be in our control but in fact could be (e.g. teacher does not stretch me/don't have money to buy equipment).

Draw a large zones of influence diagram on flipchart paper.

Explain that you are going to use zones of influence to analyse how we can improve literacy or numeracy skills.

Give pupils two minutes to write down a list of factors that will influence them gaining high-level literacy or numeracy skills such as memory, practice, study skills, understanding, knowledge, health, attendance, peer pressure, the teacher, funding.

Ask pupils to choose three factors and write each one on a sticky note, with their name. Ask them to stick each factor in the appropriate zone of the flipchart diagram. The aim is to have a large inner circle and only a few issues in the area outside the circle.

Introduce the saying that if you say you will succeed you will, if you say you won't, then you won't. Those who concentrate on the things we cannot control are likely to be negative and have a fixed

mindset. Those who bring things under their control are more likely to be positive and proactive and have a growth mindset, believing they have the potential to develop. Pupils who want to know more could explore Carol Dweck's theory of fixed and growth mindsets, or view a four minute video in which a psychology professor discusses growth versus fixed mindsets (www.youtube.com/watch?v=r-wD3M59Uiw&feature=related), or an eight minute video on growth mindsets and motivation (www.youtube.com/watch?v=aPNeu07152w). More detail is given on *Handout 10: Zones of influence*.

Take it further

Ask pupils to read Malcolm Gladwell's book *Outliers* in 20 minutes and prepare a short explanation of why three famous people developed world-class expertise, for the next workshop. This is an opportunity to practise the skills developed in *Progression skills module 4: Getting ahead: personal learning and thinking skills* ref: 00452-2010PDF-EN-01 *Workshop 3: Reading*.

5 What skills and qualifications would I need?

Objectives

- To revisit the jobs pupils may wish to pursue
- To discover how to succeed by gaining skills and experience
- To draw conclusions about the sorts of experience and courses they need to consider for the future
- To analyse factors that influence decisions

Resources

Handout 11: SWOT analysis

Handout 12: Career plan

Handout 13: Case study: Polly

Slide 5: SWOT analysis

Slide 6: Five-stage flow

Flipchart paper and pens

Sticky notes

Activities

1 SWOT analysis

Show slide 5 and introduce the SWOT analysis model as a tool to help pupils think about their progression.

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SWOT analysis

SWOT analysis is a planning method used to evaluate the **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats of a project, venture or journey.

I would like you to complete the SWOT analysis on your progress to university or a career.

- Strengths: attributes that are helpful to achieving your goal
- Weaknesses: attributes that are harmful to achieving your goal
- Opportunities: situations and opportunities that will help achieve your goal
- Threats: situations and conditions which damage prospects of achieving your goal

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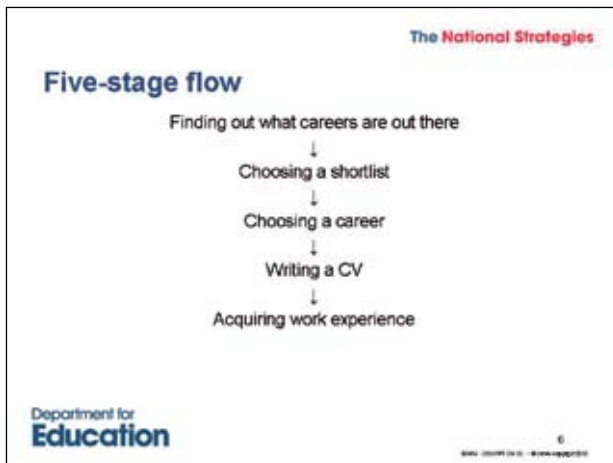
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Explain that it can help organise thoughts and spot any issues, and that pupils are going to use it to assess where they are on their progression to university or a job. Refer pupils to *Handout 11: SWOT analysis*.

Ask pupils to use the SWOT analysis to get a realistic picture of their journey so far and analyse what they need to do next. Criteria examples are provided to provoke thoughts relevant to pupils' personal journeys, and can be used as a starting point. Pupils should record anything they find interesting on *Handout 3: Reflective log*.

Optional activity

Ask pupils, in their groups, to identify where each learner is in the five-stage flow illustrated on slide 6.



It may be that learners have had work experience in a particular field but have not yet decided on a career or shortlist. Within the groups, briefly ask each person to talk about their aspirations in respect to future careers. Ask them how they came to this decision/indecision.

Ask pupils to fill in *Handout 12: Career plan*. This is designed to be used as an individual four-year career plan covering Year 10 to Year 13. It will help pupils think about access to university and their chosen career, and to personalise their progression at school. Once they have written the plan, pupils are to be encouraged to show it to a member of staff who can help them at school, and to family members.

Ask pupils to consider their notes on *Handout 3: Reflective log* when making their plan. Ensure they think about how they will achieve their objectives and set tangible targets.

Take it further

Refer pupils to *Handout 13: Case study: Polly* and read through the information with the group. Guide pupils through the four questions.

6 Who can help me?

Objectives

- To encourage pupils to make efforts to enlarge personal contacts, both as a resource and for friendship
- To encourage communication and build social networks

Resources

Handout 14: Social networking

Handout 15: Additional opportunities and support

Slide 7: The 'onion' model

Slide 8: Social networking rules

Identity cards made using Appendix 1: Social networking game

Activities

1 What is a community?

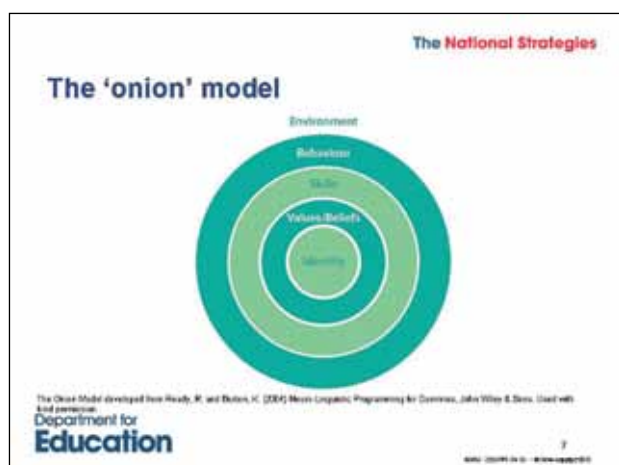
A community is a group of people who share something in common and who may be able to provide support and/or resources for each other. Before you explain that to the pupils, ask them what they understand by the term.

