




# LOOKING FORWARD - HOW CAN CHOICES AT 16 IMPACT UNIVERSITY AND FUTURE CAREER CHOICES?

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# Coming up...

- Importance of GCSE's
  - Different qualification choices for 16–18 year-olds
  - Subject choices post 16
  - Personalised advice for students
  - Resources to support post 16 choices
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- A series of several parallel white lines of varying thicknesses, slanted diagonally from the bottom-left towards the top-right, located on the right side of the slide.

# IMPORTANCE OF GCSE'S



LEVEL 2  
ACHIEVEMENTS ARE  
USED TO GAIN AN  
UNDERSTANDING OF  
POTENTIAL.



SOME UNIVERSITIES  
PAY CLOSE  
ATTENTION TO GCSE  
GRADES AND ALIGN  
WITH PREDICTED  
POST 16 GRADES.



UNIVERSITIES OFTEN  
REQUEST THAT  
REQUIRED  
QUALIFICATIONS ARE  
TAKEN IN ONE  
SITTING.



UNIVERSITIES DO NOT  
REWARD STUDENTS  
FOR SITTING  
EXAMINATIONS  
EARLY.



MEDICINE COURSES  
MAY ASK FOR FIVE  
GRADE 9/8'S,  
SOMETIMES MORE,  
INCLUDING GOOD  
RESULTS IN MATHS,  
SCIENCE AND  
ENGLISH.



SOME UNIVERSITIES  
HAVE A UNIVERSAL  
REQUIREMENT FOR  
GRADE 5/4 OR  
EQUIVALENT IN  
ENGLISH AND MATHS.



# POST 16 QUALIFICATIONS

A-levels/Scottish Highers

International Baccalaureate

Advanced Welsh Baccalaureate

AS-levels

Cambridge Pre-U

Extended Project Qualification

T-levels

BTECs

Cambridge Technicals

Core Maths

CACHE Level 3 diplomas

Access to HE diploma

# A-levels

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## Key points:

- AS levels are now less common
- Offers are generally made based on three A-levels
- Varied picture as to whether students are taking three or four A levels
- Students should choose subjects that they're interested in and they enjoy
- At the same time, some subjects are prerequisites for degree courses
- Some students may believe a particular subject choice will give them an advantage e.g. (A-level Law), though this is not always the case
- A levels are a good way to keep options open.



# T levels

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- Two year Level 3 courses which are equivalent to three A levels
- T Levels offer students a mixture of classroom learning and 'on-the-job' experience during an industry placement of at least 315 hours (approximately 9 weeks). They provide the knowledge and experience needed to open the door into skilled employment, further study or a higher apprenticeship
- They started on a small scale in 2020, and all courses will be available by 2023
- Considerably less time is spent on the job compared to an apprenticeship



DISCUSSION:

HOW DO YOU CURRENTLY SUPPORT STUDENTS WITH  
POST 16 OPTIONS AND CHOICE OF  
QUALIFICATIONS?





# POST 16 SUBJECT CHOICE



# A-level subject choice

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## Key points:

- A good guiding principle for all subject choice at any level is that students should choose subjects that they are interested in and enjoy
- Having said this, students also need to be aware that certain subjects may be prerequisites for a certain degree or career that they are interested in in the future
- The Russell Group's "Informed Choices" website is an excellent resource for supporting with A level subject choice



# Russell Group Informed Choices

Accounting	Ancient History	Arabic	Archaeology	Art & Design *	Bengali	Biblical Hebrew
Classical Greek	Computing / Computer Science	Critical Thinking	Dance	Design Technology **	Drama & Theatre Studies	Dutch
English Literature	Environmental Science	Food Technology	French	Further Mathematics	General Studies	Geography
History	History of Art	ICT	Italian	Japanese	Latin	Law
Music	Music Technology	Performing Arts	Persian	Philosophy	Physics	Polish

[www.informedchoices.ac.uk](http://www.informedchoices.ac.uk)

# Excluded subjects

- Traditionally General Studies and Critical Thinking are not accepted by many universities. However...
- A levels in General Studies and Critical Thinking have now been phased out so this is less of an issue
- Some universities do have a list of 'non-preferred subjects' or subjects that are only suitable if taken in combination with others
- Many courses have particular subject prerequisites



# DISCUSSION

WHAT FACTORS SHOULD STUDENTS CONSIDER WHEN MAKING A LEVEL SUBJECT CHOICES?

WHAT ADVICE DO YOU GIVE TO STUDENTS WHO AREN'T SURE?

