



GET INTO HIGHER EDUCATION

Teaching materials for Years 9–11
2008/09



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01

01

INTRODUCTION



Using this pack

The Department for Innovation, Universities and Skills' Aimhigher campaign encourages young people to think about the benefits and opportunities higher education (HE) can bring; especially young people from families with no tradition of going on to higher education.

The purpose of this pack

This pack addresses two common barriers to young people getting into higher education:

- The perception that higher education is not for them
- Concerns about whether they – and their families – can afford it

The materials in this pack have been designed for you, to help your students decide which careers and further qualifications are right for them. The activities in this pack can be used for Years 9 through to 11.

Adaptable and easy to use

These resources have been designed to be as flexible as possible – we have included a mixture of group, individual and pair activities: some take less than 10 minutes to complete, while others are more suitable for a workshop. It is up to you how you use the activities – you will know what is more appropriate for your classes – but we have tried to make it as easy as possible for you to find the right activities for your students. Take a look at **How to get the most out of the pack** for more detail.

The pack can be used as a stand-alone resource in the classroom and also to prepare for, or reinforce, an Aimhigher roadshow. The roadshows are another element of the Aimhigher campaign, and give students the chance to find out more about higher education from a specially-trained graduate facilitator, with first-hand experience. For further information, take a look at: www.aimhigher.ac.uk/practitioner or speak to your Aimhigher coordinator.

Ties into the national curriculum

The activities in the pack link closely to Personal, Social and Health Education (PSHE) and Citizenship and Careers Education and Guidance (CEG). Each activity clearly states to which element of PSHE, Citizenship and the CEG framework it corresponds. Many of the activities involve considering and discussing topics, which relates well to the skills of enquiry, communication and participation covered in Citizenship.

Tried and tested

This will be the fourth year that these packs have been used in schools. They have been updated and improved on each year based on feedback from teachers.

To help us continue to improve the pack we would really appreciate your feedback. Therefore, there is an online questionnaire found at www.teachernet.gov.uk/aimhigherfeedback for your comments. We would like to hear your views, so please take a few minutes to complete the questionnaire.

→ How to get the most out of the pack

Do not feel you have to use all the information or activities in this pack – pick and choose what will work best with your students. The matrix on the following pages provides a quick overview of all the activities along with the key details, to help you find out what you want quickly and easily – according to the year group, duration and type of activity. In the [Resources and factsheets](#) section, you will also find a lesson plan, along with activities which could be used together.

There is a logical progression through the pack: first getting students to understand what higher education is about and considering it as an option; then further detail on what it entails and what they can expect after graduating; and finally how to overcome financial barriers. But it is unlikely that you will want to, or have time to, do all the activities in each section – and it is not how this pack is intended to be used. Ideally you should cover an activity from each of the sections, but by using the activities that are suitable to your class and work best within your lesson plans.

What the work contains

The materials are divided into five sections and each one is colour coded.

02

What is higher education and what is it really like? – Practical information about higher education, including the different routes into it, challenging any preconceptions and exploring the reasons for doing it.

03

Courses and qualifications – An opportunity for students to look at their own skills and interests and relate these to courses and careers.

04

Finances – Basic finance information: from budgeting, student loans to salaries after graduation.

05

Projects – A choice of three projects – putting together a magazine, putting on an exhibition, producing a play or soap opera– that can run alongside the activities from the other sections and give students the opportunity to apply their learning. These can be used over the course of a term or longer, and can be split into smaller sections to use in shorter lessons.

06

Resources and factsheets – These are separate handouts for students and teachers with information of organisations who can help with higher education choices: from course and university selection, to financial, to career choices. Lesson plans are also included in this section.

In each section you will find the following types of materials:



Activities: These range from group discussions to role playing to quizzes. Each activity gives a suggested timing – this is only an estimate. You can spend more or less time depending on your students' and your own preferences. In general, most activities take less than 30 minutes. Wherever possible, all the materials you need for a specific activity are included in the pack.



Handouts: These can be photocopied and given to your students or printed onto an OHP.



Teacher's notes: These are linked to some of the activities and provide answers to the quizzes.

Not all the activities have handouts, and not all the handouts are accompanied by Teacher's notes. Each activity lists the resources you need, and the relevant handouts and notes follow immediately after.

Teachernet – www.teachernet.gov.uk/aimhigher

This provides information about the campaign roadshow, details of other resources available throughout the year and an electronic version of this pack.

Links to PSHE, Citizenship and the national Framework for Careers Education and Guidance (CEG)

The following lists spell out the areas of PSHE, Citizenship and CEG framework that relate to the activities in this pack. Each activity in turn includes the specific references.

PSHE Key stage 3

- 1
 - a) To reflect and access their strengths in relation to personality, work and leisure.
 - b) To respect the differences between people as they develop their own sense of identity.
 - c) To recognise how others see them, and be able to give and receive constructive feedback and praise.
 - e) To relate job opportunities to their personal qualifications and skills, and understand how the choices they will make at key stage 4 should be based not only on knowledge of their personal strengths and aptitudes, but also on the changing world of work.
 - f) To plan realistic targets for key stage 4, seeking out information and asking for help with career plans.
 - g) What influences how we spend or save money, and how to become competent at managing personal money.
- 3
 - a) About the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to manage them assertively.
 - b) To communicate confidently with their peers and adults.
- 4
 - a) Take responsibility (for example, for carrying out tasks and meeting deadlines such as taking assembly, running the school newspaper).
 - b) Feel positive about themselves (for example, by taking part in a public performance).
 - c) Participate (for example, in developing and putting into practice school policies about anti-bullying; in an action research project designed to reduce crime and improve personal safety in their neighbourhood).
 - d) Make real choices and decisions (for example, about options for their future, based on their own research and career portfolio).
 - f) Develop relationships (for example, by working together in a range of groups and social settings with their peers and others; by being responsible for a mini-enterprise scheme as part of a small group).

PSHE Key stage 4

- 1 a) To be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals.
- b) To have a sense of their own identity and present themselves confidently in a range of situations.
- c) To be aware of how others see them, manage praise and criticism and success and failure in a positive way and learn from experience.
- d) To recognise influences, pressures and sources of help and respond to them appropriately.
- e) To use a range of financial tools and services, including budgeting and saving, in managing personal money.
- f) About the options open to them post-16, including employment and continuing education and training, and about their financial implications.
- g) To use the Connexions service to help them choose their next steps, negotiate and plan their post-16 choices with parents and others, develop career management skills and prepare and put into practice personal action plans.
- 3 a) About the diversity of different ethnic groups and the power of prejudice.
- 4 b) Feel positive about themselves (for example, by gaining recognition for the role they play in school life, such as organising activities for younger pupils or working in a resource centre).
- c) Participate (for example, in an initiative to improve their local community; in challenging activities involving physical performance, public performance or organised events outside the school).
- d) Make real choices and decisions (for example, about their priorities, plans and use of time, about their choices post-16, with regular review and support).
- e) Meet and work with people (for example, through activities such as work experience and industry days; through having an employer as a mentor).
- i) Prepare for change (for example, in relation to progression to further education and training).

Citizenship Key stage 3

- 1** b) The diversity of national, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
h) The significance of the media in society.
- 2** a) Think about the political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT based sources.
b) Justify orally and in writing a personal opinion about such issues, problems or events.
c) Contribute to group and exploratory class discussions, and take part in debates.
- 3** a) Use their imagination to consider other people's experience and be able to express and explain views that are not their own.

Key stage 4

- 1** b) The origins and implications of the national, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
c) The work of Parliament, the Government and courts in making and shaping the law.
e) How the economy functions, including the role of business and financial services.
g) The importance of free press, and the role of the media, including the internet, in society in providing information and affecting opinion.
h) The rights and responsibilities of consumers, employers and employees.
- 2** a) Research a topical political, spiritual, moral or cultural issue, problem or event by analysing information and its sources, including ICT based sources.
b) Express, justify and defend orally and in writing a personal opinion about such issues, problems or events.
c) Contribute to group and exploratory class discussions, and take part in formal debates.
- 3** a) Use imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own.

Careers Education Programme Key stage 3

Understand themselves and the influences on them – self development (KS3)

By the age of 14, young people should have acquired the knowledge, understanding and skills to:

- 1) Undertake a realistic self-assessment of their achievements, qualities, aptitudes and abilities and present this in an appropriate format.
- 2) Use the outcomes of self-assessment to identify areas for development, build self-confidence and develop a positive self image.
- 3) Use goal setting, review, reflection and action planning to support progress and achievement, and to set short and medium-term goals.
- 4) Recognise stereotyped and misrepresented images of people, careers and work and how their own views of these issues affect their decision making.
- 5) Recognise and respond to the main influences on their attitudes and values in relation to learning, work and equality of opportunity.

Investigate opportunities in learning and work – career exploration (KS3)

By the age of 14, young people should have acquired the knowledge and skills to:

- 6) Recognise that work is more than paid employment and that there is considerable variation in the value individuals and society attach to different kinds of work.
- 7) Describe how the world of work is changing and the skills that promote employability.
- 8) Identify and use a variety of sources of careers information, including ICT.
- 9) Use appropriate vocabulary and organise information about work into standard and personally devised groupings.
- 10) Use information handling and research skills to locate, select, analyse, integrate, present and evaluate career information relevant to their needs.
- 11) Demonstrate knowledge and understanding of the options open to them including opportunities provided through vocational options.

Make and adjust plans to manage change and transition – career management (KS3)

By the age of 14, young people should have acquired the knowledge, understanding and skills to:

- 12) Use a straightforward decision-making technique.
- 13) Identify, access and use the help and advice they need from a variety of sources including: parents or carers, teachers, Connexions Personal Advisers and other learning providers.
- 14) Manage change and transition giving consideration to the longer-term implications and the potential progression opportunities.
- 15) Make realistic and informed choices of options post-14.
- 16) Organise and present personal information in an appropriate format.
- 17) Consider alternatives and make changes in response to their successes and failures.

Careers Education Programme Key stage 4

Understand themselves and the influences on them – self development (KS4)



LEARNING OUTCOMES: By the age of 16, young people should have acquired the knowledge, understanding and skills to:

- 1) Use self-assessments and career-related questionnaires to help identify and set short and medium-term goals, and career and learning targets.
- 2) Review and reflect on how their experiences have added to their knowledge, understanding and skills, and use this information when developing career plans.
- 3) Use review, reflection and action planning to make progress and support career development.
- 4) Explain why it is important to develop personal values to combat stereotyping, tackle discrimination in learning and work and suggest ways of doing this.
- 5) Use guided self-exploration to recognise and respond appropriately to the main influences on their attitudes, values and behaviour in relation to learning and work.

Investigate opportunities in learning and in work – career exploration



LEARNING OUTCOMES: By the age of 16, young people should have acquired the knowledge, understanding and skills to:

- 6) Explain the term ‘career’ and its relevance to their own lives.
- 7) Describe employment trends and associated learning opportunities at different levels.
- 8) Identify, select and use a range of careers information and distinguish between objectivity and bias.
- 9) Understand the qualifications available post-16 and the similarities and differences between sixth form, further education (FE) and work-based training.
- 10) Use work-related learning and direct experience of work to improve their chances.
- 11) Understand the progression routes open to them and compare critically these options and explain and justify the range of opportunities they are considering.

Make and adjust plans to manage change and transition – career management (KS4)



LEARNING OUTCOMES: By the age of 16, young people should have acquired the knowledge, understanding and skills to:

- 12) Select and use decision-making techniques that are fit for purpose including preparing and using action plans that incorporate contingencies.
- 13) Compare different options and select suitable ones using their own criteria and the outcomes of information, advice and guidance.
- 14) Take finance and other factors into account when making decisions about the future.
- 15) Understand and follow application procedures, recognising the need for and producing speculative and targeted CVs, personal statements and application letters for a range of different scenarios.
- 16) Understand the purpose of interviews and select and present personal information to make targeted applications.
- 17) Understand what employers look for in relation to behaviour at work, appreciate their rights and responsibilities in learning and work and know where to get help.

ACTIVITIES

	Year 9	Year 10	Year 11	Less than 20 mins	More than 20 mins	Whole class	Small groups /pairs	Individual	Page no
What is higher education and what is it really like?									
What is higher education?	X	X	X	X			X	X	17
What does HE mean to me?	X	X	X	X			X		20
Typical student!	X	X	X	X		X	X	X	23
How much do you know?	X	X	X	X		X	X	X	24
Why do it?	X	X	X	X			X	X	26
True or false?	X	X		X			X	X	29
A day in the life...		X	X	X			X	X	36
Help!	X	X	X	X		X		X	39
Encouraging people to go on to HE		X	X	X			X		44
Straight from the horse's mouth		X	X		X	X	X		46
Courses and qualifications									
What about me?	X	X		X		X	X		49
Where will I be in 10 years' time?	X	X	X	X			X	X	51
Name that job!	X	X		X	X		X		54
Ways into a career	X	X	X	X			X	X	61
A-Z of courses	X	X	X	X		X			62
Routes into higher education	X	X	X	X			X	X	65
Crossing the river		X	X		X		X		68

	Year 9	Year 10	Year 11	Less than 20 mins	More than 20 mins	Whole class	Small groups /pairs	Individual	Page no
Finances									
Financial help	X	X	X	X			X		72
Where does the money go?		X	X	X		X	X	X	78
Richer pickings		X	X		X		X	X	81
Are you up for the job?	X	X	X		X		X	X	86
Projects									
Aimhigher magazine	X	X	X		X	X	X	X	99
Exhibition	X	X	X		X	X	X	X	100
Short play or soap opera	X	X	X		X	X	X	X	101
Resources and factsheets									
Resources for students	X	X	X		X	X	X	X	103
Factsheets for students	X	X	X		X	X	X	X	105
Resources for teachers									107

02

A decorative graphic consisting of several overlapping, wavy green lines that flow from the left side of the page towards the right, partially overlapping the large number '02'.

WHAT IS HIGHER EDUCATION AND WHAT IS IT REALLY LIKE?

The aim of this section is for students to understand what higher education means and to start thinking about the benefits it can bring. There are activities that help to challenge the preconceptions students might have about higher education and what to expect when they arrive.

The factsheets and resources also offer key information for students heading to university. So if you are short for time, ask your students to look at these at home.

