

## Year 9

# Aimhigher Connexions Surrey

## Resources

**REMEMBER!**

Careers advice and information  
is always available from specialist  
Connexions Surrey staff and  
school careers teachers

# YEAR 9 SUMMARY



## Aimhigher Surrey Activity

Why bother with University? & 'What's University Really like'?

Autumn Term

Shadow a Student

Autumn Term

Menu of Activities *[includes Awareness, Aspiration & Attainment activities]*

All Year

Vocational Opportunities

January



## Connexions Surrey Interventions

Introduction to the Connexions Resources Area OR Decision Making

Spring term

PA may attend a school's Options Evening and Parents Evenings

PA will work with excluded students to help them make decisions about their future

Small group sessions/interviews for those considering alternative curriculum options

Organisation of Surrey Skills Festival

January

## Activities for use by schools

### Activity 1:

**'Send for a Prospectus'** - *find out about college and university*

Autumn Term

Responsibility: LRC staff and class teachers – possible activity in tutor time

Resources: Briefing Notes for staff and students  
Work Sheet - 'Send for a Prospectus'

### Activity 2:

**'Skills Festival Passport Scheme'** – *to link into Surrey Skills Festival*

February

Responsibility: LRC staff and class tutors – possible activity in tutor time  
Aimhigher Surrey staff

Resources: Briefing notes for 'Skills Festival Passport'  
Passports for 'Skills Festival Passport Scheme'

## **Aimhigher Surrey Activity**

The Aimhigher Surrey Menu of Activities offers a widening range of 'awareness raising and aspiration raising' activities for Year 9. These are activities designed to encourage the Aimhigher cohort to engage more seriously with:

- what it is like to go to university
- what Higher Education actually means
- if university is the only way to study
- academic v vocational routes
- work-based learning opportunities
- availability of different areas to study and work in

### **Why bother with University?**

School based activity run by Royal Holloway, University of London [RHUL]; introduces students to higher education (HE), discusses reasons why people go to university and explores how higher education can be accessed by different progression routes.

### **Shadow a Student**

Students have the opportunity to shadow an undergraduate student for the day, participating in lectures, seminars and practical sessions. This activity not only allows them to see what a student day is like; it also gives them an insight into a range of combined subjects on offer at a university.

### **Menu of Activities**

Subject Taster Days, Master Classes, Interview Skills, HE –is this for me?, Ceramics Day at UCCA, Using Control technology for Security, What's university really like, Measuring Aspects of fitness.

### **Bespoke Activities**

Aimhigher Surrey is keen for schools to develop activities linked to the specific needs of their students. Teachers wishing to develop a bespoke activity should talk with their Aimhigher co-ordinator in the first instance and then with the Aimhigher Surrey office.

### **Learn to Earn - Vocational Opportunities**

Activity run by Surrey Young Enterprise demonstrating how achievement in learning can lead to success in earning. Students work with business volunteers who help them to understand the link between their education and their future success and happiness in work and life. This is a six session activity which can be run over 6 weeks or as a 1 day programme. Explores career choices and links between different careers and the level of educational attainment required.

### **Staff Development**

A Twilight or INSET session providing an overview of current progression routes, including vocational, into Higher Education. This could also be delivered as a Network activity to a group of schools & colleges.

## **Connexions Surrey Interventions**

The year's programme is agreed in advance with the school management and documented in a Partnership Agreement, which is reviewed termly. The Partnership Agreement is negotiated annually by school Senior Management Team and local Connexions Service management along with the Connexions Personal Advisers who work in the school. Each school holds a copy of its Partnership Agreement.

At this stage, Connexions Personal Advisers professionally trained in Careers Guidance begin to work more closely with particular individual young people in addition to doing activities with the entire year group. The main focus is on the choice of options for Key Stage 4 but as part of this the students are encouraged to start thinking about their longer term aims and aspirations. Those with additional needs for support will be offered this. Students may self-refer or be referred to Connexions PA by school staff or other agencies. Guidance PA may refer individual students, with their permission, to other specialist agencies for support.

Discussions with individual students who are referred by school staff and other agencies, having been identified as needing additional support to help them achieve their potential.

