

Supporting students to choose their post-16 options



Meet your Session Leaders



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Support your students to make an informed decision

In this session

- ▶ The importance of getting post-16 options right
- ▶ Making informed post-16 options:
 - Decisions and considerations
 - Subject choices facilitating progression to university
 - Identifying skills and strengths
- ▶ How much do you know about the courses your students might want to study at university?



KS4/5 Decisions and Progression to University

KS4 Decisions

- ▶ GCSE choices are primarily subject-based, but useful to consider skills and interests
- ▶ Students should be encouraged to think ahead if considering university as an option
- ▶ Consider if need to study particular GCSEs to aid their KS5 subject choices and impact on degree options

KS4 Subject Choices

- ▶ Many universities require particular grades at GCSE level, with common examples being:
 - ▶ English at grade C / 4-5 or above
 - ▶ Mathematics at grade C /4-5 or above
 - ▶ Separate sciences

- ▶ New grading system (9-1) is not directly comparable - universities and colleges may have differing GCSE requirements under the new system
 - ▶ Eg. C grade can be aligned with both a 4 and a 5 and will therefore vary from one university to another

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	D
3	E
2	F
1	G
U	U

Source: Ofqual

KS5 Decisions

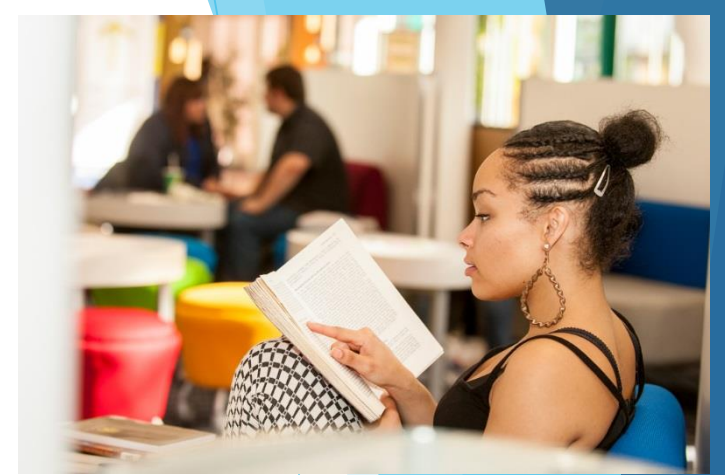
- ▶ Choices made in Year 11 for KS5
- ▶ Factors to decide on, can include:
 - ▶ Subjects
 - ▶ Qualification - A Level/BTEC/IB etc
 - ▶ Location - Sixth Form/College/Workplace
 - ▶ Learning Style
 - ▶ Assessment Methods

KS5 Decisions and Considerations

- ▶ Enjoy the subject?
 - ▶ On target to achieve required grades in subject?
 - ▶ May 'need' a subject to pursue a career or degree
 - ▶ New subjects?
-
- ▶ Tips for KS5 decisions:
 - ▶ Not sure? Keep options open using facilitating subjects
 - ▶ Research post-18 course requirements

KS5 Facilitating Subjects

- ▶ There are some subjects that are required more often than others for post-18 course requirements
 - ▶ Mathematics and Further Mathematics
 - ▶ English Literature
 - ▶ Physics
 - ▶ Biology
 - ▶ Chemistry
 - ▶ Geography
 - ▶ History
 - ▶ Languages (Classical and Modern)



Links to progression to university

- ▶ Some decisions may impact university options
 - ▶ For example, most engineering courses require maths and physics
 - ▶ Most medicine courses require chemistry and biology plus an Additional Admissions Test and work experience
- ▶ Some courses do not have specific subject requirements
 - ▶ For example, most Law courses do not require Law A-level, but prefer subjects such as English or History which provide students with a good foundation of skills

Group discussion

- ▶ Which staff are allocated to support students with deciding on their post-16 options?
- ▶ Is there any training or guidelines provided by your schools?





Developing
student skills
and
identifying
strengths

Extra-curricular activities & additional responsibilities

- ▶ Form Captain/Prefect
- ▶ School Council
- ▶ Sports Teams
- ▶ Local Politics
- ▶ Community Groups
- ▶ Volunteering
- ▶ Hobbies e.g. music



Support students to stand out from the crowd and find their own passions/strengths



Work Experience/Part-time work

Support students with:

- ▶ Drafting first CV
- ▶ Identifying relevant skills and experience that they already have
- ▶ Where to find work opportunities
- ▶ Reflect with students who have gained this experience on their strengths/what they enjoy to inform next steps





**Thinking
ahead...
supporting
your
students
interested in
going to
university**

Narrowing down the options:

- ▶ Course and subject choices
- ▶ Entry requirements
- ▶ Location
- ▶ Campus or city university
- ▶ Graduate prospects
- ▶ Facilities at the university, including accommodation
- ▶ League tables, TEF and reputation



Researching university choices:

- ▶ Visits to Universities
- ▶ University Websites
- ▶ www.search.ucas.com
- ▶ Prospectuses
- ▶ UCAS or Careers Fairs
- ▶ Online Forums
- ▶ Social Media
- ▶ Word of mouth



UCAS

Choosing courses

- ▶ **Entry requirements** (including any additional admissions tests)
- ▶ Course content
- ▶ Course structure (sandwich course/placements etc)
- ▶ Assessment methods
- ▶ Opportunities to study abroad
- ▶ Places available/applications per place?
- ▶ Research specialities
- ▶ Qualifying degree (important for vocational courses)

Entry requirements

- ▶ Admissions tests >> Medicine, Law, Oxbridge
- ▶ Interviews >> Nursing, Teaching, Journalism
- ▶ Auditions >> Performing Arts courses
- ▶ Portfolios >> Arts based courses
- ▶ DBS checks >> Healthcare, Education, Social Work
- ▶ Medical assessments >> Healthcare
- ▶ Work experience >> Healthcare, Teaching
- ▶ **Relevant skills and qualities demonstrated in personal statement**



Guest lectures



Get involved with universities!

Subject specific programmes



Open Days



Summer Schools

University Taster Days



Group activity

- ▶ Type of Outreach activity
- ▶ What does this type of activity include
- ▶ What are the benefits to your students



Quiz:
How
much do
you know
about
university
courses?

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working together with
schools and colleges

For further information about making informed
choices visit www.advancingaccess.ac.uk



Reflection

- Can you adapt your current practice to introduce different ways to consider options to make informed choices?
- Are there new ways in which you can engage students to consider different options?

Support your students to make an informed decision

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