CONTENTS

Activity	Details	Type of activity	Time	Age range (Years)	Links to:
1	To find out what higher education is all about	True or false quiz	20 minutes	9,10 and 11	Activity 16 and 18
2	Students to talk about how they feel about higher education	Match the quotes	10–20 minutes	9,10 and 11	Activity 13 and 21
3	Address stereotypes	Draw a “typical student”	10 minutes	9, 10 and 11	Activity 16 and 19
4	Familiarise student with jargon	HE pub quiz	10 minutes	9, 10 and 11	Activity 12 and 18
5	Identify the benefits of higher education	Quiz and discussion	15 minutes	9,10 and 11	Activity 11, 12, 14, 16, 20 and 21
6	Address misconceptions	True or false quiz	10 minutes	9 and 10	Activity 11,15, 16, 18 and 19
7	See the difference between school and university	Case studies	10 minutes	10 and 11	Activity 15, 16 and 19
8	Where students can find information about higher education	Link the statements to the source	20 minutes	9, 10 and 11	Activity 16 and 20
9	To discuss Government policy	Open discussion	10–20 minutes	10 and 11	Activity 17
10	Find out first-hand about higher education	Former students in higher education to talk to pupils	30–45 minutes	10 and 11	Activity 16



ACTIVITY 1 – What is higher education?

SUGGESTED TIME: 20 minutes

SUITABLE FOR: Years 9, 10 and 11

RESOURCES: Handout 1a and Teacher's notes 1a

LINKS: PSHE: Key stage 3–4d and 4–1f
CEG framework: Key stage 3–5 and 11

ALSO SEE: Activities 16 and 18

→ **AIM:** For students to understand what higher education is all about.

Ask pupils to work in pairs to decide which statements on Handout 1a are true and which are false – and give reasons why they think it is.

- They can join up with another pair and share answers
- Go through the answers in a whole class discussion
- The answers to this activity are in the Teacher's notes 1a

→ **DEBRIEF:** Two key points to make during this exercise are that higher education is open to all, regardless of background, gender, race, etc and that it can be flexible in terms of how and where they study.

→ **LEARNING OUTCOME:** Pupils to understand what higher education is about.



HANDOUT 1A – What is higher education?

Page 1 of 1

Read the definitions and decide which are true and which are false.

1. Higher education is like staying at school.

TRUE

FALSE

2. Higher education is only about getting a degree.

TRUE

FALSE

3. If you want to carry on with your education you have to go to university.

TRUE

FALSE

4. Higher education helps you achieve your career ambitions.

TRUE

FALSE

5. You don't need to think about higher education until you are in sixth form or college.

TRUE

FALSE



TEACHER'S NOTES 1A – What is higher education?

Page 1 of 1

- 1. FALSE** – Higher education is not at all like staying at school. Although you still have to study, it's not set up in the same way as school. It's up to you what you study and how much you study. There's more information on this in [Section 03](#).
- 2. FALSE** – You can also study for certificates or diplomas, such as a Diploma of Higher Education or a Higher National Certificate (HNC), a Foundation degree or Higher National Diploma (HND).
- 3. FALSE** – you can study from home or at specialist colleges – it doesn't have to be at university. There are colleges of higher education, specialist colleges (such as those for art, music or agriculture) and further education colleges.
- 4. TRUE** – Higher education can definitely help you achieve your career ambitions by gaining qualifications such as an Honours degree, a Foundation degree or a Higher National Diploma (HND). The course you take can mean you learn more about the job you want to do: for example, if you take a course in engineering then you will find out more about the challenges that an engineer may face. Some courses are more general, such as English Literature or History, which can still allow you to follow lots of different careers.
- 5. FALSE** – It's never too early to start thinking about your future. If there's a job you'd love to do or a subject you would like to study in higher education, you need to start thinking about the qualifications you will need – so you can make the right choices about which GCSE subjects to take. For example, you may need specific qualifications to be able to get on to a higher education course that will help you get the job you want.



ACTIVITY 2 – What does higher education mean to me?

SUGGESTED TIME: 10–20 minutes

SUITABLE FOR: Years 9, 10 and 11

RESOURCES: Handout 2a and Teacher's notes 2a

LINKS: PSHE: Key stage 3–4d and 4–1f
CEG framework: Key stage 3–11 and 14

ALSO SEE: Activities 13 and 21

→ **AIM:** For students to talk about how they feel about higher education.

In small groups of 4–6, get students to brainstorm what higher education means to them. Each group should come up with five or more statements.

Encourage them to be as imaginative as possible – there are no right or wrong answers.

- Get them to think about what it might feel like to go away to university or college – does it make them feel scared, excited, curious?
- What about all the things that they could do here?
- What impression do they have of life at university or college? Is it like school? What about a social life?

You may want to get students to match up the celebrities to the quotes on Handout 2a and get them to read the quotes from former students as a starting point.

→ **DEBRIEF:** Address any key concerns or misconceptions about university or college life; and get students to think about the social and non-academic benefits.

→ **LEARNING OUTCOME:** That students recognise the opportunities and benefits that university or college life can bring.

FOR MORE INFORMATION...

aimhigher...

www.direct.gov.uk/uni



HANDOUT 2A – What does higher education mean to me?

Page 1 of 1

Who said what? Match the quotes to the following celebrities: Kevin Scare, Judge Jules and Wale Adeyami.

“Even though DJing doesn’t require a university degree, my time at uni was an invaluable experience for me, because it gave me the confidence to achieve my goals, and an alternative qualification just in case my music biz aspirations didn’t materialise.”

“For me, getting a degree in the subject I had a passion for was a real turning point to realise my dreams. I don’t think I could have made it to where I am now if I hadn’t studied hard.”

“Going to university was great fun and well worth it – it’s a great place to learn about life as well as to gain knowledge in your chosen field and to achieve a valued qualification. It certainly helped me to turn a passion into a profession, and to become part of Hollyoaks.”

Quotes from former students

“Doing a degree gave me loads of confidence – it was the best time of my life.”

“Qualifications aren’t everything, but I wanted a good job that was challenging, interesting and more importantly, paid well! Without a degree I wouldn’t have managed that.”

“At college and university you meet new people and you’re open to new experiences. It gives you the time to develop different areas you may not have considered.”

“My degree’s given me a ticket to travel all over the world, and to pursue a career with a job which makes me actually want to get out of bed in the morning.”

“Medical school life really did live up to my expectations. It is a place to make friends and keep them, and to learn independence and the value of things in life.”

FOR MORE INFORMATION...

aimhigher...

www.direct.gov.uk/uni



TEACHER'S NOTES 2A – What does higher education mean to me?

Page 1 of 1

Match the celebrities' answers:

JUDGE JULES A North London boy, Jules began his DJing career in 1983 while studying law at London School of Economics – hence the name Judge Jules.

“ Even through DJing doesn't require a university degree, my time at uni was an invaluable experience for me, because it gave me the confidence to achieve my goals, and an alternative qualification just in case my music biz aspirations didn't materialise.”

WALE ADEYEMI has been working as a designer under his own name for the past eight years for clients such as Alicia Keys, Harvey, Beyonce, Missy Elliot and the Beckhams.

“For me, getting a degree in the subject I had a passion for was a real turning point to realise my dreams. I don't think I could have made it to where I am now if I hadn't studied hard.”

KEVIN SACRE Kevin Sacre plays Jake Dean who is a landscape gardener in Hollyoaks.

“Going to university was great fun and well worth it – it's a great place to learn about life as well as to gain knowledge in your chosen field and to achieve a valued qualification. It certainly helped me to turn a passion into a profession, and to become part of Hollyoaks.”



ACTIVITY 3 – Typical student!

SUGGESTED TIME: 10 minutes

SUITABLE FOR: Years 9, 10 and 11

LINKS: PSHE: Key stage 3–3a and 4–3
Citizenship: Key stage 4–1b
CEG framework: Key stage 3–5

ALSO SEE: Activities 16 and 19

→ **AIM:** To address stereotypes that students might have of university students.

Before starting the activity, have a brainstorm on the board or flipchart – get students to come up with any words they can think of to describe what students in higher education are like. Get them to think about students they’ve seen on TV, in films, or in magazines – do they have friends or family who’ve been to university or college?

Then, in groups (or individually) get them to draw a “typical student” and list their common behaviours. Ask them to include as much detail as possible.

Once the drawings are done, stick them up around the room. Ask for comments on what the drawings say about higher education students.

Address any preconceptions that have been raised about wealth, status, ethnic background, gender, attitudes, etc. What are the common behaviours? Do they encourage or put students off going to uni?

→ **DEBRIEF:** Explain that higher education is open to everyone, and that you don’t have to be rich or a genius to go on to higher education!

→ **LEARNING OUTCOME:** Students to understand that higher education students can come from a whole range of different backgrounds and to overcome the prejudices about students.



ACTIVITY 4 – How much do you know?

SUGGESTED TIME: 10 minutes

SUITABLE FOR: Years 9, 10 and 11

RESOURCES: Teacher's notes 4a

LINKS: PSHE: Key stage 3–4d and key stage 4–1f
CEG framework: Key stage 3–11

ALSO SEE: Activities 12 and 18

→ **AIM:** To familiarise pupils with some of the jargon related to higher education.

This quick quiz is to introduce and explain some of the terms used in higher education.

Split the class into four groups, give each team a sheet of paper and read out the following questions:

1. What does HE stand for?
2. What's an Honours degree?
3. What does NUS stand for?
4. What is a graduate?
5. What is a fresher?
6. What's a campus?
7. What does DipHE stand for?
8. What is a Foundation degree?
9. What do BA and BSc stand for?
10. What do you do in a gap year?
11. What is UCAS, and what do the letters stand for?

Get the groups to call out their answers. Go through the correct ones – see Teacher's notes 4a for more details.

→ **LEARNING OUTCOME:** Students understand key terms relating to higher education.

FOR MORE INFORMATION...

aimhigher...

www.direct.gov.uk/uni



TEACHER'S NOTES 4A – How much do you know?

Page 1 of 1

- 1. HE** stands for higher education, which means courses at higher level than A-levels, NVQ Level 3, Applied A-levels, Advanced Diplomas and BTECs. You can do higher education courses at university, a higher education college and at many further education (FE) colleges.
- An **Honours degree** is a higher education qualification, which you can all do at college or university. Most Honours degree courses take three years to complete, though courses such as medicine can take up to six years to complete. Some courses can include a year spent working in a business or abroad. Most Honours degrees tend to be full-time, though you can study part-time.
- NUS** stands for National Union of Students, which is the organisation that represents students and looks after their interests.
- A **graduate** is someone who has got a higher education qualification such as a degree. While studying for a degree or other higher education qualification, you're known as an undergraduate.
- Students beginning their time at a university are often referred to as "**freshers**" and a Freshers' Week may be organised to introduce them to university or college life. This can include social events so that new students can get to know each other, as well as getting an introduction to the library and other resources.
- Campus** usually refers to the buildings and surroundings of a university or college.
- Diploma of Higher Education** – usually takes two years full-time or three years part-time. They're often linked to specific careers and include work experience.
- A **Foundation degree** is a full or part-time qualification that's geared towards a specific job. Takes two years full-time or longer part-time. This could be anything from business studies or creative arts to engineering or tourism.
- BA** is Bachelor of Arts and **BSc** is Bachelor of Science, these are two of the qualifications you can get when you complete your degree.
- Some students choose to take a year out before higher education – this is referred to as a **gap year**. It can be a chance to work and make some money, an opportunity to travel, or a way of gaining new experiences, perhaps by volunteering.
- UCAS** is pronounced Yew-Cass and stands for Universities and Colleges Admissions Service. All students applying for full-time courses apply through UCAS.



ACTIVITY 5 – Why do it?

SUGGESTED TIME: 15 minutes

SUITABLE FOR: Years 9, 10 and 11

RESOURCES: Handout 5a and Teacher's notes 5a and 5b

LINKS: PSHE: Key stage 3–4d, 4–1f and 1g
Citizenship: Key stage 2b and 4–2a
CEG framework: Key stage 3–11 and 14

ALSO SEE: Activities 11, 12, 14 and 16

→ **AIM:** To get pupils to identify the benefits of higher education and to address any misconceptions.

Get students to work in teams of four, and as a starter, complete the “Reasons to be cheerful” quiz on Handout 5a.

Brainstorm the benefits of going into higher education. Teacher's notes 5a provide you with a few starting points. Encourage students to be as imaginative as possible and to think about the social benefits, such as meeting new people and gaining new experiences, as well as career ones.

In preparation, you could ask them to do some research on the internet, or speak to friends or family about it.

These facts might be of help:

- Over the course of their working life, the holder of an undergraduate degree can expect to earn more than a similar person with two or more A-levels.
- Graduates are less likely to be unemployed than non-graduates.
- The majority of students think that university is a worthwhile experience: three and a half years after graduation 85% of graduates were satisfied with their career to date.

As a follow up activity, which could be done in the next lesson or as homework, ask each student to produce a piece of work that highlights the three benefits of higher education that most appeal to them. This could be in a poem, a short piece of prose, a newspaper article or a short script for a radio or TV news item.

→ **LEARNING OUTCOME:** To understand the key benefits of higher education.

FOR MORE INFORMATION...

aimhigher...

www.direct.gov.uk/uni



HANDOUT 5A – Reasons to be cheerful

Page 1 of 1

Going to university or college isn't just about work, work, work. It's also a chance to find out more about yourself and have fun while you're doing it.

This list gives you some ideas about all the other stuff that goes on at higher education and some of the benefits of being a student that you may not have thought about.

Fill in the gaps with the words provided.

- Freedom – chance to behave like _____ and be treated like one.
- Can make a whole load of new _____ .
- With such a big mix of people you're bound to find someone on your _____ .
- Between lectures you can play _____, go to the _____, catch up with mates, or _____ the net.
- You can benefit from cheap _____, cheap cinema tickets and lots of places offer student _____ on clothes, _____, food and drink.
- Up and coming – and big _____ play in your student union.
- If you fancy learning how to _____, abseil, play _____ in a band, tap-dance – this could be your chance – college clubs _____ something for everyone.

BANDS

OFFER

TRAVEL

FRIENDS

KICKBOX

WAVELENGTH

POOL

AN ADULT

HAIRCUTS

TV ROOM

SURF

DRUMS

DISCOUNTS

FOR MORE INFORMATION...

aimhigher...

www.direct.gov.uk/uni



TEACHER'S NOTES 5A – Reasons why people might go on to higher education

Page 1 of 1

Some reasons why people might go on to higher education

This list is not exhaustive, and your students may well come up with different suggestions. The important thing is that there are no right or wrong answers to this – people choose to go to university or college for all sorts of reasons.

