

SESSION 3: CONNECT & ACHIEVE

Investigating pathways options to achieve pupil's top career



GOALS:

- Help your pupil choose a right-fit pathway.
- Help your pupil research and evaluate different university and/or apprenticeship courses.
- Help your students prepare for their Role Model conversation.

ACTIVITIES:

- Activity 1- Choosing a Pathway
- Activity 2- Choosing a Subject (University)
- Activity 3- Choosing a Provider/course
- Activity 4- Provider/course profiles
- Activity 5- Preparing for your SRM Conversation

GOOD TO KNOW:

- You may have direct experience of choosing, applying to and completing a university course or apprenticeship programme. You are welcome to share your experiences of this process and answer any questions students might have. Just remember, if sharing your personal opinion, make sure students know this is just one viewpoint.
- It is important to remain impartial when discussing the two pathway options here and not to encourage students to take one route over the other. Instead, if a student is unsure, you can:
 - Make sure they have a detailed understanding of the facts. Completing the activities in this session will help with this, as they will explore a range of actual university and apprenticeship courses and reflect on these.
 - Ask them coaching questions to help them reach their own conclusions. The probing questions on this page might be helpful, but do add your own.

Which factors are the most important to you?

What appeals to you about this route?

Forget what other people might think. Where do you think that you will feel most fulfilled?

What other information would you want to help you make a decision?

Is there a way that [dis/advantage] might actually be an [advantage/disadvantage]?

What doors might open for you?
What doors might close?

Why do you think you have that view? What might have influenced you?

If you made the final decision to take x route today, how might you feel tomorrow? Why?

ACTIVITY 1: CHOOSING A PATHWAY

- Ask your pupil to tell you three things that they learned/found interesting during the Pathways Webinar and how they felt about the different pathways.
- Then ask them to explain what they found out about the two pathways in their Independent Research.
- Did this research change their mind/strengthen their preference of one or make them more unsure about both?
 - If they are unsure and like both pathways, they can research both further throughout the programme. Pathways are not set in stone, although there is often a clear route relating to their top careers.

ACTIVITY 2: CHOOSING A SUBJECT (University)

- Your student only needs to complete this activity if they are considering University.
- Use the prompt questions in their handbook to help them evaluate their options and make sure that they read the 'Good to Know' page before filling out the table.
 - Some subjects lead to a huge array of careers. The advantage of that kind of degrees is that pupils are equipped with valuable life skills, such as analysis and writing that are transferable in the world of work.

By the end of this activity, your student should have one or two subjects they would like to take forward to the next activity to explore various, specific courses.

ACTIVITY 3: CHOOSING A PROVIDER/COURSE

- Your pupil should have sent over their Unifrog provider shortlist. Discuss with them the reasons behind their choices, asking your own open questions and using the ones in their handbook.
 - *NB - Unifrog can make errors about the 3 different types of courses, so make sure that your pupils know the required grades for each course in relation to this.*
 - From this discussion ensure that your pupil ranks the courses in their shortlist by evaluating each choice. They do not need to go into too much depth here.

ACTIVITY 4: PROVIDER/COURSE PROFILES

- You will look in more depth at your pupil's top or top two provider/course choices from the previous activity.
- Pupils will use the information they have acquired from their Independent Research and discussions with you, to fill out the profile sheets. Discuss each section in detail, making sure your pupil is evaluating the information they found.
- As a coach, supplement their research with open questions and challenges, referring back to their interests, personality and skills.

ACTIVITY 5: PREPARING FOR YOUR SECTOR ROLE MODEL CONVERSATION



YOUR PUPIL'S EMAIL TO THE SECTOR ROLE MODEL

- Your pupil should be familiar with this type of exercise but they may feel shy/nervous about it being sent to the professional or want to perfect their writing.
 - Reassure them that this is useful practice for their future applications and that it will help the conversation go more smoothly with the Sector Role Model and help them to prepare their answers and give your pupil more tailored advice.
- Make sure that your student knows roughly what they are going to write in their introductory email and how they will format it, before the end of the session, as they will complete it as their Independent Research.
- You will need to send it to your Sector Role Model before Session 4 - so be prepared to remind your pupils to send it to you in plenty of time.



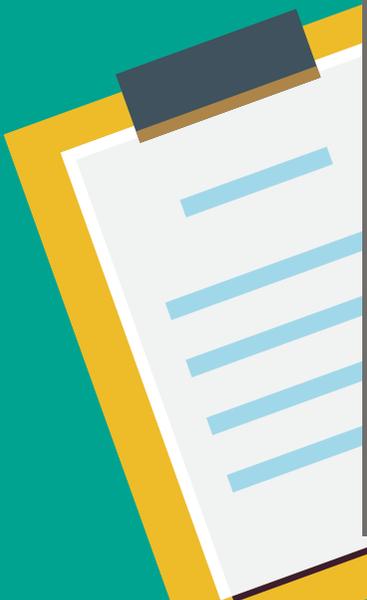
Pupils and Sector Role Models **cannot share contact details**- this includes copying either into the same email. This means the message to the sector role model must be passed on by the coach.

Sharing pupil contact details in anyway is a breach of our safeguarding contract

SESSION 3 DEBRIEF

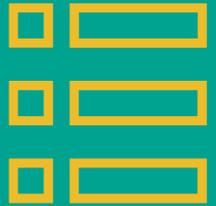
At the end of the session,
ask your pupil the following questions:

1. What topics did we cover in today's session?
2. What activity did you enjoy the most/least? Why? How did each of them make you feel?
3. How well do you think we have achieved the aims of today's session? (refer to the session overview in the Pupil Handbook)
4. What are your next steps to complete before session 4?



PREPARE FOR NEXT WEEK

Complete the following before your next session...



Independent Research reminder

1

Make sure that your pupil completes their "Tell me about yourself Activity" and sends it to you 3 days before your scheduled session. You then send it to your Expert.



Your Research

2

Find an appropriate Sector Role Model to join your call with your pupil in session 4. Have a look at the Coach Portal for more information about where to start and the process!



Please note

3

Never share student's contact details when communicating with the Sector Role Model. If your SRM would like to provide further support, e.g. by having a follow-up conversation or offering work experience, do let Future Frontiers know, as we might be able to facilitate this via the school.