Pose the following questions for discussion:

- *Can your community help you?*
- *What groups are there in your community?*

The Onion model was first introduced in *Progression skills module 1: Who am I?* (00031-2010PDF-EN-01) and helps us analyse our thinking and deepen our understanding. Show slide 7 and use it to help pupils think about the different groups in their community. For example:

- Beliefs – church community
- Skills – school
- Environment – volunteer work

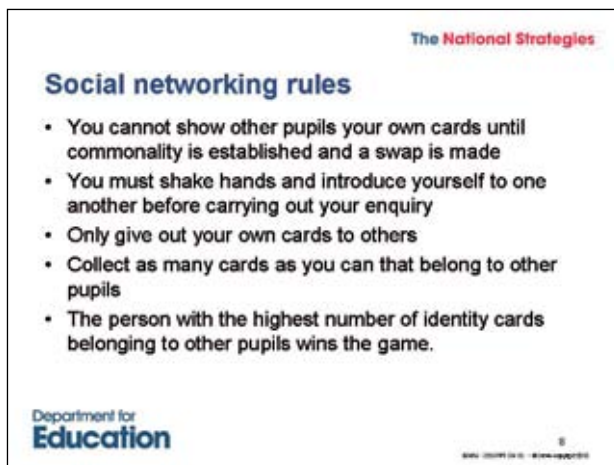


Split pupils into two groups and ask them to discuss how communities can support them (e.g. work experience, volunteering, industry mentor, career advice, talking, networking). One group should focus on real communities (e.g. neighbourhoods) and the other group should focus on virtual communities (Facebook, MySpace, LinkedIn, gaming forums).

Ask each group to make a 'who can support me' list and consider what support and opportunities they can make use of now and what they could use in the future. Groups should then present their conclusions to each other.

Optional activity

Pupils play the game described on *Handout 14: Social networking* using the cards from *Appendix 1: Social networking game*. The rules can also be displayed using slide 8.



The National Strategies

Social networking rules

- You cannot show other pupils your own cards until commonality is established and a swap is made
- You must shake hands and introduce yourself to one another before carrying out your enquiry
- Only give out your own cards to others
- Collect as many cards as you can that belong to other pupils
- The person with the highest number of identity cards belonging to other pupils wins the game.

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Pupils have 10 minutes in which to communicate with each other in order to win the challenge.

Pupils are given a set of identical 'business' cards with a fictional identity. The cards indicate a Russell Group university, a degree course, a type of work-based learning and a university society. Each pupil has a different identity, and the task is to encourage social networking by finding someone they have something in common with.

If a pupil finds someone who has two or more variables in common (e.g. the same university and the same course), they swap cards. If not, they move on to another pupil. The aim of the game is for the learners to collect as many identity cards from each other as possible within the allotted time. Pupils must follow the rules listed on *Handout 14: Social networking*.

Alternative task: Mix pupils up by getting them to find partners who they have nothing or only one thing in common according to their identity cards. They then begin the networking process for real by discussing what they have in common, what they most look forward to about going to university, and one other interesting fact.

To finish the game, discuss the importance of the activity in developing communication skills – working under pressure, talking to people they don't know, and having the ability to extract important information. To end, encourage pupils to exchange contact details so they can remain in contact after today's workshop with someone in the group they don't usually see outside of school.

Take it further

Ask pupils to pick someone from their 'Who can support me' list and start the networking process. For example, they could initiate communication with a group and/or find out any important information about it. Suggestions of where to get additional help is provided on *Handout 15: Additional opportunities and support*.

7 Why university?

Objectives

- To ensure pupils make the right choices about university by expanding their view of what they want from their studies and time at university
- To consider what students get out of university in terms of cost/benefit
- To consider the different communities that exist
- To explore how to thrive/survive in a new community and possibly leave another community behind

Resources

Handout 16: Universities in the Russell Group

Slide 7: The 'onion' model

www.direct.gov.uk/en/EducationAndLearning/index.htm

www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/index.htm?cids=MSN_PPC&cre=Education_Learning_Franchise

www.which.co.uk/advice/going-to-university-guide/going-to-university-quiz/index.jsp

www.independent.co.uk/student/

Activities

1 University as a community

Having defined what a community is and what it needs to have (refer back to *Workshop 6: Who can help me?*), this workshop focuses on future goals (e.g. university) and on how the same community needs/issues will be true there too. Ask pupils to consider the impact of introducing a new community into their lives.

Ask pupils what they think life at university will be like, particularly in terms of interacting with others and different types of groups. Working in groups of five, pupils should record their thoughts on a flipchart. Alternatively, they could write their ideas on sticky notes and put on a flipchart, which can then be read out and separated into two groups: facts and opinions. Briefly explore the key issues arising.