- To carry on studying something they enjoy and want to find out about in more depth.
- To improve their career prospects – higher education helps open up more career opportunities and a better chance of promotion.
- To get better jobs.
- To expand their horizons – higher education is more than just a qualification, it opens up possibilities of travel, joining new clubs, meeting people from different backgrounds and being more independent.
- To have fun – a huge 95% of higher education students agree that going to university is a worthwhile experience.

Examples of how it is open to everyone:

- With 50,000 courses to choose from, there is a suitable academic or vocational course out there for everyone.
- A whole mix of people from different backgrounds choose to carry on with higher education – and 87% are from state schools.
- You can study from home, or move away from home – it's your choice.
- You don't have to do it full-time, you can do it part-time instead.
- Higher education is accessible to everyone with the necessary ability, regardless of background, age, gender, religion or financial circumstances.

Reasons to be cheerful answers

- Freedom – chance to behave like **an adult** and be treated like one.
- Can make a whole load of new **friends**.
- With such a big mix of people you're bound to find someone on your **wavelength**.
- Between lectures you can play **pool**, go to the **TV room**, catch up with mates, or **surf** the net.
- You can benefit from cheap **travel**, cheap cinema tickets and lots of places offer student **discounts** on clothes, **haircuts**, food and drink.
- Up and coming – and big **bands** play in your student union.
- If you fancy learning how to **kickbox**, abseil, play **drums** in a band, tap-dance – this could be your chance – college clubs **offer** something for everyone.



ACTIVITY 6 – True or false?

SUGGESTED TIME: 10 minutes

SUITABLE FOR: Years 9 and 10

RESOURCES: Handout 6a, Teacher's notes 6a and 6b

LINKS: PSHE: Key stage 3–3a and 4–1d

Citizenship: Key stage 4–3a

CEG framework: Key stage 3–5

ALSO SEE: Activities 11, 15 and 16

→ **AIM:** To address the misconceptions or prejudices about higher education.

→ **TASK 1:** Get your students to work in pairs with Handout 6a or individually with one handout each. The idea is for students to read the statements and tick whether they think it is true or false. They can write down their reasons.

There is an answer sheet for you to check (or the students can do it themselves).

→ **TASK 2:** Brainstorm with the whole group five things which would stop them going on to higher education, ie money, not knowing how to apply, etc.

In pairs, ask each student to write down a problem associated with going on to higher education as though they were writing a problem page. They swap the problem with their partner and each write a solution for the other.

Ask the students to present their solutions to the whole class. Any unresolved problems are thrown open for discussion.

Teacher's notes 6b offers you some starting points and answers to some common concerns.

→ **LEARNING OUTCOME:** Not to make assumptions without having all the facts.

FOR MORE INFORMATION...

aimhigher...

www.direct.gov.uk/studentfinance



HANDOUT 6A – True or false?

Page 1 of 2

Read the statement – circle “true” if you think that it is correct or “false” if you think it is wrong. Give a reason for your choice.

1. A boy or young man can't study fashion.

TRUE

FALSE

2. Girls/young women won't be accepted as mechanics.

TRUE

FALSE

3. You need to pass your driving test to do a Motor Vehicles course.

TRUE

FALSE

4. If you want to study E-business you are probably going to be interested in computers.

TRUE

FALSE

5. Only an actor can study stage management.

TRUE

FALSE



HANDOUT 6A – True or false?

Page 2 of 2

6. You are more likely to get a better job if you have a degree.

TRUE

FALSE

7. There are over 50,000 higher education courses available in England.

TRUE

FALSE

8. You don't need to think about your career until you leave school.

TRUE

FALSE

9. If a college or university is ranked number 1 by a newspaper then it must be the best.

TRUE

FALSE

10. Getting a degree doesn't mean you'll earn more money.

TRUE

FALSE



TEACHER'S NOTES 6A – True or false?

Page 1 of 1

1. A boy or young man can't study fashion.

FALSE – It doesn't matter whether you are male or female, what's important is that you have an interest in fashion.

2. Girls/young women won't be accepted as mechanics.

FALSE – The important thing is to have an interest in mechanics – there is no reason why girls should be better or worse than boys at this.

3. You need to pass your driving test to do a Motor Vehicles course.

FALSE – Because it's about how cars work, not about being able to drive.

4. If you want to study E-business you are probably going to be interested in computers.

TRUE – A lot of the course will involve working on computers, so it helps to have a real interest in them.

5. Only an actor can study stage management.

FALSE – The course involves learning about what goes on backstage – it's not how to be an actor or actress.

6. You are more likely to get a better job if you have a degree.

TRUE – Having a degree gives you a better chance of a good job and improves your career prospects.

7. There are over 50,000 higher education courses available in England.

TRUE – You can find out what they are at: www.ucas.com

8. You don't need to think about your career until you finish school.

FALSE – It is never too early to consider the future. The subjects you choose now will help you get where you want in the future.

9. If a college or university is ranked number 1 by a newspaper then it must be the best.

FALSE – It may be excellent but what is important is what is best for you.

10. Getting a degree doesn't mean you'll earn more money.

FALSE – Graduates tend to have a better chance in the job market and over the course of their working life. Those with an undergraduate degree can expect to earn more than a similar person with two or more A-levels.



TEACHER'S NOTES 6B – What's stopping me?

Page 1 of 3

This sheet covers some of the problems that your students might come up with, and provides some suggested answers. It is not a definitive list, and your class may well bring up other points. For more information it may be worth looking at the Aimhigher website (www.direct.gov.uk/uni) or ask your students to do this, to find out the answers themselves.

www.practitioners.studentfinanceengland.co.uk is a new resource aimed at student advisers and provides detailed information and guidance to help you provide accurate information on student finance. Resources can be downloaded and used with students exploring options for higher education finance, including grants, loans and bursaries, from application to repayment.

“It costs too much”

- Universities and colleges of higher education can now charge new full-time undergraduates fees of up to £3,225. Some may charge less than the maximum.
- Financial help is available in the form of student loans and non-repayable grants and bursaries.
- Students study first and pay back when they are earning.
- A loan is available to eligible, full-time students to cover the full tuition fees. This loan will not be means tested.
- Students can also apply for a student loan for living costs. This is based on household income, where a student lives while they are studying and the amount of any maintenance grant payment.
- Students could be eligible for a non-repayable grant of up to £2,906 a year. Students with a household income of up to £25,000 could qualify for the full amount and those with household incomes between £25,001 and £50,000 could qualify for a partial grant.
- In September 2008, 16-year-olds living in England who received an EMA in the academic year 2008/09 were given a firm guarantee of the minimum level of financial support they would receive if they progress into higher education upon leaving school or college. Students should check what they are entitled to.



TEACHER'S NOTES 6B – What's stopping me?

Page 2 of 3

“I’m going to end up owing loads of money”

Your fee loans and maintenance loans from Student Finance England will be bundled together and do not have to be repaid until after you have left university.

You won't have to start paying back your loans until you're in work and earning more than £15,000 a year, and you only pay back the money at a rate linked to your earnings, so the less you earn the less you pay: the more you earn, the more you pay.

Repayments are linked to how much you earn, not how much you owe. Students pay back 9% of their earnings above £15,000 a year so someone earning the average salary of a graduate level job of £18,000 would repay £5.19 a week.

Also for students who started in 2006 or later, the Government will write off all student loan balances (except arrears) which are left unpaid for 25 years after you have left your course.

Part-time and/or holiday work whilst at university or college can top up your money and reduce your borrowing.

“It’s just like school”

University isn't at all like school – though you still have to study, you have more control over what and how you study. You may choose to live away from home in university halls or shared student accommodation and study full or part-time.

You will also have the opportunity to expand your horizons – higher education is more than just a qualification, it opens up possibilities of travel, joining new clubs, meeting people from different backgrounds and becoming more independent. On the whole, 95% of higher education students agree that it is a worthwhile experience.

“I won’t be able to find a course for me”

There are over 50,000 higher education courses available. There is a suitable academic or vocational course out there for everyone; ranging from English and Chemistry to Jazz and Puppetry! You can study something you're already doing at school, or try something completely new – anything you enjoy and want to find out more about, you are guaranteed a course which suits you.

You can also decide whether you want to study full-time or part-time, or even learn in the workplace.



TEACHER'S NOTES 6B – What's stopping me?

Page 3 of 3

“It won't help me get a job”

Having a higher education qualification can increase your chances of future employment – graduates are less likely to be unemployed than non-graduates, and over the course of their working life can expect to earn more than a similar person with two or more A-levels.

Many jobs require certain qualifications, and the course you can take can help you learn more about the job you want to do, for example engineering. It can also help you get a better salary – on average twice as many promotions as non-graduates – and open up a vast range of careers.

“I don't want to move away from home”

You don't necessarily need to move away from home to make the most of higher education – you could choose a course at a local college or university.

If you do have to move away to do your course, it may turn out be a great opportunity to make new friends and enjoy university social life.

“I'm worried about making new friends”

Higher education is a great opportunity to make new friends. You will come into contact with lots of different people – from a mixture of backgrounds and countries and a range of ages. And, everyone's in the same boat as you and wants to make new friends too.

“It's not for people like me”

All kinds of people go on to higher education – in fact, it's a great opportunity to meet and mix with a range of people from different backgrounds.

86% of students come from state schools.

Higher education is open to everyone with ability, whatever their background.



ACTIVITY 7 – A day in the life...

SUGGESTED TIME: 15 minutes

SUITABLE FOR: Years 10 and 11

RESOURCES: Handouts 7a and 7b

LINKS: PSHE: Key stage 4–1f and 4i
CEG framework: Key stage 3–11

ALSO SEE: Activities 15 and 16

→ **AIM:** To get students to see the difference between school and university or college.

Ask your students to write down details of how they spend a typical day at school – from leaving home to going to bed. Get them to break the day into one-hour chunks and give as much detail as possible.

Then give them one of the two “A day in the life...” handouts. In groups of three or four, ask them to come up with a list of differences they can identify between school and university.

Feed back in a whole-group discussion.

→ **LEARNING OUTCOME:** Students appreciate how university or college is different from school.



HANDOUT 7A – A day in the life...

Page 1 of 1

LISA SWALES

After completing a NNEB nursery diploma and an access course, Lisa went on to Sunderland University to do an Honours degree in early childhood studies. She gets on well with the people on her course and loves the fact that Sunderland combines beach and city.

When she graduates she'd like to work in social services or child welfare.

“The university is great and I'm really enjoying my course.”

9.30

Leave home



9.45

Get to university



10.00

First lecture



10.45

Seminar group



11.30

Free time



12.00

Lunch with friends



13.00

Studying in library



16.00

Go to sports club



19.00

Go out with friends

FOR MORE INFORMATION...

aimhigher...

www.direct.gov.uk/uni



HANDOUT 7B – A day in the life...

Page 1 of 1

DAVID LANGLANDS

David has 11 GCSEs and 3 A-levels and wants to work in medical research. He's studying biology and chose Durham because the course looked really good. He lives in halls to make the most of the great university social life.

David has lectures and practical work most days from 9am–5pm but still has time to go to the cinema and go clubbing with friends!

“Durham offered something different to other universities and more opportunities to get a better job.”

8.40

Leave halls



8.50

Arrive at university



9.00

Practical lab work



11.30

Football practice



12.30

Lunch with friends



14.00

Lectures



16.00

Cycle to the gym



19.00

Meet with friends



20.00

Studying at home

FOR MORE INFORMATION...

aimhigher...

www.direct.gov.uk/uni



ACTIVITY 8 – Help!

SUGGESTED TIME: 20 minutes

SUITABLE FOR: Years 9, 10 and 11

RESOURCES: Handout 8a and Teacher's notes 8a

LINKS: PSHE: Key stage 4–1f, 1g and 4d

Citizenship: Key stage 4–1e

CEG framework: Key stage 3–8 and 10

ALSO SEE: Activities 16 and 20

→ **AIM:** For students to think about where they can find information about higher education.

Ask the class to come up with six ways of finding out more about higher education. You may want to specify that they should include three types of people they can ask, and three sources.

The following might be useful as a starting point:

People

Students

Family

Friends

Teachers

Connexions Personal Advisers

Connexions Direct

Connexions Helpline

Other sources

Connexions

UCAS

Schools

Colleges and universities

Workplace

Directgov

Handout 8a provides a short quiz which will aid this exercise (answers can be found on Teacher's notes 6a).

For any additional information, [Section 06](#) contains factsheets with full details of all the resources available.

→ **DEBRIEF:** Make sure all the sources listed in the Teacher's notes have been mentioned and get students to think about how easy it is to access them.

→ **LEARNING OUTCOME:** Students understand there are several sources of information on higher education.

FOR MORE INFORMATION...

[aimhigher...](#)

www.direct.gov.uk/uni



HANDOUT 8A – Help!

Page 1 of 2

Multiple choice

1. Which of the following is true?

- a. I have to decide what subjects I want to study myself
- b. There is not much information about how to choose my path after GCSEs
- c. Looking on careers guidance websites could help me work out what I want to do
- d. Connexions is just for people who want to find a job

2. Match up the following:

Which sources give you advice on the following (you can refer to the same source more than once).

Information on official sources of loans and grants available to students.

Information on clubs and societies, sport and recreation, social life, accommodation, childcare, counselling, finance and other welfare services available at your university or college.

Individual guidance on deciding what and where to study A-levels and/or your degree (or equivalent qualifications) and on getting into university or college.

Information on different courses and what you need to do if you want to make an application to go on to university or college.

Sources:

UCAS
Schools
Colleges and universities
Connexions www.connexions-direct.com
Aimhigher campaign
www.direct.gov.uk/studentfinance



HANDOUT 8A – Help!

Page 2 of 2

3. Which of the following can your Connexions Personal Adviser NOT help you with?

- a. Deciding what subjects you want to study
- b. Finding out if you or your parents can get help with money to support you in higher education
- c. Deciding what you want to do in the future
- d. Coping with personal or family issues
- e. Helping you choose what to wear on a Saturday night

4. All of the following are ways you can get information from Connexions – except one. Which one?

- a. Face-to-face
- b. Phone
- c. Email
- d. Webchat
- e. Interactive TV
- f. Text
- g. Newsletter

5. What do these acronyms stand for?

- a. UCAS
- b. TDA
- c. LA



TEACHER'S NOTES 8A – Help!