PA will also meet with young people on the Special Needs Register and attend their Statement review meetings.

PA will work with excluded students to help them make decisions about their future.

### **Connexions Surrey Involving Young People Vision:**

That every young person receiving a service from Connexions Surrey has the opportunity to contribute to and participate in the development of the Connexions service by being able to express their views in different ways.

### **What are the benefits to you and the young people in your school/college?**

Involving young people is one of the criteria that must be satisfied for the Healthy Schools Award and is also imperative for gaining the Investors in Careers charter mark. Connexions Surrey supports educational institutions to achieve these two awards.

Connexions Involving Young People Workers are available to work with the student council, organise Connexions marketplace events, carry out interviews or focus groups with young people, or to work with groups of young people as 'ambassadors' to promote the Connexions service in a specific institution. For details, please contact the Involving Young People team at Connexions Surrey's Central Support Unit.

In each school or college there is a designated area for Connexions related resources and students are welcome to refer to these. This area is usually where the PA will offer advice and information to those who 'drop in' without a formal appointment. This service is offered at specific times during PA time in school or college.

## **Assembly**

Introduction to how the Connexions Service can support students during the coming year.

## **School Options evenings**

Guidance trained Personal Advisers may attend to advise parents and Year 9 students.

## **Surrey Skills Festival**

Connexions Surrey, in conjunction with Surrey Learning & Skills Council, organises the Festival to which all Year 9 students in the county are invited.

## **Decision Making OR Introduction to Connexions Resources Area**

Each Year 9 student attends a small group work session

### **Decision Making sessions**

Learning Outcomes

Students can -

- explain what is involved in making realistic choices
- know how to apply this process to making decisions about their next steps post 16

### **Introduction to Connexions Resources Area**

Learning Outcomes

Students know how to -

- locate appropriate resources, according to their need
- make use of resources to work towards making well informed decisions about their future
- find resources which relate to the wider range of issues which may concern young people



## Activities for use by schools

### 'Send for a Prospectus'

- Can be run in either LRC or Tutor time session, possibly Citizenship as well
- Aimed at further developing the Yr 8 activities on academic/vocational routes and qualifications
- The activity is best done in pairs, but could also be done with larger groups

### **Briefing Notes**

The activity is designed to encourage students to think about the types of qualifications they need to get into Higher Education – either at university or at a college offering higher level courses.

Students can use the LRC resources to order prospectuses on line from a selection of universities and colleges. The best place for them to start is [www.ucas.ac.uk](http://www.ucas.ac.uk) . The LRC may already have some university and local college prospectuses so students should check out those resources first. Many universities do have their prospectuses 'online' so students can access the information quite quickly without having to wait for the prospectus in hard copy. They may need support to find their way around the prospectus.

Once they have got the prospectuses, then they can investigate:

- What entry qualifications are needed for different courses? – these are usually listed at the end of a course descriptor
- If they need certain subjects or grades to do those courses – again this should be listed alongside the entry requirements
- If they have to go to university to do the courses – some colleges offer higher level courses [First Degree, Foundation Degree, HND] so they could study locally
- What alternative entry qualifications are accepted – they may not have heard of some of them such as Access to Higher Education Courses or International Baccalaureate – explanations may be needed

**'Access to HE'** is a 'return to study' course for people aged 19 and over who do not have A Levels or equivalent. Can be studied at local colleges F/T or P/T over 1 or 2 years and is a recognised university entry qualification. It is often free or at minimum cost to students. Colleges often offer the opportunity to resit or gain Maths and English qualifications alongside an Access course as well

**International Baccalaureate** is the equivalent of an A Level course and is widely taught in Europe. Some colleges and sixth-forms in Surrey do offer it as an alternative to A Levels – it is a 2-year course and allows a student to study a broad range of subjects

- What sort of careers the degree qualifies you for – this is usually listed at the end of the course descriptor as well

If time, they can also work backwards to identify what local colleges offer the qualifications & subjects they would need to be accepted on the courses they have chosen. This would be a similar process to above with identifying and ordering of prospectuses – but it may be more likely that the LRC has these resources to hand.

