

### Learner Outcomes

Short term outcomes:

- Learners have explored their individual pathways to a career of their choice.
- Learners have expanded their knowledge in terms of the variety of future options available to them.
- Learners understand that personal values are unique to each young person.
- Learners recognise the rewards in applying themselves to achieve their ideal career.

Medium term outcomes:

- Learners feel optimistic about their options and feel motivated to work towards them.
- Learners can identify their individual abilities and areas for development.

Sequence of Learning Activities:	Timings	Facilitator Activity	Attendee Activity	Resources
<b>Introduction</b>	3 min	<ul style="list-style-type: none"> <li>• Introduce yourself and Hello Future</li> <li>• Cover main outcomes for the session</li> </ul>	Active listening	PowerPoint
<b>What's best for you?</b>	5 min	<p>Ask the group what are they looking to do in the future, running through</p> <ul style="list-style-type: none"> <li>• <b>University or Apprenticeships?</b> (stand up for university, sit down for apprenticeships)</li> <li>• Answers differ depending on locations i.e. Carlisle learners are more likely to stay in education post year 11, whilst West and Furness learners are more likely to respond with the wish to begin</li> </ul> <p>Discuss some of the options in a way that can be relatable whilst drawing on reasoning behind why people may choose the following options. For example:</p> <ul style="list-style-type: none"> <li>• <b>Moving away or staying at home</b> – Explain that you can study a degree or an apprenticeship all over the country, including staying at home. “ - <i>What would you do?</i>”</li> <li>• <b>Living with people or living on your own</b> – Explain the options that are out there, both in university study and working towards an apprenticeship.</li> </ul>	Stand up/Sit down task – full group discussion	PowerPoint

		Work your way through each of the options on the slides to create an active discussion for the practitioner to understand the needs of the group. Reflect on personal experiences and what decisions they made in their HE experience.		
<b>Who offers Degree Apprenticeships?</b>	3 min	<p>Ask learners “Has anyone ever heard of a Degree Apprenticeship?”</p> <ul style="list-style-type: none"> <li>Use the examples on the slides to explain the different routes through Higher and Degree apprenticeships as well as university options.</li> </ul> <p><i>“Higher and degree apprenticeships are available at levels 4 to 7. They combine work with study and may include a work-based, academic or combined qualification or a professional qualification relevant to the industry. Levels 4 and 5 are equivalent to a Higher Education Certificate/ Diploma or a foundation degree, level 6 is equivalent to a Bachelor’s degree and level 7 is equivalent to a Master’s degree.”</i></p> <ul style="list-style-type: none"> <li>Practitioner to reflect on their decisions and/or use other members of the team to explain that university can be used as an alternative route whilst studying the same subject as what a higher/degree apprenticeship can offer.</li> </ul>	Listening	PowerPoint
<b>Living as an apprentice</b>	2 min	<p>Split the group up into smaller 6-8 person groups to work in a team throughout activities. Use flipchart paper within the groups for learners to write down anything they would like or would expect when living as an apprentice.</p> <p>Explore the different things that need to be considered when living as an apprentice, approach each consideration in a format that suits you.</p> <p>- Ask questions throughout and share experiences with each heading.</p> <p>Example: <i>Budget</i> – This is a big thing to consider and can massively contribute to your careers in a positive way if you are smart about it.</p> <p><u>Questions to consider</u></p> <p><i>“Who is good at saving money?”</i></p> <p><i>“What do you spend your money on?”</i></p> <p><i>“Do you feel like you need to spend ___ amount on ___ or could you do without?”</i></p>	Thinking about interests & hobbies, skills & talents	<p>PowerPoint</p> <p>‘Interests &amp; Hobbies’ and ‘Skills &amp; Talents’ board</p> <p>Flipchart + pens</p>
<b>Activity: Budgeting</b>	10 min	Hand each member of the group a copy of the ‘Budget Activity’ resource sheet. 10 university ‘essentials’ that can be considered such as, Transport, Hobbies (Sports, etc.), Clothes, Phone, School Supplies, Savings, Social Events (Cinema etc.), Toiletries, TV/Netflix, Other, and will be placed on the presentation.	Active engagement	List of ‘This or That’ examples (see separate resources)