Page 1 of 2

1. Which of the following is true?

- a. I have to decide what subjects I want to study myself
- b. There is not much information about how to choose my path after GCSEs
- c. **Looking on careers guidance websites could help me work out what I want to do**
- d. Connexions is just for people who want to find a job

2. Match up the following:

Which sources give you advice on the following (you can refer to the same source more than once).

Information on official sources of loans and grants available to students.

www.direct.gov.uk/studentfinance

Information on clubs and societies, sport and recreation, social life, accommodation, childcare, counselling, finance and other welfare services available at your university or college.

Connexions and colleges and universities

Individual guidance on deciding what and where to study A-levels and/or your degree (or equivalent qualifications) and on getting into university or college.

Schools, colleges and universities, Connexions and Aimhigher campaign

Information on different courses and what you need to do if you want to make an application to go on to university or college.

UCAS, colleges and universities and Connexions

Sources:

UCAS

Schools

Colleges and universities

Connexions www.connexions-direct.com

Aimhigher campaign

www.direct.gov.uk/studentfinance



TEACHER'S NOTES 8A – Help!

Page 2 of 2

3. Which of the following can your Connexions Personal Adviser NOT help you with?

- a. Deciding what subjects you want to study
- b. Finding out if you or your parents can get help with money to support you in higher education
- c. Deciding what you want to do in the future
- d. Coping with personal or family issues
- e. **Helping you choose what to wear on a Saturday night**

4. All of the following are ways you can get information from Connexions – except one. Which one?

- a. Face-to-face
- b. Phone
- c. Email
- d. Webchat
- e. **Interactive TV**
- f. Text
- g. Newsletter

5. What do these acronyms stand for?

- a. UCAS – **Universities and Colleges Admissions Service**
- b. TDA – **Training and Development Agency for Schools**
- c. LA – **Local Authority**



ACTIVITY 9 – Encouraging people to go on to higher education

SUGGESTED TIME: 10–20 minutes

SUITABLE FOR: Years 10 and 11

RESOURCES: Teacher's notes 9a

LINKS: PSHE: Key stage 4–4d
Citizenship: Key stage 4–1c

ALSO SEE: Activity 17



AIM: To discuss Government policy about higher education.

This activity is partly to recap the content covered earlier in the pack and also to raise awareness about Government policy and why the Government is encouraging more people to go on to higher education.

Throw this question out to the class:

“Now you’ve found out more about higher education and explored some of the benefits, why do you think the Government want to encourage more people – like yourselves – to go to university or college?”

Get the class to work in small groups to come up with three reasons each.

The Teacher's notes should give you some ideas of possible answers.



LEARNING OUTCOME: To understand why the Government is encouraging people to go to university or college.



TEACHER'S NOTES 9A – Encouraging people to go on to higher education

Page 1 of 1

Why does the Government want more people to go on to higher education?

The Aimhigher programme began in September 2001. In the White Paper **The future of higher education**, Ministers announced that Aimhigher would combine with the HEFCE/LSC Partnerships for Progression (P4P) programme. The unified Aimhigher, which commenced in August 2004, is a national outreach programme operating most intensively in disadvantaged areas.

Widening access to higher education is a priority for the Government and it is vital to increase the proportion of non-traditional students going through university. The Government will work with schools and universities to raise aspirations in families with no tradition of going on to higher education and help them realise that it is a realistic option for them.

Some of the reasons for encouraging more students to study for higher education qualifications:

- To give a wider range of people, eg from different backgrounds, access to higher education – to show that higher education is accessible to everyone with the ability – regardless of background or financial situation.
- To give more people the opportunity to improve their education – with 50,000 different courses there is a suitable academic or vocational course out there for everyone.
- To improve young people's career prospects – higher education helps open up more career opportunities.
- To help young people get better jobs – over the course of their working lives those with an undergraduate degree can expect to earn more than a similar person with two or more A-levels.
- To expand the horizons of more young people – higher education is more than just a qualification – it opens up possibilities of travel, joining new clubs, meeting people from different backgrounds and being more independent.
- To raise aspirations.
- Having a higher education qualification means you're less likely to be unemployed.
- Higher education is fun and offers a lot more than just a qualification.
- To develop important life skills such as responsibility, dealing with money and bills, organising time, etc.
- To benefit the economy.
- To help us compete with other big countries like the USA, Germany and Japan.



ACTIVITY 10 – Straight from the horse's mouth

SUGGESTED TIME: 30–45 minutes

SUITABLE FOR: Years 10 and 11

LINKS: PSHE: Key stage 4–4d
CEG framework: Key stage 3–13

ALSO SEE: Activity 16

→ **AIM:** To find out first-hand information about higher education.

Invite former students, who are now in higher education, back into school for a question and answer session with the group. Ideally, aim for a mix of students doing vocational and non-vocational/academic courses.

This can be a really good way for students to find out more about higher education and how real people cope with issues such as being away from home for the first time, new ways of studying or managing their money. As preparation, get the class to work in groups of four or five and come up with five or 10 questions to ask.

Afterwards ask students to write a short 250-word article on what they learnt from the higher education students. It could be about what inspired them, or simply a summary of what was discussed. If there is a school magazine, some articles could be included in it.

Another option might be to take students to visit a local university or college.

→ **LEARNING OUTCOME:** Students have a good understanding of what it is like to be at college or university.

FOR MORE INFORMATION...

aimhigher...

www.direct.gov.uk/uni
www.connexions-direct.com

03



COURSES AND QUALIFICATIONS

This section is designed to help students think about what job they want to do, and how to achieve that goal. The activities have been structured in a way which makes students think about how they can get to their chosen career: skills and strengths, career options, courses and finally qualifications.

Year 9 students may find this section particularly useful when deciding on what GCSEs to take. The factsheets and resources also offer key information for students heading to university. So if you are short for time, ask your students to look at these at home.

CONTENTS

Activity	Details	Type of activity	Time	Age range (Years)	Links to:
11	Identify student skills and strengths	Working with friends	30 minutes	9 and 10	Activities 5, 6, 18,19, 20 and 21
12	Students to think about the future	Creating a 10 year plan	20 minutes	9, 10 and 11	Activities 4, 5, 18, 20 and 21
13	To think about different careers	Students to look at the people behind a pop band	10–30 minutes	9 and 10	Activities 2 and 21
14	To consider how qualifications impact on getting a job	Group work	15–20 minutes	9, 10 and 11	Activities 5, 20 and 21
15	Show the various courses available	A–Z quiz	20 minutes	9, 10 and 11	Activities 6, 7, 18 and 19
16	Demonstrate the various routes into higher education	Showing the different pathways	20 minutes	9, 10 and 11	Activities 1, 3, 5, 6, 7, 8, 10, 18, 19, 20 and 21
17	To recognise every job involves different skills	Students to “cross the river” using role play	30 minutes	10 and 11	Activity 9



ACTIVITY 11 – What about me?

SUGGESTED TIME: 30 minutes

SUITABLE FOR: Years 9 and 10

LINKS: PSHE: Key stage 3–1e, 1c and 4–1a
CEG framework: Key stage 4–1

ALSO SEE: Activities 5 and 6

The factsheets and resources also offer key information for students heading to university. So if you are short for time, ask your students to look at these at home.

→ **AIM:** To identify students' own skills and strengths.

If time is short, you could do this activity in two parts, and do the following bit in the next lesson.

TASK ONE: Get students to pair up with someone who knows them reasonably well. Each pupil needs to do a mind map for their partner, which shows all the different strengths he or she has.

To get them started you could suggest some of the following words and write them up on a board or chart:

Outgoing	Good with computers
Practical	Responsible
Scientific	Good with words
Organised	Caring
Athletic	Patient
Common sense	Artistic
Musical	Hard-working

Once the mind maps are finished, get the pairs to swap and check whether they agree with the way their partners see them!

If you have access to the internet, try the Connexions online quiz which will suggest a career for your students at: www.connexions-direct.com

FOR MORE INFORMATION...

aimhigher...

www.direct.gov.uk/uni
www.connexions-direct.com

➔ **TASK TWO:** Working with the whole group, choose a career (starting with something familiar, like a doctor or teacher). Write this up on the board and ask the group to brainstorm a list of skills and attributes needed for this job.

For example, for 'doctor' you could have: friendly, caring, intelligent, good at juggling tasks, sympathetic, hard-working, calm, good at listening. Remind students that there are not any right or wrong answers to this as it is their opinion of the skills and personality needed for a job.

- Now ask the group to vote on the three most important skills or attributes.

Now split the group back into their original groups, giving them two occupations (you could use the A–Z activity list, Activity 15 Section 2 or use the UCAS website). Ask them to decide what three main skills are required for each job, if they think their partner is suitable for this career.

➔ **DEBRIEF:** What did you learn about yourself from the activity? Whatever strengths you have will be an asset to you. There is no ideal; all are suitable for higher education.

➔ **LEARNING OUTCOME:** Students have a better understanding of their own skills and strengths and how that can relate to different jobs.

FOR MORE INFORMATION...

aimhigher...

www.direct.gov.uk/uni
www.connexions-direct.com



ACTIVITY 12 – Where will I be in 10 years' time?

SUGGESTED TIME: 20 minutes

SUITABLE FOR: More appropriate for Years 10 and 11 but could be used for Year 9s.

RESOURCES: Handout 12a

LINKS: PSHE: Key stage 3–1e, 1g, 4–1f and 4d
CEG framework: Key stage 3–15 and 4–1

ALSO SEE: Activities 4 and 5

→ **AIM:** To get students to think about the future and how this may affect the choices they make at this stage.

This is something your students could do in their own time.

Get your students to draw up two scenarios – one ideal and one more realistic.

They can ask themselves:

- What job will I be doing?
- How much will I be earning?
- Where will I be living?

Once they have completed this part of the activity, give them Handout 12a “Where will I be in 10 years’ time?” Get students to work through the handout, either individually or in pairs.

→ **DEBRIEF:** Get the students to say which steps they took to reach those goals; what courses or qualifications they thought they would need and which bits they thought would be easiest or hardest to achieve and why.

→ **LEARNING OUTCOME:** Students are aware of how their future plans can be influenced by the choices they make now.

FOR MORE INFORMATION ABOUT CAREERS...

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www.connexions-direct.com



HANDOUT 12A – Where will I be in 10 years' time?

Page 1 of 2

Starting now:

Use your ideal scenarios of where you'd like to be in 10 years' time. Think about all the things you'll need to do in order to reach that goal.

Design your own illustrated 10-year personal planner. Make it fun by adding graphics, drawings, etc and compare this with your friends.

You may want to include the following:

- What courses will you need to study?
- Will you need qualifications?
- What sort of qualifications?
- Do you need to speak a foreign language?
- Will you need to travel?
- How much work experience will you need?
- How will your career develop?
- Will you stay in the same company?
- Will you stay in the same area, or country?
- How long will you have been doing that job?
- How did you get this job – were you promoted, or did you move from another job?
- Will you have worked for the same company or organisation or a different one?
- What other jobs will you have had?
- Will you have travelled?
- Where will you have lived?
- What qualifications will you have?
- What kind of higher education would you have studied?
- What courses would you have done?

Not sure what you want to do?

Consider some of these suggestions:

- What type of person are you?
- What is your ideal career?
- What do you think would be a typical day for a student in higher education?
- Where will you find out more information?

FOR MORE INFORMATION ABOUT CAREERS...

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www.direct.gov.uk/uni
www.connexions-direct.com
www.ucas.com



HANDOUT 12A – Where will I be in 10 years' time?



Page 2 of 2

Suggested further routes:

- Talk to your teacher (form tutor, PSHE teacher) or a Connexions Personal Adviser.
- Talk to your friends, parents or relatives.
- Visit places where you could get more information such as the library.
- Look out for open days or ask for prospectuses from colleges or universities.
- Some colleges and universities give you a 'virtual tour' of the campus – get online and have a look.
- Ask your teacher to organise a visit to a local higher education college or university.

FOR MORE INFORMATION ABOUT CAREERS...

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www.direct.gov.uk/uni
www.connexions-direct.com
www.ucas.com



ACTIVITY 13 – Name that job!

SUGGESTED TIME: 10–30 minutes

SUITABLE FOR: Years 9 and 10

RESOURCES: Handout 13a and Teacher's notes 13a

LINKS: PSHE: Key stage 3–1e

Citizenship: Key stage 4–1a

CEG framework: Key stage 3–6

ALSO SEE: Activity 1

→ **AIM:** To get students to think about different careers.

There are thousands of careers out there, but it is easy to focus on the most obvious ones. This activity encourages students to think more broadly.

Simple option (10 minutes): Choose a job you know reasonably well and that your class would be familiar with, such as a doctor, TV presenter or teacher. Get the class to call out suggestions of all the different people who support that person, eg for a TV presenter this could range from sound engineer, to scriptwriter, to dentist. Encourage them to be imaginative and think beyond the obvious careers.

More in depth option (up to 30 minutes): Top celebrities such as international footballers, top models or the latest pop band, wouldn't have got where they are today without the help and support of lots of other people.

Working in pairs or threes, ask students to list all the different people who are involved in helping a pop band or a TV programme such as The X Factor succeed, from their promotions manager to the dentist who fixes their teeth! Encourage them to be imaginative and think beyond just the obvious careers. Ten of these jobs have been suggested on Handout 13a – get students to fill in exactly how they think these people help.

Teacher's notes 13a provide the answers.

→ **DEBRIEF:** Which jobs are of interest to you? Are there some that you hadn't known about before doing this exercise? Are there any stereotypes about some of the careers?

→ **LEARNING OUTCOME:** For students to recognise the range of different career options open to them.

FOR MORE INFORMATION...

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HANDOUT 13A – Name that job!

Page 1 of 1

Not everyone can become a pop star, a catwalk model or a professional footballer, but behind every celebrity there are many people who support and help them. Some of them might be doing jobs you could be interested in.

How do you think the following people help and support a pop band?

Write your answers on these sheets.

Who helps me?

How do they help?

Sound recording engineer

Solicitor

Accountant

Promotions manager

Marketing manager

Dentist

Software engineer

Human resources manager

Graphic designer

Hotel manager

TV producer



TEACHER'S NOTES 13A – Name that job!

Page 1 of 5

Who's behind the latest band?