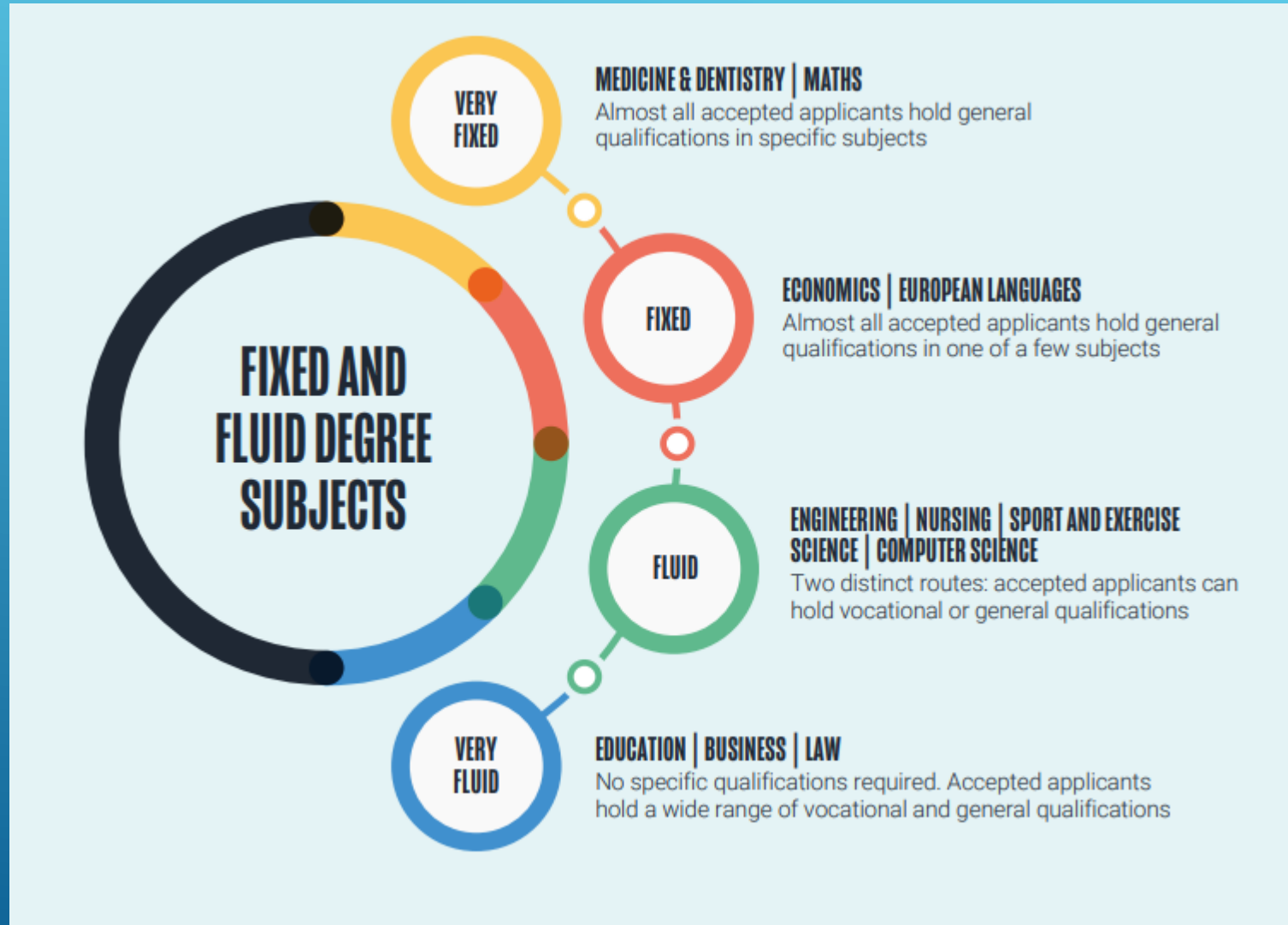
WHAT HAPPENS IF STUDENTS MAKE THE WRONG DECISIONS?



# UCAS FINDINGS

- One in five students report they could not study a HE subject that interested them because they did not have the relevant subject for entry.
- Students with post-16 vocational qualifications are less likely to enter a higher tariff provider.
- More than a quarter of students would make different GCSE choices now they know what their degree course involves and around a third would choose a different post-16 option.

# TYPICAL ROUTES FOR SCHOOL LEAVERS – FIXED VERSUS FLUID DEGREE SUBJECTS



# DISCUSSION

HOW CAN RUSSELL GROUP UNIVERSITIES SUPPORT STUDENTS IN MAKING THE RIGHT CHOICES?





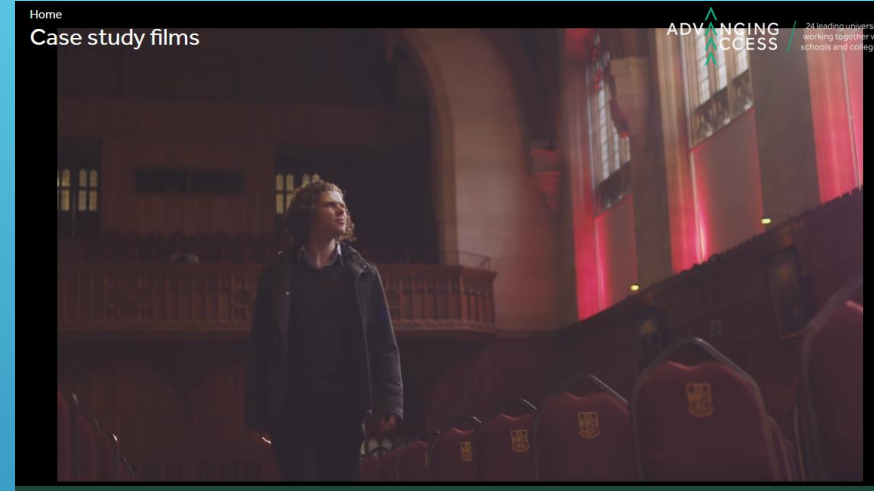
Home > CPD resources

How do I help my students make the right choices for post-16 study?



RESOURCES TO SUPPORT YOU

# Cast study films



A great way to initiate a discussion with your students about qualification and subject choices.

## Other useful resources

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- The [LMI for all](#) widget is a useful tool for exploring the future jobs market with your students
- The [National Careers Service](#) is useful for students who have a clear idea of what job they'd like to do. They can then work their way back to see which qualifications they need
- The [Whatuni](#) site lets students see the most common subjects that degree entrants for each course have





**Newcastle**  
University



**WARWICK**  
THE UNIVERSITY OF WARWICK

THANK YOU

ANY QUESTIONS?