Optional activity

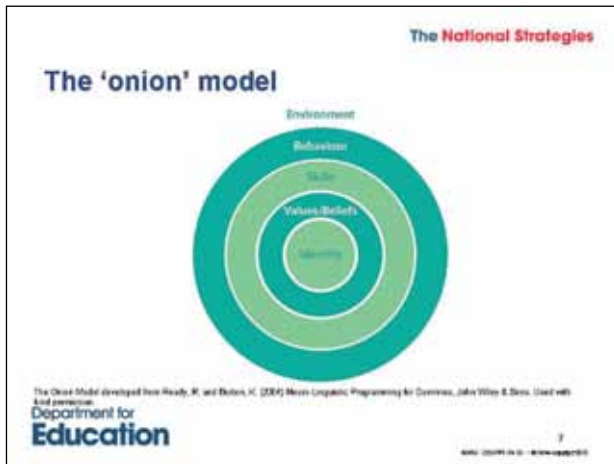
Ask a volunteer to stand in the middle of the room and describe where they currently are in their life and their immediate goals (e.g. 'I'm in Year 11 and I have not decided what I'm doing in the sixth form or beyond, I live a long way from school with my dad and I've got exams coming up which I really need to focus on').

Then ask the volunteer to describe groups or people involved in their lives. Get other learners to stand up around the volunteer to physically represent these groups or people (e.g. the volunteer might say 'My sister sits around watching *Countdown* all day, which is distracting' – someone from the group sits as part of the tableau representing the sister). Once the picture is established, ask the volunteer to describe what each group brings and the dynamic.

You could then say: *Let's move the image forward a few years to when you go to university and recreate the potential scene for this time.* Ask pupils to think about the different activities they can do at university, whether they will live at home or move away, and so on.

Discuss what has changed and why, and what this means. Ask: *What are the advantages and disadvantages of your new situation?*

Show slide 7 and use it to facilitate discussion.



For example, ask:

- How will it impact on your **values and beliefs**, or your family's and friends' views?
- How will your **skills** alter, and will this have an impact on other people?
- How will your **behaviours** change? How will those around you feel about this?
- How will your **environment** change? How do you think others will react to this?

Draw conclusions relating to how our interactions change in different types of environment.

Take it further

Ask pupils to complete the quiz at www.which.co.uk/advice/going-to-university-guide/going-to-university-quiz/index.jsp. The purpose of this activity is to get pupils to think about university as a system and what it may be like.

When thinking about what they want from university, pupils should consider:

- type of community
- choice of degree and academic success
- experiences
- friends
- job
- type of university (Oxbridge/Russell Group/other)
- best course/faculty
- sporting facilities
- clubs
- location.

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Progression skills module 5: How do I manage the journey towards my future career?

Teacher notes

Ask pupils to use *Handout 16: Universities in the Russell Group* and the websites recommended in the Resources list to gather information on university life. Agree to discuss their findings as a group (e.g. at the start of the next workshop).

8 Beginning to make sense of the courses and universities on offer

Objectives

- To understand what a prospectus is and how to use it
- To use critical thinking skills to compare and contrast the same course in different universities
- To investigate more than one subject group

Resources

Handout 16: Universities in the Russell Group

Handout 17: Analysing a degree or similar degrees

University prospectuses

Flipchart and pens

Activities

Discuss the university process. Ask:

- Do you know what you want to be?
- Do you know what the Russell Group is?

Refer to *Handout 16: Universities in the Russell Group* and discuss the advantages and disadvantages of choosing one of these universities. Ask: *Do you know that UCAS can tell you the ratio of applications per place?* (e.g. for Medicine the ratio is 7.7:1 at the University of Birmingham; 4.4:1 at the University of Oxford).

Invite pupils to:

- think about their abilities, interests and aptitudes;
- think of three different careers that are compatible with their abilities, skills and interests (e.g. graphic design, industrial design, publishing).

Suggest they use the resources under further reading to help them.

Refer pupils to *Handout 17: Analysing a degree or similar degrees* and ask pupils to complete Step 1.

Pupils who completed the Take it Further task in *7 Why university?* may be able to share what they have discovered.

Optional activity

Divide the group up into subject areas: the arts, the sciences, humanities, and so on. Hand out a variety of different university prospectuses and ask pupils to find all the different degrees they could do in that subject area. Ask them to complete Step 2 on *Handout 17: Analysing a degree or similar degrees*. In each case, pupils should record: the degree, university and entry requirements. They should then analyse the degree courses by comparing and contrasting the course content.

Take it further

Ask pupils to use the internet to find out more about courses and to discuss the information they have found with their family and friends.

Suggest that pupils visit the universities where the courses interested them.

Further reading

The Careers Directory 2009/10 (UCAS)

What Do Graduates Do? 2009 (UCAS)

Progression Series 2009 (UCAS)

www.ucas.ac.uk

9 Is it for me?

Objectives

- To explore attitudes and barriers to university
- To ensure pupils know and appreciate the methods for achieving realistic targets for future careers

Resources

Flipchart and pens

Paper

Computers

Activities

1 What universities want

Explain that, having looked at what they want from university, it is now time for pupils to consider what universities might want from them (putting themselves in the shoes of the admission's tutor). Pupils will check how close they are to what might be wanted and decide if it is for them and whether there is anything else they need to do. This information can be used later, when writing a personal statement.

Pupils need to understand that:

- universities will also be making a choice about whom they want to include in their community and what they want from pupils, and that this can be researched and predicted;
- they can identify their strengths and any gaps in meeting the university's needs, and what they might need to do to close any gaps.

Explain that there are all sorts of aspects of university life to be considered, from doing the academic work and managing finances, through to building up friendships.

2 Surviving or thriving at university

Facilitate a discussion around what 'surviving or thriving' means both generally and individually.

Put up two flipcharts – one entitled 'Thriving' and the other 'Surviving'. Ask pupils to come up and write on things that they think relate to the two states, such as making new friends versus doing your own washing. Keep the discussion lively and honest and as original as possible.