Sound engineer captures their sound

Solicitor sorts out the contracts

Accountant to give the band financial and tax advice

Promotions manager promotes the band, their singles and their gigs

Marketing manager dreams up all that merchandise

Dentist to fix those cheesy grins!

Software engineer writes programs for the sound engineer

Human resources officer looks after all those people at the record label's HQ

Graphic designer creates CD covers that will encourage people to buy the music

Hotel manager makes sure the band gets the best service and a good night's sleep when on tour!

TV producer follows them round for a pop promo



TEACHER'S NOTES 13A – Name that job!

Page 2 of 5

Promotions manager: music industry

- Promotions managers work for record companies and aim to increase sales of their company's recordings.
- They have to get the attention of TV and radio producers and DJs persuading them to give airtime to their company's artists.
- Work includes liaising with clients and others, sales and marketing, negotiating terms and conditions, royalties, contracts and other legal matters.
- Specific courses leading to a degree in music industry management are available (see the Music Education Directory, available free from the British Phonographic Industry (BPI)).
- Other Honours degrees or HND subjects are also acceptable. A proven interest in music and any relevant experience will also be valuable.

Marketing manager:

- Marketing managers aim to provide customers with the goods and services they need.
- Work involves planning and coordinating market research, product development, advertising, sales promotion, public relations and distribution.
- Marketing managers spend much of their time liaising with other departments or companies on production and design, deciding on changes to products or services, and the introduction of new ones.
- Marketing managers can specialise in areas such as market research, marketing communications, marketing products, direct marketing or international marketing management.
- Most employers prefer a higher education qualification. There are professional qualifications in marketing, but other Honours degrees such as business studies will also be acceptable.



TEACHER'S NOTES 13A – Name that job!

Page 3 of 5

Sound recording engineer:

- Sound recording engineers work in recording studios.
- They work with complicated electronic equipment, giving support and advice to the producer and musicians to get the sound they are looking for.
- The studios where the sound recording engineers work may specialise in different types of music, or produce work for film and television, commercials or radio.
- Technical ability, enthusiasm and any relevant experience will be essential and you should be prepared to work unsociable hours.
- There are lots of different courses you can do. Some examples are a Foundation degree in music and multimedia technology or a BTEC National Award in music and electronics.

Solicitor:

- Solicitors provide (legal) advice and help on all matters to clients.
- A client can be anyone from an individual to a business or organisation.
- Solicitors can work independently or in the legal departments of businesses, organisations, and central and local government.
- Work is varied. Most solicitors will specialise, for example in one type of law: commercial, international, family, criminal, private client, property, insurance, and so on.
- A law degree or equivalent is required, for which you will need 3 A-levels with GCSEs and a good pass in English Language.

Accountant:

- Accountants help businesses.
- Accountants provide financial and tax advice and help managers keep track of the flow of money into and out of a business.
- They have to understand every aspect of the business and make important long-term decisions about expenditure, investment and risk with a view of long-term success.
- With a relevant Honours degree (not necessarily maths or business studies) you could join a graduate programme to train as an accountant.



TEACHER'S NOTES 13A – Name that job!

Page 4 of 5

Dentist:

- Dentists are concerned with the health of teeth and gums, and treat problems when they occur. They also provide advice on dental care.
- Dentists can work independently, as part of a practice or for a hospital or large organisation.
- A dentist needs to have patience and good personal skills, and enjoy helping people who may find the treatment difficult or painful.
- You will need an Honours degree to become a dentist, or a BTEC to become a dental nurse.

Software engineer:

- Software engineers design computer programs. Areas of work include systems analysis and design, programming (including gaming) and web design.
- They tend to work on complex software, which could be used for business systems or scientific research, for example.
- Entry to software engineering is usually with an Honours degree in software engineering, electronics or computer science.

Human resources manager:

- Human resources managers are responsible for looking after staff needs. This can include recruitment, training and development, reporting and health.
- They do not manage the staff or workforce directly, but liaise closely with them and advise managers and supervisors on relevant areas.
- The day-to-day work may include analysing data, collating statistics, drawing up plans, policies and reports, interviewing, taking part in meetings, training, discussions, negotiations and addressing large meetings.
- A higher education qualification is preferred – it can be in any subject although law, business or psychology are particularly useful.



TEACHER'S NOTES 13A – Name that job!

Page 5 of 5

Graphic designer:

- Graphic designers communicate ideas and information using images and words.
- They design all kinds of printed materials, from album covers to posters or company brochures and they may design graphics for TV and film, or websites and interactive CD-ROMs or DVDs.
- Initially they will produce visuals to show how a design will look – they then use a computer and graphic design software to lay out the job with the text, headings, illustrations, etc all in place.
- An Honours degree or HNC/HND is usually preferred and you can also do a Foundation degree – some courses specialise in one particular area, such as multimedia.

Hotel manager:

- The hotel manager has overall responsibility for the smooth running of a hotel, which covers everything from staff recruitment to negotiating with suppliers to delivering high-quality customer service.
- They also have to consider how to market their hotel through various advertising and PR strategies.
- The hotel manager should be interested in business and maintaining a high level of service, and be prepared to work some evenings and weekends.
- You will need a higher education qualification, for example a Foundation degree in hospitality, leisure and tourism or business.

TV producer:

- TV producers are responsible for bringing together all parts that make a TV programme.
- They will understand each stage of the production process, including budgeting, film scheduling and post production.
- Their work involves having an overview of every aspect of production, so that the programme is finished within budget and on schedule.
- This is a very competitive field, so a higher education qualification is essential. Communications and/or media studies might be a good choice of subject.



ACTIVITY 14 – Ways into a career

SUGGESTED TIME: 15–20 minutes

SUITABLE FOR: Years 9, 10 and 11

LINKS: PSHE: Key stage 3–4d and 4–1f
CEG framework: Key stage 3–11

ALSO SEE: Activities 5, 20 and 21

→ **AIM:** To consider how qualifications impact on getting a job.

Split the class into four groups. They have 10 minutes to work out how they would get the following jobs if they couldn't go on to higher education:

- Nurse
- Formula 1 car designer
- Lawyer

These jobs are suggestions, feel free to substitute your own if you would rather use them.

The groups also need to answer these questions:

- How much of a difference would it make, for example, in terms of salary, or how quickly they could get into that career?
- Could they do higher education later? For example, once they've already started doing that job?
- How else could they train?

Get them to report back and discuss their answers.

→ **DEBRIEF:** Discuss what effect having a higher education qualification makes on their choice of job, prospects, etc and what the alternatives are.

→ **LEARNING OUTCOME:** Students understand how qualifications can affect career choice, and what the alternatives are.

FOR MORE INFORMATION...

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www.direct.gov.uk/uni
www.connexions-direct.com



ACTIVITY 15 – A–Z of courses

SUGGESTED TIME: 20 minutes

SUITABLE FOR: Years 9, 10 and 11

RESOURCES: Handout 15a

LINKS: PSHE: Key stage 3–4d and 4–1f
CEG framework: Key stage 3–11

ALSO SEE: Activities 6, 7, 18 and 19

→ **AIM:** To give students an understanding of the variety of courses available.

This activity gets students thinking as broadly as possible about all the courses on offer. It should be fun, but also get them to think about subjects they may never have heard of before.

→ **PART 1:** Ask students to stand up. Go through the alphabet, asking each pupil in turn to come up with a course title for the letter they get. Anyone that cannot think of a course sits down. Bear in mind there is no course beginning with X.

Afterwards give your students Handout 15a so they can see just some of the many courses on offer.

→ **PART 2:** Explain to the students that within each subject there are different courses that they could study. For instance, a history degree could be in modern history, history of art, social history, etc or an English degree could be English literature, English language, linguistics, creative writing, etc.

Pick three or four subjects and get the class to call out all the different options they think you could do as part of the course.

Or in smaller groups, you could get the class to use the internet for a wide range of courses – www.ucas.com – and pinpoint exactly which course they would like to do. This could be done as a homework activity.

→ **DEBRIEF:** The courses on the UCAS website are full-time, but point out that you can study part-time or learn in the workplace too (eg teaching and nursing).

→ **LEARNING OUTCOME:** That students are aware of the range of unusual and interesting courses on offer.

FOR MORE INFORMATION...

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www.ucas.com



HANDOUT 15A – A–Z of courses

Page 1 of 2

In England, there are more than 50,000 higher education courses to choose from, at around 300 colleges and universities.

These range from the expected, like English, to the unexpected like puppetry and jazz. You can study things you're already doing at school such as geography, maths or history – or how about cars, travel or nursing?

This is just a selection of the subjects on offer – for a full list look at: www.ucas.com

A

Advertising
Aerodynamics
Aerospace
Anatomy
Animation
Art
Artificial Intelligence
Astrology

B

Beauty
Biology
Blacksmithing
Brewing
Business Studies

C

Cars
Catering
Childhood
Clothing
Computing
Criminology
(study of crime)

D

Dance
Dentistry
Drama

E

Education
Engineering
Entertainment
Equine Studies
(study of horses)

F

Farming
Fashion
Film
Food Science
Football
Forestry

G

Gambling
Genetics
Graphic Design

H

Hairdressing
Hebrew
Housing
Hotel Management

I

Information
Technology
Illustration

J

Jazz

K

Korean
Knitwear

L

Law
Library
Leisure



HANDOUT 15A – A–Z of courses



Page 2 of 2

M

Machinery
Manufacturing
Medicine
Midwifery
Motorsports
Music

N

Nursing
Nutrition

O

Oceanography
Optometry
Oriental Languages

P

Physical Education
Packaging and
Design
Painting
Peace Studies
Plants
Police
Primary Education
Puppetry

Q

Quality Management
Quantum Physics

R

Radio
Religious Studies
Retail
Robotics
Russian

S

Social Work
Space
Sport
Surf
Swahili

T

Teaching
Television
Textiles
Tourism
Travel

U

Universe

V

Vehicles
Video
Veterinary

W

Welding
Welsh
Wildlife
Wood

Y

Yachts
Youth

Z

Zoology

FOR MORE INFORMATION ABOUT
COURSES AND CAREERS...

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www.direct.gov.uk/uni
www.connexions-direct.com
www.ucas.com



ACTIVITY 16 – Routes into higher education

SUGGESTED TIME: 20 minutes

SUITABLE FOR: Years 9, 10 and 11

RESOURCES: Handouts 16a and 16b

LINK: PSHE: Key stage 4–1f and 1g
CEG framework: Key stage 3–13

ALSO SEE: Activities 1, 3, 5, 6, 7, 8, 10, 18, 19, 20 and 21

→ **AIM:** To show there are more ways into higher education than just A-levels.

Split the class into groups of four. Get them to draw a route map or flow chart of how they would get from where they are now to getting a degree. Encourage them to think about as many different options as possible – they may remember some of the case studies covered earlier in this pack.

Get the students to call out their suggestions and mark out a diagram on the board or flipchart.

Distribute Handouts 16a and 16b and discuss any of the pathways that have been missed, and any key differences between the handout and the students' diagrams.

→ **DEBRIEF:** Ask students to recap the differences between the routes.

→ **LEARNING OUTCOME:** Students understand that there are lots of different ways of getting into higher education.

FOR MORE INFORMATION...

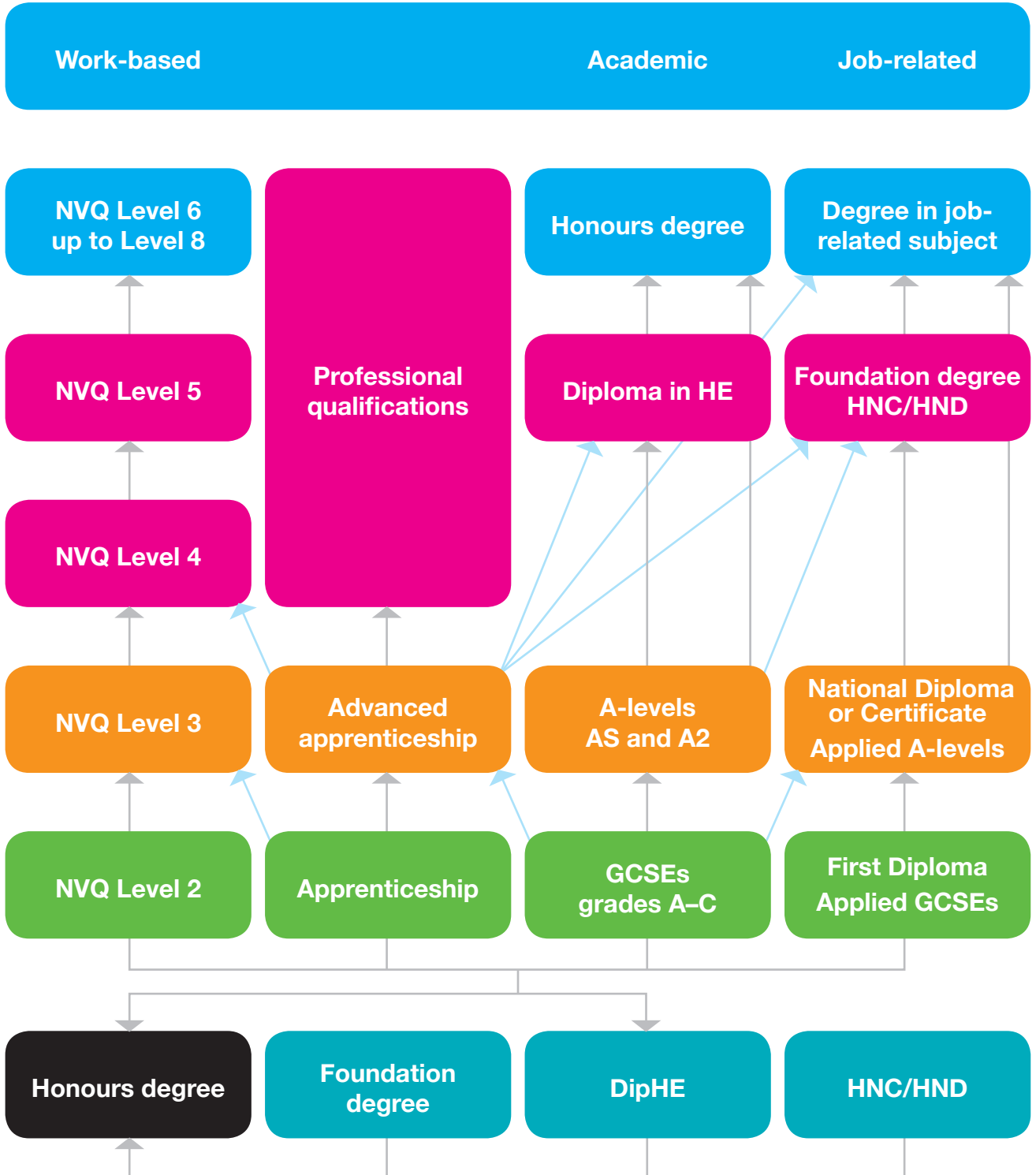
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HANDOUT 16A – Routes into higher education

Page 1 of 1





HANDOUT 16B – Routes into higher education

Page 1 of 1

There are more ways into higher education than just A-levels!