		<p>Learners must choose the 5 that that would matter most to them. (5 minutes)</p> <p>Hand learners the second activity resource with the prices of the essentials on and then give them an idea of a maintenance loan they would receive. Explain the new amount of disposable income you would have after paying rent and other student costs. Once again, ask them to decide on 5 new essentials with the prices on. (5 minutes)</p> <p><b>Reflective Questions for the member of staff to consider:</b></p> <ul style="list-style-type: none"> <li>- Raise your hand if you had to change a lot?</li> <li>- What did you take out and why?</li> <li>- Are your choices realistic given your 'hypothetical' circumstance?</li> <li>- Could you get a cheaper phone contract for example?</li> <li>- Do you really need another T-shirt or dress?</li> </ul>		
<b>How to budget</b>	3 min	<p>Discuss some examples of cost cutting using slides for support whilst considering general hints and tips.</p> <ul style="list-style-type: none"> <li>- Joint TV subscriptions,</li> <li>- Discount sites such as Unidays and StudentBeans which offer discount codes on things like clothes and events (JR: Constantly used Groupon and Vouchercloud to buy in bulk, cheap meals out, etc.)</li> <li>- Using comparison websites to cut costs on phone tariffs.</li> </ul>	Active listening	PowerPoint
<b>Activity: Guess the price</b>	5 min	<p>Staff to work way through each product and explain the similarity in quality and how they can effectively cost cut in the future in whatever career they plan to do.</p> <ul style="list-style-type: none"> <li>- Allow 30 seconds between each transition for learners to have a quick discussion to then feedback.</li> </ul> <p>Practitioner to conclude by drawing on their experiences of cost cutting challenges.</p>	Open discussion	PowerPoint
<b>Choosing a course</b>	5 min	<p>Demonstrating how to use UCAS course search function to show a range of courses in different areas. Explain where to find important information such as entry requirements for courses and how to view modules included in a course. Ask learners open questions such as “Do you prefer exams or coursework?”</p> <ul style="list-style-type: none"> <li>- Explain that both options are available when studying.</li> </ul>	<p>Working as a group to complete the task</p> <p>Active engagement</p>	<p>PowerPoint</p> <p>This or That style</p>
<b>Choosing a University</b>	3 min	<p>Leading discussion on what is important for students to think about through the list of considerations on the slide. Practitioner will share some of their own experiences of the things to consider. An example being location, “what made you go to where you went?”</p> <p>Use examples of specific scholarships available at Universities and some of the options a student can have to study abroad.</p>	<p>Thinking about future career options</p> <p>Active engagement</p>	PowerPoint

<b>Student Accommodation</b>	2 min	Show learners an example of a 'virtual tour' of student accommodation from a Glasgow University. <a href="https://www.gla.ac.uk/undergraduate/accommodation/residenceprofiles/">https://www.gla.ac.uk/undergraduate/accommodation/residenceprofiles/</a> Discuss various types of halls available. Use this opportunity to mention your own university accommodation experience.	Listening	PowerPoint Video
<b>Activity: Create your perfect University</b>	10 min	- Ask each group to design a poster outlining what would feature in their 'perfect university'. - Encourage learners to think about some of the ideas covered in the session to create discussion in their teams. What would make your university perfect? <ol style="list-style-type: none"> <li>1. <i>En-suite bathroom?</i></li> <li>2. <i>City or on campus?</i></li> <li>3. <i>Double bed?</i></li> <li>4. <i>Do you want the University to have a sports team?</i></li> </ol> Practitioner to walk amongst groups to ask why they may have chosen a specific item. The activity conclude by learners feeding back to the rest of their group.	Working as a group to complete the task  Active engagement/discussion	PowerPoint Flipchart paper Pens
<b>Life outside of study</b>	4 min	Outline some of the things that university brings outside of study time. Some examples being: <ul style="list-style-type: none"> <li>- <b>Clubs and societies – Explain the range of sports clubs available (Local and within the university) and how societies work.</b></li> <li>- <b>Discounts – refer to budget resources mentioned previously in the 'budget activity'</b></li> <li>- <b>Leisure activities – Music events or meeting up with friends</b></li> <li>- <b>New environments – "Moving away can allow you to explore local culture"</b></li> <li>- <b>Volunteering – learners can give something back and support learners by getting involved in exciting projects with the university.</b></li> </ul>	Listening	PowerPoint
<b>What's the point?</b>	2 min	Briefly explain the value of going to university and the financial impact it can have on a young person's future. - Ask learners how much they think a graduate/non-graduate earns  <i>"On average, someone of working age without a degree is making £22,000 a year. This is also a great wage. However, when you have a degree your value massively increases because of all the skills and expertise your education has helped you to develop. So on average, someone of working age with a degree is making about £31,000 a year. This is a whopping £9,000 more than someone without a degree."</i>	Listening	PowerPoint
<b>Conclusions</b>	3 min	To conclude, some top tips to think about after the session: <ul style="list-style-type: none"> <li>• Research different options</li> <li>• Start asking questions – what skills might I need to pursue my dream career?</li> <li>• GCSE's – have you chosen the right GCSE's to match your dream career?</li> </ul>	Active engagement	PowerPoint <b>Choices Guide – Takeaway resource</b>

		<ul style="list-style-type: none"><li>• Speak to friends and family – share your goals and aspirations</li><li>• Recognise your strengths</li><li>• Experience new things</li></ul> <p>If there is time at the end of the session, show learners the National Careers Service website.</p> <p><a href="https://www.ucas.com/">https://www.ucas.com/</a></p> <p>Show learners how easy it is to navigate the UCAS website for both university and apprenticeship courses.</p>		
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