Debrief by asking:

- *What's fact and what's opinion?*
- *What's most exciting or most concerning?*

Optional activity

Discuss the following questions with pupils:

- *What will you have to do for yourselves that your parents/guardians are currently doing for you?*
- *Which aspects of community life will need addressing?*
- *How about feeling part of something, or having connections with people?*
- *What about knowing your way around and where everything is, or knowing who to go to for help?*

Ask pupils to create a 'to do' list of practical skills that they need to acquire, over the next 18 months; suggest that they add these skills to *Handout 3: Reflective log*.

To help pupils focus in their reflective logs on what they need to do/learn, encourage them to complete either a Facebook-type profile or a rich picture of their future selves (explain that drawing can be a useful way of expressing ideas that are sometimes difficult to articulate). Their profile or picture should express aspects of their career plan from *Workshop 5: What skills and qualifications would I need?* and anything else they want to include. Add the profile or picture to the reflective log.

Take it further

Arrange for a university student to come in and talk about different aspects of university life, or search the internet for a 'talking head' film clip of students describing university life (there are lots available).

Encourage pupils to investigate summer schools and university residential courses.

10 Close (use at the end of each workshop)

Objectives

- To encourage pupils to engage further in the topics and apply the learning between workshops
- To ensure all pupils are clear about the key learning points and what they have gained from the workshop
- To check how everyone is feeling and to address any unresolved issues
- To elicit feedback on the materials and check that aims have been met
- To check motivation for the task and programme in order to ensure continued attendance
- To finish on a high, so that pupils leave feeling upbeat and positive

Resources

Handout 18: Conclusion: How to learn from this workshop

Activity

1. Encourage networking; ensure pupils have a buddy or group to support them in the use of new skills and knowledge between workshops. Mentors can help here.
2. Ask pupils to summarise key learning points, reiterating and clarifying if necessary.
3. Ask pupils to complete the handouts or learning logs as necessary. Mentors can also check how pupils are doing with this.
4. Encourage pupils who can, or wish to, to try the Take if further tasks.
5. Ask pupils to congratulate each other (in pairs or groups) for something they did well during the workshops.

Encourage pupils to read *Handout 18: Conclusion: How to learn from this workshop*.

Handouts

Progression workshop contract

I want to take part in a workshop that is fun and engaging, and where I feel free to relax, be myself, challenge myself and learn from everyone around me, with an open mind. To make this true for everyone I will do my bit to contribute. Specifically, I will:

- Show respect for others by looking at them and listening to them.
- Show respect for myself by not putting myself down.
- Be positive about the contribution of others by seeing what's good in what they say before I think of what I disagree with.
- Make others feel safe to speak their mind by not making fun of them, but by encouraging them.
- Think of how I can build on or add to the discussion (I may have a key link that will help everyone).
- Cooperate with the task instructions so the workshop can run as intended.
- Feel free to disagree or challenge (politely) anything I need to, so that I can understand the skills I'll need to succeed.
- Be curious and open-minded about others' opinions and ways of doing things.
- Ensure I allow the space for others to make contributions too and not hog all the air-time.
- Appreciate that what I, and others, are good at will differ; that it's not a competition and it's fine just to be myself.
- Understand that everyone learns at different speeds and in different ways; sometimes I'll get something done more quickly than others and sometimes it will take me longer.

So that's OK.

Signed:	Date:
---------	-------

Handout 1: Top tips for action

Record your big ideas and thoughts here to remind you and give you something to look back on.

Handout 2: The good word guide

Successful pupils use a wide vocabulary – sometimes called the academic word list. Keep a note of good words you can use again. Note down any you are not sure of and look them up in a dictionary. Ask your teachers for help in how to use the word if you are not sure.

Handout 3: Reflective log

Learning strategies and study skills I am using e.g. problem solving	Strategies and skills I wish to develop further

Handout 4: Graduate jobs-salary sort cards

Sort the types of work into starting salary order.

Design associate professionals	Engineering professionals
Functional managers	Managers in distribution, storage and retailing
Sales and related associate professionals	Public service and other associate professionals
Business and statistical professionals	Social welfare associate professionals
Public service professionals	Information and communication technology professionals
Media associate professionals	Health professionals
Business and finance associate professionals	Science and engineering technicians
Artistic and literary occupations	Health associate professionals
Architects, town planners, surveyors	Managers and proprietors in hospitality and leisure services
Teaching professionals	Legal associate professionals
IT service delivery occupations	Sport and fitness occupations
Legal professionals	

Graduate Jobs-Salary Sort Cards based on graduate employment statistics in 2006, by the Prospects Careers Website © Copyright HECSU & Graduate Prospects Ltd. Used with kind permission (www2.prospects.ac.uk/cms/ShowPage/Home_page/What_do_graduates_do__2008/Graduate_employment_and_salaries_review/pteXekkkd)

Handout 5: Personal learning and thinking skills (PLTS): what are they?