Applied A-levels, NVQs and BTECs can all be accepted as a direct route to a degree. But you will need to check with the college or university you are applying to. You can do an HNC/HND, Foundation degree or DipHE degree, or you can go directly into higher education – get advice from your Connexions Personal Adviser or your teacher to choose a route which suits you.

There are lots of different routes into higher education and a whole range of higher education options to choose from – academic or job-related (vocational). If you do not want to go to university through a vocational route – such as NVQs or BTEC – you will need to check this with the college or university you are applying to. You can get help with this from your Connexions Personal Adviser, or teacher. The most important thing is to find a route that suits you.

Higher education qualifications

Honours degrees tend to be full-time and most last three years – though courses such as medicine can take up to six years to complete. Some Honours, for example in science or engineering, last four years and include a year doing a work placement. If you do an Honours degree in languages you're likely to spend a year abroad. You can choose to do a subject you are already studying or do something new.

Foundation degrees combine academic and work-based learning and take two years of full-time study to complete. You can also do them part-time whilst working.

Diploma of Higher Education (DipHEs) lasts two years and can be combined with professional or vocational qualifications. They tend to be more work related.

HND courses cover a variety of work-related subjects, such as travel and tourism, or business studies. Courses last two years – or three if you include a sandwich year in industry.

FOR MORE INFORMATION...

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www.direct.gov.uk/uni
www.connexions-direct.com



ACTIVITY 17 – Crossing the river

SUGGESTED TIME: 30 minutes

SUITABLE FOR: Years 10 and 11

RESOURCES: Handout 17a

LINKS: PSHE: Key stage 4–1a and 1b
Citizenship: Key stage 4–2c and 3a

ALSO SEE: Activity 9

→ **AIM:** To recognise that every job involves different skills.

Arrange the students in small groups (maximum five) and explain that they have to work together to cross a river.

Give each student in the group a card for a different job and explain that they have to take on the role of that person. The cards are set out in Handout 17a – you will need to cut them up and distribute them.

Explain that they have to cross the river quickly because of an impending flood, so they can make only one trip and as the boat isn't quite big enough, this means that they have to leave one person behind. The group has to decide which skills are less important in order to choose who is left behind. Emphasise that the skills listed are not the only ones needed for those jobs – and that they can use their own knowledge to add to the lists. Get them to think what skills they have that would enable the group to cross or cope on the other side?

For example:

Nurse: Someone who is seriously ill and only he/she can save them.

Engineer: If the boat develops a leak, only he/she can fix it.

Journalist: Remains calm under pressure and keeps the group talking to one another.

Athlete: If the engine fails, he/she is the only one fit enough to swim to the shore with a rope to pull the boat in.

Business person: Everyone is depressed by leaving someone behind and only he/she can convince them not to turn back.

At the end of the activity, they have to say who crossed the river and why.

→ **DEBRIEF:** What are the most important skills for this task? In what situation would the skills of the one left behind be important?

→ **LEARNING OUTCOME:** Everyone has different skills but they are all of equal importance in different circumstances.

FOR MORE INFORMATION...

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www.direct.gov.uk/uni
www.connexions-direct.com



HANDOUT 17A – Crossing the river



Page 1 of 1

ATHLETE

I am skilled at:

1. Endurance
2. Training/willpower
3. Working as part of a team
4. Sports science

JOURNALIST

I am skilled at:

1. Noticing small details
2. Writing interesting accounts of events
3. Being inquisitive
4. Being an effective communicator

BUSINESS PERSON

I am skilled at:

1. Motivating people
2. Finding solutions to difficult problems
3. Managing money
4. Getting people to work as a team

NURSE

I am skilled at:

1. Diagnosis
2. Looking after people
3. Giving first aid
4. Treating illnesses

ENGINEER

I am skilled at:

1. Paying attention to detail
2. Building components
3. Making things safe
4. Technical drawing

04

04

FINANCES

This section addresses key financial worries which students may face. The activities touch upon basic budgeting and how to get financial support.

The factsheets and resources also offer key information for students heading to university. So if you are short for time, ask your students to look at these at home.

CONTENTS

Activity	Details	Type of activity	Time	Age range (Years)	Links to:
18	Students to think about the practical side of uni	Multiple choice quiz	10 minutes	9, 10 and 11	Activities 1, 4, 6, 9, 11, 12, 15, 16 and 17
19	To understand basic budgeting	Students to create own budget	20 minutes	10 and 11	Activities 3, 7, 15 and 16
20	Students to think of the long-term benefits of higher education	Comparing incomes	30 minutes	10 and 11	Activities 5, 11, 12, 14 and 16
21	Students to think about the different jobs available within the same organisation	Looking at case studies and incomes	20–30 minutes	9, 10 and 11	Activities 11, 12, 13, 15 and 16



ACTIVITY 18 – Financial help

SUGGESTED TIME: 10 minutes

SUITABLE FOR: Years 9, 10 and 11

RESOURCES: Handout 18a and Teacher's notes 18a

LINKS: PSHE: Key stage 4–1f, 1g and 4d
Citizenship: Key stage 4–1e and 4d
CEG framework: Key stage 4–14

ALSO SEE: Activities 1, 4, 6, 9, 11, 12, 15, 16 and 17

→ **AIM:** For students to think about the practical side of going on to higher education.

Get the groups to work in small groups or pairs to work out the answers to the short quiz on the handout, about sources of funding for higher education.

Make sure your students are clear about all the phrases and terms that are used.

Once they've completed the quiz, get the pairs or groups to call out the answers and go through it as a whole class. Teacher's notes 18a give the answers to the quiz.

→ **DEBRIEF:** Make sure all the sources listed in the Teacher's notes have been mentioned and get students to think about how easy it is to access them.

→ **LEARNING OUTCOME:** Students understand the sources of funding available to them if they go on to higher education.

FOR MORE INFORMATION...

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www.direct.gov.uk/uni
www.direct.gov.uk/studentfinance
www.connexions-direct.com
wwwucas.com



HANDOUT 18A – Financial help

Page 1 of 2

Match the following statements to the right source of help or advice.
(You can use the same source more than once)

STATEMENT

I need help with living costs.

I want to be a teacher.

I'm 13–19 years old and want to find out about help with money.

I'm disabled.

Where can I get extra spending money?

I want to join the armed forces.

I've left school and need help with money while I decide what course to do/look for a job.

I need general advice on student finance.

I'd like to try for a scholarship.

Where can I find out about tuition fees?

SOURCE

Connexions Training and Development Agency for Schools

NHS

Skill (National Bureau for Students with Disabilities)

Armed forces

Part-time work

DWP/Jobcentre Plus Office

www.connexions-direct.com

www.direct.gov.uk/studentfinance

FOR MORE INFORMATION...

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www.direct.gov.uk/uni
www.connexions-direct.com
[www.ucas.com](http://wwwucas.com)



HANDOUT 18A – Financial help

Page 2 of 2

Multiple choice

1. You may be eligible to receive a non-repayable maintenance grant of up to £2,906 from the Government if:

- a. You are studying for A-levels
- b. You are doing a higher education course like a degree or an HND
- c. You are studying for an Applied A-level or BTEC National Diploma
- d. All of the above

2. Student loans are available to:

- a. PGCE students (studying to be teachers)
- b. Students doing degrees at university or college
- c. Students doing vocational (job-related) courses (such as HNDs)
- d. People studying at specified NHS or private institutions
- e. All of the above

3. EMA payments are available for some students continuing their education beyond Year 11. What does EMA stand for?

- a. Education Maintenance Allowance
- b. Education Money Allowance
- c. Earning Money Academically
- d. Extra Maintenance Amount

4. From September 2008 new full-time undergraduate students will benefit from the new funding package because:

- a. The Government will pay for their first year of study
- b. Non-repayable grants of up to £2,906 will be available to students with household incomes of up to around £50,000 per annum
- c. Other students will contribute towards their costs
- d. The EU will pay the costs

FOR MORE INFORMATION...

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www.direct.gov.uk/uni
www.connexions-direct.com
www.ucas.com



TEACHER'S NOTES 18A – Financial help

Page 1 of 3

Sources that offer information and help with money to students going into higher education.

Correct matches are shown here:

Where can I find out about tuition fees?

Connexions

www.connexions-direct.com

www.direct.gov.uk/studentfinance

Where can I get extra spending money?

Part-time work

Connexions

www.connexions-direct.com

I need help with living costs

www.direct.gov.uk/studentfinance

Support and welfare services in universities and colleges

Connexions

I want to be a doctor or nurse

NHS

Connexions

www.connexions-direct.com

I'm 13–19 years old and want to find out about help with money

Connexions

www.connexions-direct.com

I want to be a teacher

Teacher Training Agency

Connexions

www.connexions-direct.com



TEACHER'S NOTES 18A – Financial help

Page 2 of 3

I'm disabled

Skill (National Bureau for Students with Disabilities)

Connexions

www.connexions-direct.com

I've left school and need help with money while I decide what course to do/look for a job

DWP/Jobcentre Plus Office

Connexions

www.connexions-direct.com

I want to join the armed forces

Armed forces

Connexions

www.connexions-direct.com

I need general advice on student finance

www.direct.gov.uk/studentfinance

I'd like to try for a scholarship

Connexions

www.connexions-direct.com



TEACHER'S NOTES 18A – Financial help

Page 3 of 3

Multiple choice answers:

1. You may be eligible to receive a non-repayable maintenance grant of up to £2,906 from the Government if:

- a. You are studying for A-levels
- b. You are doing a higher education course like a degree or an HND
- c. You are studying for an Applied A-level or BTEC National Diploma
- d. All of the above**

2. Student loans are available to:

- a. PGCE students (studying to be teachers)
- b. Students doing degrees at university or college
- c. Students doing vocational (job-related) courses (such as HNDs)
- d. People studying at specified NHS or private institutions
- e. All of the above**

3. EMA payments are available for some students continuing their education beyond Year 11. What does EMA stand for?

- a. Education Maintenance Allowance**
- b. Education Money Allowance
- c. Earning Money Academically
- d. Extra Maintenance Amount

4. From September 2008 new full-time undergraduate students will benefit from the new funding package because:

- a. The Government will pay for their first year of study
- b. Non-repayable grants of up to £2,906 will be available to students with household incomes of up to £50,000 per annum**
- c. Other students will contribute towards their costs
- d. The EU will pay the costs



ACTIVITY 19 – Where does the money go?

SUGGESTED TIME: 20 minutes

SUITABLE FOR: Years 10 and 11

RESOURCES: Handouts 19a and 19b

LINKS: PSHE: Key stage 4–1e and 4–4c
Citizenship: Key stage 4–1e
CEG framework: Key stage 4–14

ALSO SEE: Activities 3 and 7

→ **AIM:** To understand basic budgeting.

→ **PART 1** Divide the students into three groups. Give them Handout 19a, which gives details of a student's budget and outgoings. They need to look at how Sam will spend the remaining money for the term, and work out a budget for the week.

Each group then presents their budget to their group and explains how and why they have spent the money in that way.

→ **PART 2** Get students to note down all their spending for one week using Handout 19b – from food and drink to bus fares, clothing or CDs – being as specific as possible, and do a total for the week (include pocket money, EMAs and part-time work).

Once they have worked out their income and outgoings, you may want to throw in an unexpected expense such as Mum's birthday present or a new bike part. Students would then have to come up with solutions like borrowing money from a friend or relative, as well as figuring out how to repay it. This can help illustrate the importance of saving for irregular expenses.

Working in small groups, get them to work out which items were things they wanted and which were things they really needed.

Ask the whole group to feed back on the findings. This could lead to an interesting discussion on which items are essential and which are luxuries.

→ **LEARNING OUTCOME:** To demonstrate basic budgeting.

FOR MORE INFORMATION...

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HANDOUT 19A – Where does the money go?

Page 1 of 1

Sam has just started university and is living in a shared house with three other students. It is Sunday on the final week of the first term and Sam has £50 to last until next Saturday, which is when Sam heads home for the Christmas break. Sam has lectures and seminars every day except Tuesday.

How is Sam going to decide what to spend £50 on?

Travel:

- There is a bus to the university that costs £1 return and takes 7 minutes. Walking takes 40 minutes and cycling about 20 minutes – but Sam's bike needs a new front light, which will cost about £10.

Hobbies:

- Sam plays hockey for the university team and is training on the university campus on Sunday, and playing a home game on Wednesday.

Nights out:

Since this is the last week of term, there are lots of things going on. These are three of the things Sam would most like to do:

- There is a Christmas party on Tuesday at the Student Union – tickets cost £6 and pints of beer and cider are on special offer for £1 all night.
- On Thursday, one of Sam's favourite bands is playing in town – one of Sam's friends has got a spare ticket which costs £10.
- On Friday there is a hockey club party at a friend's house. It is fancy dress and people have to bring drinks although food is provided.

Food:

- Sam only has one large (half-full) box of cornflakes, two cans of beans, a tin of chopped tomatoes, a pack of spaghetti and a packet of cheese slices to last the week.

Other costs:

- Sam needs to pay £9 towards house bills.
- Sam only has enough clean clothes to last until Tuesday – the launderette on campus costs £2, the one in town costs £4.
- Sam also wants to buy a new top for one of the nights out which costs £22.



HANDOUT 19B – Making the most of your money

Page 1 of 1

Note down below where you get your money from and what you spend it on. Be as specific as you can, as this will help you to see where all your cash really goes!

Think about regular sources of income – such as pocket money and part-time jobs – and remember that if you’re continuing with your education you may be eligible for an EMA (Education Maintenance Allowance) of up to £30 per week.

Then think about your ‘outgoings’ – things you regularly spend money on, such as bus fares, magazines and school lunch.

