

RESOURCES FOR SCHOOLS, TEACHERS AND ADVISERS

	
RESOURCE TITLES	POST 16 OPTIONS
RESOURCE SUMMARY	This session invites students to learn about options past GCSE including educational settings and types of further study.
THEME	IAG LAST UPDATED April 2024
TARGET YEAR GROUP	Years 10, 11
MIN. NUMBER OF LEARNERS	5 MAX. NUMBER OF LEARNERS 30
LENGTH OF SESSION	60 minutes VENUE LAYOUT Cabaret
WORKSHOP/RESOURCE OBJECTIVES	Enable learners to: <ul style="list-style-type: none"> ● understand the variety of post-16 options ● know how to achieve the next steps in education.

RESOURCES INCLUDED	<ul style="list-style-type: none"> ● PP_Get Skilled Post 16 – main presentation ● HD_Get Skilled Post 16 workbook
AV / OTHER RESOURCES REQUIRED?	<ul style="list-style-type: none"> ● Access to a computer with presenting capabilities ● 10 iPads ● 10 Packs of sticky notes ● 2 Packs of Pencils ● Access to the internet for iPads ● White Board Markers ● 2 Student Ambassadors

Time	Activity
9 mins	Introduction Introduce yourself to the students. Invite students to complete four questions at the beginning of their workbook that they will reflect upon later.
4 mins	What are your options 2-minute group discussion on which further level qualifications are available to them, students will

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	<p>write their answers on post-it notes and stick them to the board as well as writing this in their workbooks. Reveal the results on the board let the room have a 2-minute discussion on the results.</p>
4 mins	<p>Understanding the different qualifications</p> <p>Read through the sections about different qualifications; summarise the information where possible and inform students there is a full breakdown of these in their workbooks.</p>
15 mins	<p>Let's Plan – Your Future</p> <p>In the activity students need to complete the tables that are inside their workbook, tell them it is all about thinking where you would like to be. Each section should lead into the next section. The students have a maximum of 5 minutes per section (this can be less if you decide) – this could be 3 minutes on the task and 2 minutes to discuss with the room. Try and get students to think of their future and what is the best way for them to get there.</p>
10 mins	<p>Activity</p> <p>On page 5 of the workbooks tell students they need to support Yasmin and Erik to see if they meet the entry requirements for university. There are two sections to this activity each section should take the students 4 minutes. Students can work as a team to complete this activity, students will need to use the iPads with the webpages preloaded. (<i>Prompt – the reason we are looking into this is to see how and if different qualifications support you with further study.</i>)</p> <p>For students who complete each task quickly, ask them to look through prospectus or on the UCAS course search page for courses that they find interesting and write the entry requirements they need in the back of their workbooks.</p>
2 mins	<p>Choosing your Perfect Career</p> <p>This section is to emphasise the change in the job market and the importance of skills Where can you study next – 2-minute group discussion on what options are available to them, students will write their answers on post-it notes and stick them to the board as well as writing this in their workbooks. Presenter to reveal the results and look through post-it notes reading them out to the room and explaining this options.</p>
2 mins	<p>16-19 Bursary – Financial support</p> <p>The information on this slide is to reinforce the support that is available to these students.</p>
5 mins	<p>Ambassador transition videos</p> <p>These will give the students an idea of what university level students have done before them.</p>
10 mins	<p>Plenary</p> <p>Invite students to review the four questions at the beginning of their workbook. Do they still feel the same?</p>

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OTHER INFO	<ul style="list-style-type: none">• Information on educational pathways may need updated as things change
FURTHER RESOURCES	<ul style="list-style-type: none">• See final slide