Independent enquirers	Team workers	Effective participants	Self-managers	Reflective learners	Creative thinkers
<p>Focus: Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.</p> <p>Young people:</p> <ul style="list-style-type: none"> ● identify questions to answer and problems to resolve ● plan and carry out research, appreciating the consequences of decisions ● explore issues, events or problems from different perspectives ● analyse and evaluate information, judging its relevance and value ● consider the influence of circumstances, beliefs and feelings on decisions and events ● support conclusions, using reasoned arguments and evidence. 	<p>Focus: Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views.</p> <p>They form collaborative relationships, resolving issues to reach agreed outcomes.</p> <p>Young people:</p> <ul style="list-style-type: none"> ● collaborate with others to work towards common goals ● reach agreements, managing discussions to achieve results ● adapt behaviour to suit different roles and situations, including leadership roles ● show fairness and consideration to others ● take responsibility, showing confidence in themselves and their contribution ● provide constructive support and feedback to others. 	<p>Focus: Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.</p> <p>Young people:</p> <ul style="list-style-type: none"> ● discuss issues of concern, seeking resolution where needed to present a persuasive case for action ● propose practical ways forward, breaking these down into manageable steps ● identify improvements that would benefit others as well as themselves ● try to influence others, negotiating and balancing diverse views to reach workable solutions ● act as an advocate for views and beliefs that may differ from their own. 	<p>Focus: Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.</p> <p>Young people:</p> <ul style="list-style-type: none"> ● seek out challenges or new responsibilities and show flexibility when priorities change ● work towards goals, showing initiative, commitment and perseverance ● organise time and resources, prioritising actions ● anticipate, take and manage risks ● deal with competing pressures, including personal and work-related demands ● respond positively to change, seeking advice and support when needed ● manage their emotions, and build and maintain relationships. 	<p>Focus: Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.</p> <p>Young people:</p> <ul style="list-style-type: none"> ● assess themselves and others, identifying opportunities and achievements ● set goals with success criteria for their development and work ● review progress, acting on the outcomes ● invite feedback and deal positively with praise, setbacks and criticism ● evaluate experiences and learning to inform future progress ● communicate their learning in relevant ways for different audiences. 	<p>Focus: Young people think creatively by generating and exploring ideas and making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.</p> <p>Young people:</p> <ul style="list-style-type: none"> ● generate ideas and explore possibilities ● ask questions to extend their thinking ● connect their own and others' ideas and experiences in inventive ways ● question their own and others' assumptions ● try out alternatives or new solutions and follow ideas through ● adapt ideas as circumstances change.

Handout 6: Personal learning and thinking skills (PLTS): how are they taught?

Examine the personal learning and thinking skills (PLTS) described on *Handout 5: Personal learning and thinking skills (PLTS): what are they?*

In the boxes overleaf, describe how these skills are taught in school:

- **In lessons:** GCSE subjects/BTEC/diplomas/ASDAN/extended projects/personal, social health and economic education/religious education
- **Extra-curricular:** visits/gifted and talented events/university visits/school sports/creative partnerships/Young Enterprise/Duke of Edinburgh's Award/Pupil Voice projects/school council
- **Cross-curriculum:** thematic approaches, e.g. healthy lifestyles/enterprise- and work-related learning/ global dimension and sustainable development/technology and the media/creativity and critical thinking
- **Competency frameworks and skills taxonomies:** social and emotional aspects of learning (SEAL)/ building learning power – Guy Claxton/Future Lab's Enquiring Minds/RSA Opening Minds

Independent enquirers	Team workers	Effective participants	Self-managers	Reflective learners	Creative thinkers

Handout 7: Graduate destinations

Graduate destination list

Guess the percentage of graduates who enter the following professions.

- Health
- Clerical and secretarial
- Commercial, industrial and public sector managerial
- Business and financial
- Retail, catering
- Education
- Arts, design, media sport
- IT
- Engineering

Extract from *All gloom for graduates*, BBC News website © BBC 2009. Used with kind permission (news.bbc.co.uk/1/hi/education/7828279.stm)

Make some notes from your discussion on graduate jobs.

Handout 8: Career website rating

Website	Notes Rate each website on a scale of 1–10 1 Poor ----- 10 Excellent Consider: <ul style="list-style-type: none"> ● Information ● Web navigation
www.connexions-direct.com/jobs4u/index.cfm?pid=2	
www.allaboutwork.co.uk	
www.careersnorthwest.com	
www.connexions-direct.com/jobs4u	
www.guidance-research.org/future-trends	
www.prospects.ac.uk	
www.shaw-trust.org.uk	
www.ypla.gov.uk	
www.statistics.gov.uk	
www.worktrain.gov.uk	
www.skillsfundingagency.bis.gov.uk	
Others	

Handout 9: Transferable skills

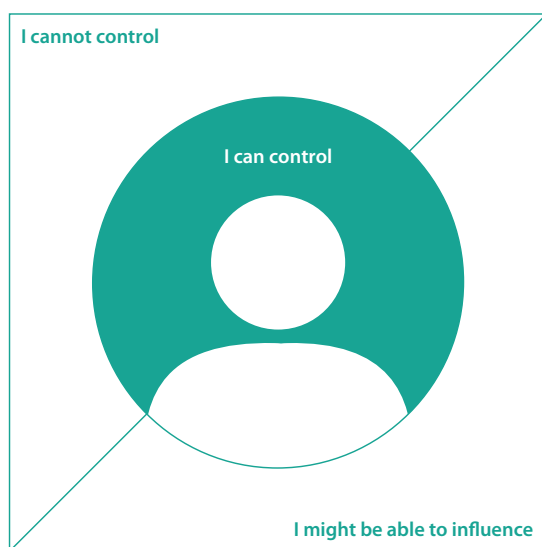
Skills	Experience Give examples of how you could evidence the skills
Adaptability and flexibility	
Creativity	
Motivating others	
Dealing with obstacles and crises	
Communication skills: verbal	
Communication skills: written	
Numeracy	
ICT	
Interpersonal and social skills (working with others)	
Attention to visual detail	
Assessing and evaluating my own work	
Assessing and evaluating others' work	
Organising skills	
Analysing and solving problems	
Leadership skills	
Team-working skills	
Reflective skills	
Self-managing skills	
Independent thinking skills	
Effective participation skills	
<i>Other...</i>	

Handout 10: Zones of influence

Use the diagram below to list factors that will influence you gaining high-level numeracy or literacy skills. Which do you have control over and which do you not?

Here are some ideas to get you started:

- Memory
- Practice
- Study skills
- Understanding
- Knowledge
- Health
- Attendance
- Peer pressure
- The teacher
- Funding



Fixed and growth mindsets – Carol S Dweck, Stanford University

Pupils who have a fixed mindset believe their intelligence is fixed and they can do nothing about it. High achievers with this mindset are often averse to taking risks or facing challenges which may lead to perceived failure. They are not comfortable with getting things wrong, and don't see mistakes as learning opportunities. They do not appreciate Einstein's perception that 'In the middle of difficulty lies opportunity'.