If you find that you don’t have enough money to pay for your expenses, think about what is essential and what you could perhaps go without. Also, don’t forget those unexpected expenses, such as Christmas and birthday presents, so if you do have any money left over you could put it aside.

Weeks	1	2	3	4
How much money you receive				
Where you get your money from				
How much money you spend				
What you spend your money on				
Savings				



ACTIVITY 20 – Richer pickings

SUGGESTED TIME: 30 minutes

SUITABLE FOR: Years 10 and 11

RESOURCES: Handouts 20a and 20b, Teacher's notes 20a and 20b

LINKS: PSHE: Key stage: 4–1f and 4i
Citizenship: Key stage 4–2c
CEG framework: Key stage 4–14

ALSO SEE: Activities 5, 11, 12, 14 and 16

→ **AIM:** To get students to think about the long-term benefits of higher education.

Get students to compare the incomes of two people, one who went straight from school to work, and one who went to university.

Give students Handouts 20a and 20b. These show the career paths of two people working in retail. Give the students about 10 minutes to work through the figures, in pairs, and calculate the earnings.

Get them to report back on their answers (see Teacher's notes 20a and 20b for the answers). Ask the group what they think about this:

- Does it make them think differently about higher education?
- Would they rather earn more now or in the future?

→ **LEARNING OUTCOME:** That students have realised the short-term versus long-term benefits of higher education.

FOR MORE INFORMATION...

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HANDOUT 20A – Richer pickings

Page 1 of 1

Meera went straight from school, aged 16 and with 9 GCSEs, to work as a sales assistant in a large retail company. This is how her career progressed for the next 10 years.

Round the figures up or down to the nearest pound.

Role		Salary
Sales assistant	Starting salary	£14,500
	One year later – 6% salary increase	
Senior sales assistant	One year later – promotion 10% salary increase	
	One year later £1,200 salary increase	
	One year later 5% salary increase (£905.35)	
Sales supervisor	One year later, promotion 10% salary increase	
	One year later 7% salary increase	
Assistant sales manager	Six months later, promotion 5% salary increase	
	Six months later, £1,000 bonus	
	One year later 3% salary increase	
Sales manager	18 months later promoted to sales manager, 10% salary increase	
	One year later 9% salary increase	



HANDOUT 20B – Richer pickings

Page 1 of 1

Dane went to university where he studied Business Studies for three years. This is how his career progressed for the next four years.

Round the figures up or down to the nearest pound.

Role		Salary
Graduate trainee	Starting salary	£18,000
Purchasing assistant	Six months later – 10% salary increase	
Senior purchasing assistant	Six months later, promotion 10% salary increase	
	Six months later, £1,000 bonus	
Buyer	12 months later, promotion 12% salary increase	
	One year later, 11% salary increase	
Senior buyer	Six months later, promotion, £3,000 salary increase.	



TEACHER'S NOTES 20A – Richer pickings

Page 1 of 1

Salary figures for Meera, who went straight from school, aged 16, with 9 GCSEs, to work as a sales assistant in a large retail company.

Role		Salary
Sales assistant	Starting salary	£14,500
	One year later – 6% salary increase	£15,370
Senior sales assistant	One year later – promotion 10% salary increase	£16,907
	One year later £1,200 salary increase	£18,107
	One year later 5% salary increase (£905.35)	£19,012
Sales supervisor	One year later, promotion, 10% salary increase	£20,913
	One year later 7% salary increase	£22,377
Assistant sales manager	Six months later, promotion 5% salary increase	£23,496
	Six months later, £1,000 bonus	£24,496
	One year later 3% salary increase	£25,231
Sales manager	18 months later promoted to sales manager, 10% salary increase	£27,754
	One year later 9% salary increase	£30,252



TEACHER'S NOTES 20B – Richer pickings

Page 1 of 1

Salary figures for Dane, who went to University.

Role		Salary
Graduate trainee	Starting salary	£18,000
Purchasing assistant	Six months later – 10% salary increase	£19,800
Senior purchasing assistant	Six months later, promotion 10% salary increase	£21,780
	Six months later, £1,000 bonus	£22,780
Buyer	12 months later, promotion 12% salary increase	£25,514
	One year later, 11% salary increase	£28,321
Senior buyer	Six months later, promotion, £3,000 salary increase.	£31,321

Students may note that the graduate is likely to have loans to pay back, which will reduce their actual income once employed. However, as discussed elsewhere in the pack, the repayment figure may be as low as £5.19 per week. The object of this exercise is to show that graduates give themselves the potential to command a higher salary than non-graduates. After four years in the workplace, Dane is earning as much as Meera does after 10 years.



ACTIVITY 21 – Are you up for the job?

SUGGESTED TIME: 20–30 minutes

SUITABLE FOR: Years 9, 10 and 11

RESOURCES: Handouts 21a, 21b, 21c, 21d and 21e and Teacher's notes 21a, 21b and 21c

LINKS: PSHE: Key stage 3–1e, 4d, 4–1f and 1g
Citizenship: Key stage 4–1e
CEG framework: Key stage 3–11

ALSO SEE: Activities 2, 5, 11, 12, 13, 15 and 16

→ **AIM:** For students to think about the different jobs available within the same organisation, and the qualifications needed for each.

This activity is split into three parts, so you may want to spread it over two lessons.

→ **PART 1** This looks at the different jobs you can do within two organisations, depending on the qualifications you have. You may want to cover both organisations or just pick one of them. Handout 21a covers Arcadia and Handout 21c covers the Royal Bank of Scotland Group. Both handouts give some detail about the organisation, along with some quotes from employees.

Write the following job titles as column headings on the board/flipchart and ask the class to call out what qualifications they think are needed for these jobs. Give them the choice of GCSEs, A-levels and a degree (or equivalent). The answers are written below.

Arcadia:

- Sales Adviser –
 - GCSEs, NVQ1 or Applied GCSE
- Fast track Management Trainee Programme (MTP) in finance, distribution, merchandising, buying as well as retail –
 - Honours degree, HNC/HND, Foundation degree or DipHE
- Fast track Management Trainee Programme (MTP) (retail management only) –
 - A-levels, Applied A-levels, NVQ4/5s or BTEC National Diploma

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The Royal Bank of Scotland Group:

- Customer Service Officer –
 - A-levels, Applied A-levels, NVQ4/5s or BTEC National Diploma
- Customer Adviser –
 - GCSEs, NVQ1 or Applied GCSE
- Technology Graduate Trainee
 - Honours degree, HNC/HND, Foundation degree or DipHE

Get them to look at the employee quotes from the handouts in a bit more detail. Which jobs did they find most interesting? Which roles had the most variety? Which ones interest them?


 **PART 2** This builds on the first part of the activity to help students get a wider picture of the benefits of the different jobs. Depending on which of the handouts you used for part 1, give your students Handout 21c on Arcadia or Handout 21d on the Royal Bank of Scotland Group, and ask them to complete this quick quiz – they could do this individually or in pairs.


Go through the answers as a whole class – these are provided on Teacher’s notes 21a and 21b. This is also an opportunity to discuss which jobs are most appealing to students and why.

 **PART 3** This activity is particularly suited to lower ability classes or as an evaluation to the other activities. It makes students aware of the different types of activity you might do, depending on your job.

Give the class Handout 21e and working in pairs or individually, ask them to fill in the missing words. The answers are provided in Teacher’s notes 21c.

Get people to call out their answers and talk through any queries or issues. Are the students surprised by any of the statements?

 **DEBRIEF:** Ensure that all students answered the quiz correctly and are clear about the benefits offered by the jobs requiring higher education qualifications.

 **LEARNING OUTCOME:** Students understand that higher levels of qualifications allow you to get higher-level jobs, and the benefits that these jobs offer.



HANDOUT 21A – Are you up for the job?

Page 1 of 1

Arcadia Group is the largest privately owned clothing retailer in the UK. It has over 2,500 outlets in high streets and shopping centres throughout the country and a growing number of international stores. Arcadia's eight brands in the UK are:

- Burton • Dorothy Perkins • Evans • Miss Selfridge
- Topshop • Topman • Wallis • Outfit

What people who work there say...

Hannah Stephenson, aged 23, Store Manager – Burton and Dorothy Perkins

Qualifications: A-levels

“After my A-levels I wanted to start my career immediately, so it was important to find a company that was serious about my training and development. The Management Trainee Programme was very impressive on paper and even better once I started. In the next year or two, I’m looking to make promotion to area manager. I’m determined to keep going forward.”

Donna Francis – Senior Distributor – Evans

Qualifications: Honours degree

“My current challenge involves logistics to improve the management of a product range within our Leeds distribution centre. From a store point of view I am also responsible for identifying patterns in branch performance, eg where branches may be exceeding or missing their sales plan and suggesting what appropriate actions to take to support them from a distribution angle.”

Jessica Train – Graduate Retail Management Trainee Manager – Topshop, Leeds

Qualifications: Honours degree

“The best thing about a career in retail management is that your role encompasses everything from business management to personal and staff development. I enjoy the high level of responsibility... from day one you have management status with real responsibilities and a real store with real people.”

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HANDOUT 21B – Are you up for the job?

Page 1 of 1

Quick quiz – Arcadia Group

Answer the questions below by ticking the correct box.

	Sales Adviser	Fast Track Management Trainee Programme (MTP) (retail management only)	Fast Track Management Trainee Programme (MTP) in finance, distribution, merchandising, buying and retail
Which job pays the most (£15,900–19,500)?			
Which job pays £12,000–15,000?			
Which has the most promotion opportunities?			
Which could lead to management opportunities after relevant experience on the shop floor?			
Which could lead to the position of area manager?			
Which has the least variety?			
Which offers the widest choice of career options within the company?			

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HANDOUT 21C – Are you up for the job?

Page 1 of 2

The Royal Bank of Scotland Group has grown from small beginnings nearly 300 years ago to become one of the largest financial services groups in the world. As well as the UK, the Group has offices in Europe, the US and Asia. There are over 2,000 branches throughout the UK and Ireland and more than 20 million UK personal customers. There are a number of companies that make up the RBS group:

- Direct Line • NatWest • Ulster Bank • Coutts & Co
- MINT • Green Flag • The Royal Bank of Scotland

What people who work there say...

Alex Onyeador, aged 23 – Technology Graduate Trainee – the Royal Bank of Scotland Group

Qualifications: Honours degree

“I joined RBS group in October 2002 and haven’t looked back since! It kicked off with a week-long general graduate induction programme in Edinburgh for everyone in the Technology division. It was great – there were over 80 of us and we got to know each other and the various areas we would be working in.

Then I was moved onto a training programme covering business and technical courses. On the business side we learnt the importance of interpersonal and presentational skills (video cameras and all!). My initial six months after training was spent in the Unix support team. I learnt the benefit of working in a flexible support team, and working different hours to ensure that system support was available 24/7.

Currently I am working in Application Production Support. It’s a very new and exciting challenge as I am learning new programming languages such as Oracle PL/SQL, Visual Basic 6, and Shell Scripting. I’ve also been given the opportunity to go on external courses.”

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HANDOUT 21C – Are you up for the job?

Page 2 of 2

Lizzy Baxter, aged 18 – Customer Service Officer – NatWest
Qualifications: GCSEs

“My job as a cashier on a very busy counter involves many responsibilities. For example, being in charge of till keys, balancing tills and reserves of up to £2,000 and being efficient at the same time as ensuring you are providing the best possible service to every customer. I feel I can progress further in NatWest through my own drive and enthusiasm. Training in the short term will improve my IT skills and working for CMAP, professional mortgage lending qualification will help me achieve promotion.”

Sarah-Jane Ellen, aged 23 – Human Resources Trainee – the Royal Bank of Scotland Group

Qualifications: Honours degree

“I’ve already completed my first placement in Corporate Banking where I was given a large amount of responsibility from the start. In redesigning the monthly Sickness Absence Reports I learnt about the company policies in this area and the way in which the business uses data to monitor objectives. I’ve been on training courses in Communication, Reward and Economics. The Bank has offered me many opportunities to pursue professional development and I have learnt a great deal in four months and have developed some key skills and knowledge which will support me throughout my career.”

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HANDOUT 21D – Are you up for the job?

Page 1 of 1

Quick quiz – the Royal Bank of Scotland Group

Answer the questions below by ticking the correct box.

	Customer Adviser	Customer Service Officer	Graduate Trainee
Which job pays the most (£20,500)?			
Which job has a starting salary of £9,700?			
Which has the most promotion opportunities?			
Which has the most contact with customers?			
Which offers the most training?			
Which has the least variety?			
Which offers the widest choice of career options within the company?			

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HANDOUT 21E – Where will your course take you?

Page 1 of 1

Fill in the gaps:

Going on to higher education isn't just about getting a job, it's a chance for you to find out more about yourself and what you can achieve. But it's good to know how each qualification level can help you when you are ready for the next step into employment.

This list gives you some ideas about how qualifications affect the kind of work you can expect to do. Fill in the gaps with the words provided.

- Graduates joining the Royal Bank of Scotland Group are put on _____ programmes.
- After taking GCSEs or _____, I can work in a branch of the Royal Bank of Scotland or NatWest and will have a six-month _____ period.
- HMV is very keen to employ people who can combine their passion for _____ with a high level of _____.
- Promotion will come faster and easier if I have a _____.
- If I want the _____ choice of jobs within a company, I should go to university or college.
- As a graduate, I am likely to have more _____ on strategy and planning.

INFLUENCE

DEGREE

ACCOUNTANT

INDUCTION

EDUCATION

ACCOUNTANCY

A-LEVELS

WIDEST

MUSIC

MATHS

FAST TRACK

FOR MORE INFORMATION...

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TEACHER'S NOTES 21A – Are you up for the job?

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The correct answers for the Arcadia quick quiz are as follows:

	Sales Adviser	Fast Track Management Trainee Programme (MTP) (retail management only)	Fast Track Management Trainee Programme (MTP) in finance, distribution, merchandising, buying and retail
Which job pays the most (£15,900–19,500)?			X
Which job pays £12,000–15,000?		X	
Which has the most promotion opportunities?			X
Which could lead to management opportunities after relevant experience on the shop floor?	X		
Which could lead to the position of area manager?		X	
Which has the least variety?	X		
Which offers the widest choice of career options within the company?			X



TEACHER'S NOTES 21B – Are you up for the job?