Students can then identify if they need to get certain GCSE subjects or grades to study those subjects at college or in the sixth form....

### **Learning Outcomes**

Students should be able to demonstrate:

- Increased confidence in using LRC resources
- Familiarity with the UCAS site
- Increased knowledge of how to access university websites and prospectuses
- Increased knowledge of colleges in Surrey area
- Raised awareness of entry qualifications for college and university
- Raised awareness of opportunities in Further and Higher Education

## 'Send for a Prospectus' Worksheet [Student]

### You will need to work in Pairs

#### Choose a subject:

1. You should **each** identify a subject that you would like to study or think you can study at university
2. Use the LRC resources to **find** universities that offer courses in these subjects [**note** some colleges also offer higher level courses]  
[www.ucas.ac.uk](http://www.ucas.ac.uk) is a good place to start when looking at what courses universities offer
3. Choose 2 universities or colleges **each**
4. Find out the websites for these universities or colleges
5. Order an undergraduate prospectus from their websites

#### Once you have the Prospectus

*[many universities have online prospectuses so you may be able to look up the information online]*

6. Find the courses that you chose
7. Try and find the **entry requirements** for the course you have chosen  
*[If you do not understand or recognise the entry requirements listed, use the LRC resources to find out what they are]*

#### Once you have identified the qualifications & subjects you need to do this course at university

8. Use the LRC resources to find out where you can study for these subjects/qualifications locally
9. Find the websites for **TWO** places where you can study for these locally
10. See if you can order their prospectus online or if the LRC already has the prospectus

#### Once you have the prospectuses

11. Find the subjects you need
12. See if you need specific GCSEs or grades to study them
13. Complete the Worksheet for this activity

### Extension Work

- Find out what jobs your degree subject could lead to – these are often listed in the prospectus
- Try and find out if there are any other ways you could get to do this job – perhaps a work-based training course or apprenticeship is on offer....

## ‘Send for a Prospectus’ WORKSHEET

<b>Name:</b>	<b>Tutor Group:</b>
<b>Chosen Course/s:</b>	
<b>List 2 facts you found out about your chosen course or university</b>	
1.	
2.	
<b>Do you have to go to a university to study this course?          YES / NO</b> <b>What alternatives are there?</b>	
<b>Do you think you will go on to further studies when you leave school?</b>	<b>YES / NO</b>

<b>Name:</b>	<b>Tutor Group:</b>
<b>Chosen Course/s:</b>	
<b>List 2 facts you found out about the ENTRY QUALIFICATIONS needed to do your course in Higher Education</b>	
1.	
2.	
<b>Can you study for these qualifications locally?          YES / NO</b> <b>Who offers them locally?</b>	

## **'Surrey Skills Festival Passport'**

- The aim is for each student to have a 'Passport' to use at the Skills Festival
- A Pre- Skills Festival session will be needed to introduce the Passport and help students decide what they want to find out about at the festival
- A follow-up Feedback session will be needed to discuss what students found out
- Passport could also form part of a student's Record of Achievement

### **Briefing Notes**

All students will need to be given their passport prior to the Skills Festival, shown how to complete it and discuss the sort of information they need to record in there. They will also need an explanation of just what the Surrey Skills Festival is and what it has on offer. The aim is for them to think about what they want to find out before attending the Festival so they can make good use of the time spent there.

A sample passport is shown on the next page –they will be more durable if they can be printed off in slightly heavier paper or card.

You may need to work on an individual basis with some students to help identify areas of interest, but if they work in pairs they should be able to come up with some areas they wish to investigate.

### **Learning Outcomes:**

Students should be able to demonstrate:

- Ability to research at the Skills Festival
- Raised interest in what they can do
- A greater understanding of what jobs are available
- Some understanding of what employers are looking for
- A realisation that employers want 'skilled' and 'qualified' workers
- A growing recognition that qualifications do matter

### **Possible Extension Work:**

- Follow up on actions in Passport
- Research areas of interest

For a sample **SKILLS FESTIVAL PASSPORT** please see the separate PDF file on this disk [double sided A4 sheet to be folded into A6 envelope size]