Pupils with a growth mindset believe that they have potential and their intelligence/gifts and talents can be developed through persistence, application, hard work and support. Think of people who never stop learning, e.g. Bill Gates and James Dyson.

See: mindsetonline.com/

Growth mindsets can be learned and can be life-enhancing and life-changing.

Useful links:

- Growth mindset online course for secondary school pupils (www.brainology.us/).
- A four-minute video of a psychology professor discussing growth versus fixed mindsets (www.youtube.com/watch?v=r-wD3M59Uiw&feature=related).
- An eight-minute video on growth mindsets and motivation (www.youtube.com/watch?v=aPNeu07152w).

Handout 11: SWOT analysis

SWOT analysis is a planning method used to evaluate the **S**trengths, **W**eaknesses, **O**pportunities and **T**hreats of a project, venture or journey.

Complete the SWOT analysis using the criteria examples to help you.

SWOT analysis template: Progression to university or a job
Name:

Criteria examples	Strengths	Weaknesses	Criteria examples
A career plan Potential Motivation Skills and talents that make you stand out from the crowd Resources; assets; people to help you gain a job Experience, knowledge Financial knowledge, e.g. university grants, scholarships Awareness of the job marketing and economy Innovative and enterprising skills Relevant qualifications Excellent numeracy, literacy and ICT skills Attitudinal and behavioural skills, e.g. determination CV and personal statement development <i>Other</i>			A weak career plan Need to develop transferable skills Poor attendance record Financial problems Own known vulnerabilities Timescales, deadlines and pressures Distractions Issues around morale, commitment, leadership Gaps in academic achievement <i>Other</i>
Criteria examples	Opportunities	Threats	Criteria examples
Able to adapt career plan to market developments Universities and their courses Job categories Work experience Industry or lifestyle trends Technology development and innovation Global influences Information and research <i>Other</i>			Political effects Environmental effects IT knowledge Market demand Economy – home, abroad? Health <i>Other</i>

Handout 12: Career plan

Step 1

Use the following questions to identify what careers you are interested in, and then research what qualifications and skills are required. Your research may also include how to attain additional skills (e.g. volunteering, work experience). You may wish to seek advice from a careers officer or form tutor.

If you are not going to university skip questions 2 and 3.

1. What are your current **career ideas**? (Your goal.)
2. What **courses** could you take at university to achieve this career?
3. What are the **entry qualifications** required to do this course?
4. What **compulsory and preferred subjects/levels** do you need for this course and/or career? What GCSEs and A Level or equivalent qualifications? (Note: some universities require 5A/A*s at GCSE to be considered for a place.)
5. What is your **current educational** position?
6. What **skills or experience** do you need to do this career or get a university place?
7. What are your **current skills**?

Handout 12: Career plan (continued)

Step 2

Identify the gaps in your skills, experience and qualifications and what you could improve upon. Set yourself small, step-by-step, achievable targets. Specify the actions that are required to close the gap; what resources and help you need; a date when you expect to complete the goal.

Revisit your plan after you have finished each step, making changes if necessary.

1	Target and action required	
	Resources and support	
	Timescale	

2	Target and action required	
	Resources and support	
	Timescale	

3	Target and action required	
	Resources and support	
	Timescale	

4	Target and action required	
	Resources and support	
	Timescale	

Handout 13: Case study: Polly

Polly is a fictional graduate who has followed a normal path through school and university to gain a full-time job and rewarding career.

She is a 22-year-old Computer Technology graduate from Nottingham University. She works as a systems analyst – a person who maintains a network of computers for a company by understanding how the network operates and identifying the needs of staff and of the business. It is a demanding job as Polly works within a tight budget, but she enjoys managing the technology and communicating with staff on all levels.

Polly's route to being a systems analyst

- **Hobbies:** New technologies and gadgets – from an early age she enjoyed using computers and reading about the latest devices. She enjoyed horse riding between the ages of 10–12 and also played netball for her school, becoming vice-captain.
- **Responsibilities:** Polly was a prefect in her school in Year 11 and 12. She volunteered at the school open evening, welcoming parents as they arrived at the school. She was the head of the Harry Potter club at school.
- **Part-time jobs:** She worked in a fashion retailer aged 16–19, helping with stock-checking and working the till points. During the summer holidays, Polly would volunteer at the local library to help elderly people to use the internet for the first time.
- **Work experience:** In Year 10, Polly spent two weeks working at a local construction company, calling suppliers and arranging site visits for surveyors. In Year 12, she worked for a local software company which specialised in scheduling patient visit times for doctors' surgeries. Polly helped to solve a small software issue which made the computer programme more user-friendly.

Questions

1. Which of Polly's experiences would have made her a compelling Computer Technology university candidate? Divide her experiences into two lists – helpful and not relevant.

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Progression skills module 5: How do I manage the journey towards my future career?

Teacher notes

2. Think of ways in which Polly may have achieved her experiences. For example, what would she have done to obtain work experience in the local library?

3. Are there any themes that could be adapted for a different route (university course or life path)? Are any of Polly's experiences uniquely relevant to a particular course?

4. Adapt Polly's story to your own.

Describe your route to becoming a _____

What hobbies, responsibilities, part-time jobs or work experience have you done so far to help you along your journey?

Polly's case study © Pure Potential 2009. Used with kind permission.

Handout 14: Social networking

Your teacher will provide you with cards for these games.

Game 1

Aim

To network with as many people as possible who have two or more things in common with your identity card.

Rules

You cannot show other pupils your own cards until commonality is established and a swap is made.