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The correct answers to the Royal Bank of Scotland are:

	Customer Adviser	Customer Service Officer	Graduate Trainee
Which job pays the most (£20,500)?			X
Which job has a starting salary of £9,700?		X	
Which has the most promotion opportunities?			X
Which has the most contact with customers?	X	X	
Which offers the most training?			X
Which has the least variety?	X		
Which offers the widest choice of career options within the company?			X



TEACHER'S NOTES 21C – Where will your course take you?

Page 1 of 1

Fill in the gaps – answers

The missing words should fit in as follows

- Graduates joining the Royal Bank of Scotland Group are put on **fast track** programmes.
- After taking GCSEs or **A-levels**, I can work in a branch of the Royal Bank of Scotland or NatWest and will have a six-month **induction** period.
- HMV is very keen to employ people who can combine their passion for **music** with a high level of **education**.
- Promotion will come faster and easier if I have a **degree**.
- If I want the **widest** choice of jobs within a company, I should go to university or college.
- As a graduate, I am likely to have more **influence** on strategy and planning.

05

A large, bold orange number '05' is positioned at the top left. A thick, flowing orange brushstroke originates from the right side of the '5' and extends across the top of the page, ending in a series of loops on the right side.

PROJECTS

This section provides three optional longer projects that can run alongside the pack, to reinforce and complement previous activities.

All three projects – a magazine, an exhibition and a play – lend themselves to group, pair or individual work and are suitable for Years 9, 10 and 11.

Want to do something different? Ask Years 10 or 11 to do this task in groups, reporting their findings back to the Year 9 classes.



ACTIVITY 22 – Aimhigher magazine

TIMING: To last a couple of lessons or over a term

SUITABLE FOR: Years 9, 10 and 11

LINKS: PSHE: Key stage 3–3k, 4–4b and 4c
Citizenship: Key stage 4–2c and 3a
CEG framework: Key stage 3–11

→ **AIM:** To gain a good understanding of higher education and its benefits and apply this in a practical way.

To get your students to work on one overall project (whether it is producing a magazine, putting together an exhibition, or doing a play) is a good way of pulling together all the issues and ideas mentioned in this pack. The three suggested projects lend themselves well to group, pair or individual work.

The other activities in the pack can be used alongside any of these projects. These are suggestions only: you will know what is appropriate for your class.

→ **LEARNING OUTCOME:** Students will have applied their understanding of higher education and its benefits to a longer project, and worked as part of a team to deliver it.



HANDOUT 22A – Project 1: Aimhigher magazine

Page 1 of 1

It is up to you to decide what material would be most appropriate to include in the higher education magazine. The following are some suggestions:

Overall look and feel:

The magazine is aimed at 13–16-year-olds, and needs to be informative, inspiring and fun. Initially you will need to:

- Come up with a title for the magazine
- Agree on the images and icons to use throughout
- Decide on what format it should be: A4? A3? A5?

Specific content:

The following are some suggestions of what could be covered in the magazine.

Articles:

- These could tie into the different aspects relating to university, ie courses, qualifications, finances, what higher education is and what it is like

Interviews/case studies:

- With local business people
- With students in higher education or those that have completed a higher education course
- With people in unusual jobs
- With parents about their views or experiences of higher education

Poems/short stories:

- Relating to higher education

Reviews:

- Of colleges or universities
- Of higher education websites

Other:

- Quizzes
- Competitions
- Word searches
- Problem page
- Horoscopes
- Cartoons

FOR MORE INFORMATION...

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HANDOUT 22B – Project 2: Exhibition

Page 1 of 1

The overall aim to is illustrate what you think about higher education, and to share this with fellow students and parents. It is up to you what material to include, but the following suggestions may help.

Themes:

Come up with a theme, for example

- First impressions to last impressions: images that show what people initially thought about higher education, then what they feel after looking into it a bit more...
- What HE means to ME: you could have separate sections of the exhibition, such as personal skills, courses, qualifications, finances, what higher education is all about, benefits, etc

Exhibits:

Pictures:

- “Typical” higher education students
- A collage of universities and colleges
- Inspirational role models

Diagrams:

- Routes to get into higher education
- Next steps for students
- Mind maps of the careers that different courses lead to

Photos:

- Relating to higher education: benefits, barriers and the people that have studied at higher education level

Sculptures/3D images:

- Of a “typical” student
- Essential things to buy at college or university
- The things you need in order to succeed in your chosen career

Promoting the exhibition:

- Create promotional materials to advertise the exhibition, ie flyers, posters or articles in a school magazine



HANDOUT 22C – Project 3: Short play or soap opera

Page 1 of 1

Ask students to decide whether to do a play, or a hard hitting/humorous soap like Hollyoaks. The overall theme is about higher education and it should touch upon: finances, what higher education is and what it is like, courses, qualifications, stereotypes, etc. It is up to you to decide on the most appropriate to cover in the play. The following are some suggestions:

Content:

- **Come up with a title and some ideas:**

- Who are the main characters?
- Where is it set? (and what sort of university or college is it?)
- What are the characters studying?
- What's going well and what's going badly?

- **Be as imaginative as possible; here are a few ideas:**

- A groups of friends in the final week before they go to university or college, and their first two weeks at university or college. What problems do they face? What do they share with each other?
- An adult who gets sent back in time to his or her final year of school. What do they do differently? What problems do they face? What choices do they make (are they the same as before)?

- **Issues could include:**

- Budgeting
- Living away from home
- Making new friends
- Relationships with family and friends
- Starting a new sport or hobby
- Starting a part-time job
- Getting involved with the Student Union

Showing the play or soap:

- You need to write the script which may include research
- Choose students to act out the roles
- Rehearse
- Make the props
- Make or find the costumes

Promotion:

- Create promotional materials to advertise the show, ie flyers, posters, articles in the school magazine, etc

FOR MORE INFORMATION...

aimhigher...

www.direct.gov.uk/uni

06



RESOURCES AND FACTSHEETS

This section includes resources and factsheets to hand out to your pupils that contain important contact information for routes into higher education.

There is also a section for teachers that shows where you can get additional resources and information.



HANDOUT – Resources for students

Page 1 of 2

www.direct.gov.uk/uni

We all face tough decisions in life, but going to uni needn't be one of them. You'll learn new things, meet loads of new friends and have the kind of experience you'll remember for the rest of your life – all this before you even graduate!

Heading out into the real world with a higher education qualification will open up more doors for you and the chances are, you will earn more cash as a result. With over 50,000 courses available, you can study a subject you love and be what you want to be. This site will show you what uni is like and give you information about finances.

<http://ema.direct.gov.uk/>

The Education Maintenance Allowance could help you with the cost of books, travel, equipment or anything useful to continue with learning. This site will show you how much you could get, how to apply plus information for your parents or carers.

www.bebo.com/meetthefreshers

This site follows Tom Thurlow across the UK to find out what the freshers (first year university students) of the 21st century get up to...

Each and every FRIDAY, video clips are uploaded to the site showing exactly what freshers get up to; whether freshers are studying hard, eating fine cuisine or scrounging junk food, what mad and crazy stuff they get up to and whether late night booze-fuelled parties really do happen!

www.connexions-direct.com

Connexions Direct is a comprehensive service offering accurate, up-to-date, impartial advice, to support young people on a range of teenage issues, including their career and learning choices, relationships, finance and peer to peer commentary. The website is supported by a national helpline with trained advisers available from 8am–2am daily. Young people are able to self-help by accessing information from the website. Those young people with additional needs can contact an adviser via telephone, minicom, webchat, SMS text message or email.

The Jobs4u careers database www.connexions-direct.com/jobs4u contains over 800 job profiles, which are regularly updated.

From April 2008 Local Authorities have been responsible for providing local Connexions services. Contact details for each local provider can be found within Connexions Direct website Local Services.



HANDOUT – Resources for students

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www.ucas.co.uk

Essential for all young people considering higher education, the UCAS site provides info on all the courses available in the UK, different universities and colleges and advice on how to apply for a place.

www.uni4me.co.uk

Excellent site for Q&A, lots of case study materials and a great design. It aims to answer questions falling broadly into the following categories:

- What is university?
- What can I study?
- What will it cost?
- What about my family?
- How will I get in?
- What will life be like?

www.HERO.ac.uk

Links to all higher education institutions, news on higher education issues and a course search are available. It's suitable for students and teaching/careers professionals.

www.careers-gateway.co.uk

This is a useful starting point, bringing together links to relevant websites.

www.survivinguni.co.uk

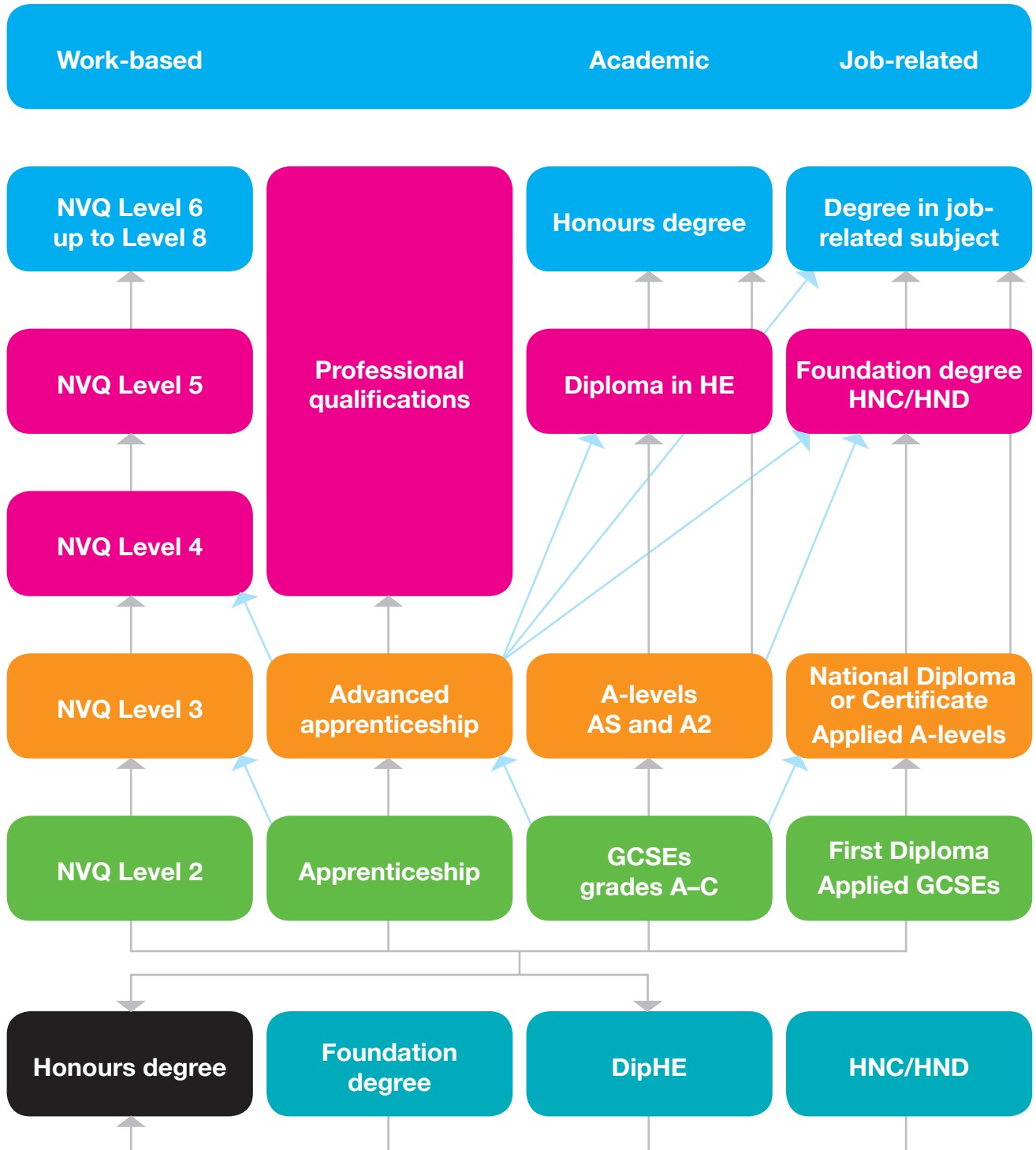
Surviving uni outlines the key issues a student may face during their time at university. From money saving tips to useful CV boosting skills for after uni, this site offers a wide range of advice.



HANDOUT – Factsheets for students

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Getting into higher education:



There are more ways to get into higher education than ever before.



HANDOUT – Factsheets for students

Page 2 of 2

Students entering higher education from September 2008

This factsheet outlines some of the Government's new financial package for funding higher education and will affect new full-time undergraduate students, potential students and their parents.

In summary, the new system will mean:

General:

Universities and colleges of higher education can charge new full-time undergraduates fees up to £3,225. Some may charge less than the maximum.

Financial help is available in the form of tuition fee loans.

Government student support:

- Up to one third of new full-time students with household incomes up to £25,000 could qualify for the full maintenance grant of £2,906.
- Another third of new full-time students with household incomes between £25,001 and £60,005 could qualify for a partial grant.
- Student loans are available for living costs as well as for tuition fees.
- In addition, many universities and colleges offer non-repayable bursaries. Students should check out what individual institutions are offering.

Rates quoted are at the 2009/10 rates and may vary in future years.

Repaying student loans

- Student loans are not repaid until after leaving university and earning over £15,000 when you pay back 9% of your earnings above that amount
- Also for students who started in 2006 or later the Government will write off all student loan balances (except arrears) which are left unpaid for 25 years after you have left your course.

Students can get more information about student finance by visiting:

www.direct.gov.uk/studentfinance



HANDOUT – Resources for teachers

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www.teachernet.gov.uk/aimhigher

Here you will find an online version of the Teacher's pack as well as more details about the Aimhigher campaign and roadshow (which visits schools and colleges in Aimhigher areas). This page also provides signposting to other relevant sites and resources that are available.

Aimhigher roadshow:

The aim of the Aimhigher roadshow is to fill students with enthusiasm for higher education – as well as telling and showing them a bit more about what it is like. The roadshows are run by trained graduate facilitators and so far have visited almost 1,000 schools and colleges since 2007. You can find out more about the Aimhigher roadshows by visiting:

www.aimhigher.ac.uk/practitioner

www.careerssoft.co.uk

Careerssoft has an extensive database of careers information, with regional focus available.

www.dcsf.gov.uk/14-19

Diplomas and reform programme information.