- You must shake hands and introduce yourself to one another before carrying out your enquiry
- Only give out your own cards to others
- Collect as many cards as you can that belong to other pupils
- The person with the highest number of identity cards belonging to other pupils wins the game

Game 2

Aim

To network with five people with whom you have nothing in common on your identity card and find out what you do have in common in real life by talking about what you are looking forward to at university, what you enjoy doing in your spare time and finding out an interesting fact about the other person.

Handout 15: Additional opportunities and support

- **Masterclasses/revision classes**

These are often delivered by leading academic figures/outstanding enterprise leaders and provide a useful insight into an interesting field or academic discipline which you may not have heard of before. An intelligent review of masterclass experience within a personal statement is likely to score highly with admissions tutors. (Visit a local university website and click on 'information for schools/colleges/visitors' or type 'masterclass' in the search bar.)

- **Mentoring**

Business mentoring schemes, peer mentoring, academic mentoring or mentoring by university undergraduates, are often provided at schools to help pupils with their studies, whether in face-to-face sessions or one-on-one via the internet. Ask your head of year if your school has links with a local university or organisation offering such facilities.

- **Competitions**

There are many academic competitions you can get involved with, including those organised by debating, science, maths and engineering societies – all invaluable as achievements in a personal statement.

- **Work schemes**

There are several organisations which can provide unique paid or unpaid work experience in industry or commerce, from short internships in a leading financial company over the Christmas or Easter break, or volunteer work, to a full-year paid job in a manufacturing concern. Research what's available by visiting one of the many websites that offer such opportunities. For example:

- Pure Potential (www.purepotential.org)
- Employment 4 students (www.e4s.co.uk/docs/internships.htm)
- The Year in Industry (www.yini.org.uk)
- VInspired (vinspired.com/?gclid=CPXd3da_46ECFQ-Y2AodKHG6KQ)

- **Residential**

Universities often offer residential courses on the university experience or covering an academic theme. You may be eligible for these at your local university. To find out more, visit the outreach or widening participation pages on the participating universities' website or visit www.summer-schools.info

- **Access schemes**

Several leading universities offer alternative routes to their courses. Examples include reducing grade requirements on completion of an assessed summer school, and offering foundation courses in a local college for pupils who are unlikely to meet their entry requirements first time around. Access the widening participation page on participating universities' website for more information. Universities understand that some people do not reach their full potential in a school/college environment and offer alternative points of entry. You should be aware that there is no one 'set route' to university – and many reach their HE goals in a variety of ways (see, for example, www.ncl.ac.uk/partners).

Handout 16: Universities in the Russell Group

Russell Group universities are committed to the highest levels of academic excellence in both teaching and research.

The universities are to be found in all four nations and in every major city of the UK. They operate globally, attracting international students and academic staff from many different countries, but also have a strong role and influence within their regional and local community.

Students can choose from a wide range of internationally renowned courses – from medical, biological and physical sciences to business, social sciences and the humanities. Half a million students are enrolled at Russell Group universities – one in five of all higher education students in the UK.

Through their outstanding research and teaching, unrivalled links with businesses and a commitment to civic responsibility, Russell Group universities make an enormous impact on the economic, social and cultural wellbeing of the UK.

The Russell Group universities are:

- University of Birmingham
- University of Bristol
- University of Cambridge
- Cardiff University
- University of Edinburgh
- University of Glasgow
- Imperial College London
- King's College London
- University of Leeds
- University of Liverpool
- London School of Economics and Political Science
- University of Manchester
- Newcastle University
- University of Nottingham
- University of Oxford
- Queen's University Belfast
- University of Sheffield
- University of Southampton
- University College London
- University of Warwick

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Handout 17: Analysing a degree or similar degrees

Step 1

Choose a degree course that is compatible with your abilities and interests. Remember that if you do a course you enjoy, it will be like a good book – you won't want to put it down.

For example, 'I'm sporty, a member of the Combined Cadet Force (CCF), good at English and history, and enjoy reading. Some of the courses that interest me are War Studies and Military Studies'.

The courses on offer are:

- Aberystwyth University – International politics/Military history
- The University of Birmingham – War studies
- The University of Kent – War studies
- The University of Salford – Contemporary military studies and international history
- University of Wolverhampton – Armed forces/Armed forces and combat engineering/Armed forces and combat medicine

Are any of the universities you have identified in the Russell Group?

Step 2

Compare and contrast several degree courses using the following criteria:

- What are the entry requirements for each course?
- What is the ratio of applications per place on the UCAS website?
- What will you be studying each year (first year, second year, third year)?
- Is there an opportunity for work experience or field work?
- Is there an opportunity to travel abroad?

Step 3

Visit the universities where the course interests you.

Handout 18: Conclusion: how to learn from this workshop

Your learning is your responsibility. You have probably heard the expression 'You can lead a horse to water but you can't make it drink'. It's the same with learning. You can have all the information you need but no one can make you learn; you have to do the majority of the work yourself.

Part of the learning process is considering the actual journey of learning as you build your skills and knowledge. Looking back at how far you have come is very rewarding and you will see patterns in your approach that can help you become an even more skilful pupil.

What can you do for yourself to build on the learning from this workshop?

Try out these techniques and apply them to other situations.

- When you meet someone for the first time, think about the initial impression you will make on them, and also that they make on you. Make a note of it somewhere and have a look back after you've known them a while to see how accurate you were.
- Before you ask a question, think about the kind of response you want, then phrase the question accordingly.
- Seek feedback about yourself; ask people what you do well and what you could do better in some areas, then thank them for sharing that with you.
- It's not easy for people to do this, so don't make it any more difficult for them.
- Pay attention and evaluate either another aspect of yourself or someone else, according to one of the models you learned about (such as personality or the 'onion' model).
- Work on 'future-proofing' your brand. Starting today, develop skills that you will need in the near future – it comes more quickly than you think.
- Look at profiles of other people and the way they present themselves. Consider what aspects would work for you and apply them to your profile too, if they fit.
- Think about some groups or organisations you could join that would help you develop some aspects of either yourself or your skills or gift or talent.

Appendix 1: Social networking game

**University of
Birmingham** ID CARD

Course: African Studies

.....
University society: Music
Work-based learning: Internship

**University of
Birmingham** ID CARD

Course: Aeronautics

.....
University society: Caving
Work-based learning: Field work

**University of
Birmingham** ID CARD

Course: Archaeology and anthropology

.....
University society: Rugby
Work-based learning: Fieldwork

**University of
Birmingham** ID CARD

Course: Languages and the Built and
Natural Environment

.....
University society: Amnesty International
Work-based learning: Internship

**University of
Birmingham** ID CARD

Course: Law

.....
University society: Magic Society
Work-based learning: Work experience

University of Birmingham

ID CARD

Course: Electronic communications

.....

University society: Karate Club

Work-based learning: Work experience

University of Birmingham

ID CARD

Course: Artificial intelligence

.....

University society: Archery

Work-based learning: Internship

University of Birmingham

ID CARD

Course: Mathematics and computer science

.....

University society: Ice Skating

Work-based learning: Volunteer work

University of Birmingham

ID CARD

Course: Oceanography

.....

University society: Debating Society

Work-based learning: Field work

University of Birmingham

ID CARD

Course: Earth Science (Geology)

.....

University society: Drama and theatre society

Work-based learning: Field work

University of Bristol ID CARD

Course: Law

.....
University society: Rugby
Work-based learning: Work experience

University of Bristol ID CARD

Course: Electronic communications

.....
University society: Amnesty International
Work-based learning: Work experience

University of Bristol ID CARD

Course: Aeronautics

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University society: Magic Society
Work-based learning: Fieldwork

University of Bristol ID CARD

Course: Mathematics and computer science

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University society: Karate Club
Work-based learning: Volunteer work

University of Bristol ID CARD

Course: Languages and the Built and Natural Environment

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University society: Caving
Work-based learning: Internship

University of Bristol ID CARD

Course: Earth Science (Geology)

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University society: Ice Skating
Work-based learning: Field work

University of Bristol ID CARD

Course: Pharmacology

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University society: Debating Society
Work-based learning: Volunteer

University of Bristol ID CARD

Course: Artificial intelligence

.....

University society: Drama and Theatre Society
Work-based learning: Internship

University of Bristol ID CARD

Course: Medicine

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University society: Snow Sport Club
Work-based learning: Work experience

University of Bristol ID CARD

Course: Oceanography

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University society: Archery
Work-based learning: Field work

University of Cambridge ID CARD

Course: Aeronautics

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University society: Magic Society
Work-based learning: Field work

University of Cambridge ID CARD

Course: Mathematics and computer science

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University society: Karate Club
Work-based learning: Volunteer work

University of Cambridge ID CARD

Course: Languages and the Built and Natural Environment

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University society: Caving
Work-based learning: Internship

University of Cambridge ID CARD

Course: Earth Science (Geology)

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University society: Ice Skating
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University society: Amnesty International
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University of Cambridge

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University society: Drama and Theatre Society
Work-based learning: Internship

University of Cambridge

ID CARD

Course: Medicine

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University society: Snow Sport Club
Work-based learning: Work experience

University of Cambridge

ID CARD

Course: Oceanography

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University society: Archery
Work-based learning: Field work

University of Cambridge

ID CARD

Course: African Studies

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University society: Film & Media
Work-based learning: Internship

University of Cambridge

ID CARD

Course: Pharmacology

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University society: Debating Society
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Imperial College London ID CARD

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University society: Rugby

Work-based learning: Work experience

Imperial College London ID CARD

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University society: Film & Media

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University society: Film & Media
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University society: Music
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Newcastle University ID CARD

Course: Languages and the Built and Natural Environment

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University society: Caving
Work-based learning: Volunteer

Newcastle University ID CARD

Course: Law

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University society: Rugby
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University of Nottingham

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Course: Artificial intelligence

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University society: Drama and Theatre Society

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Course: Medicine

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University society: Archery

Work-based learning: Internship

University of Nottingham

ID CARD

Course: African Studies

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University society: Film & Media

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University of Nottingham

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University society: Rugby

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University of Nottingham

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Course: Electronic communications

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University society: Amnesty International

Work-based learning: Internship

University of Nottingham

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Course: Aeronautics

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University society: Magic Society

Work-based learning: Volunteer

University of Oxford

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Course: Oceanography

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University society: Archery
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University society: Archery
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University of Warwick ID CARD

Course: Earth Science (Geology)

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University society: Ice Skating
Work-based learning: Work experience

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Which? *Going to university quiz*

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Acknowledgements

Extract from *All gloom for graduates*, BBC News website © BBC 2009. Used with kind permission (news.bbc.co.uk/1/hi/education/7828279.stm)

Graduate Jobs-Salary Sort Cards based on graduate employment statistics in 2006, by the Prospects Careers Website. © Copyright HECSU & Graduate Prospects Ltd. Used with kind permission (ww2.prospects.ac.uk/cms/ShowPage/Home_page/What_do_graduates_do__2008/Graduate_employment_and_salaries_review/p!eXekkkd)

Personal learning and thinking skills information reproduced from Personal, learning and thinking skills, QCA (curriculum.qcda.gov.uk/uploads/Personal,%20learning%20and%20thinking%20skills%20leaflet_tcm8-12831.pdf)

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Extract from the Russell Group of Universities Website. © Russell Group 2010. Used with kind permission (www.russellgroup.ac.uk/our-universities)

The Onion Model developed from Ready, R. and Burton, K. (2004) *Neuro-Linguistic Programming for Dummies*, John Wiley & Sons. Used with kind permission.

Audience: Teachers, tutors, mentors

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