

Introduction

This session could be used in conjunction with choosing options in year 9.

This would be an ideal opportunity to invite ambassadors from local FE colleges, universities or your own school sixth form to share their experiences of climbing the progression ladder.

Begin the session by introducing the concept of progression as a ladder. The rungs represent achievements or experiences eg courses, exams, qualifications and work experience.

We can get off the ladder and resume climbing at a later date but there are no real shortcuts. There are no lifts or escalators at the lower end of the ladder!

We all need some sort of goal to work towards - why bother climbing the ladder otherwise? We can begin to think what could be at the top of our ladder.

Discuss progression goals as a group and ask each pupil to share any sort of goals they already have. It usually works well to insist that they all share something with the proviso that it must be a positive statement!

Equipment needed

Each pupil will need: Photocopy resource sheets for: Activity 1 OR Activity 2; Activity 3; student notes 1 and student notes 2. (Teachers might find it useful to have student notes 2: 'The Progression Stages' as an OHP acetate rather than paper sheets.)

Class resources for reference: Course cards.

Supplementary resources for reference:

School sixth form and FE college prospectuses or Internet access to these prospectuses.

Teacher presentation and discussion

Use the Student Notes 1 and 2 to talk through the progression ladder and the choices that pupils will be making over the next 5 years. It would be helpful to have either or both of these fact sheets on OHP acetates. As the lesson progresses introduce the course cards and supplementary resource materials as required.

Beyond their GCSE choices the main choices pupils have to make are:

- Which subjects to study at 16+?
- Which pathway to take? What are the main differences between academic and vocational courses?
- Where to study? What are the pros and cons of school sixth form vs FE college for study at 16+

Discuss which aspects of their personal, social and academic development should inform their decision making and useful sources of information and advice. During the presentation pupils may find it helpful to annotate 'Student Notes 1' for their own reference.

ACTIVITY 1 & 2

Pupils could complete both or either of these activities. If one of the activities was set for homework pupils could be encouraged to share their emerging progression thoughts with their family.

ACTIVITY 3

Pupils use the space at the bottom of the page to draw 2 different pathways or ladders for one of the students profiled.

The important thing is for pupils to begin finding out about the range of general options at 16+ and to have some understanding of where they can research this information themselves for self-motivated research. Here are some ideas for these progression ladders

Total time
1 HOUR

25 MINS+

15 MINS+

20 MINS

Tobi. To develop his language skills he should choose two languages at GCSE if possible. Academic pathway; AS/2 in two languages plus AS/2 in economics or business studies then to university to study hospitality, management or international business at degree level. Vocational pathway alternatives include AVCE in hospitality and catering or business or travel and tourism. Any of these could be combined with a level 3 language qualification eg French AS/2. If Tobi did not get at least four GCSE grade A-C he would need to spend a year completing an intermediate level GNVQ before he could progress to the AVCE. If he wished to progress further from his AVCE he could go onto the degree in hospitality as above or to a foundation degree or HND programme in hospitality management.

Meera should build on her strengths in science and keep a solid science background. She shouldn't be too fixed on exactly which job she will end up doing at this early stage but rather research into a broad career area so that she knows what is required. Academic pathway: Meera could take AS/2 in biology and chemistry plus one or two more from a broad base eg maths, psychology, sociology, English then into degree in eg forensic science. Vocational pathway. Meera has good study skills so she would cope well at FE College where she could demonstrate her self-motivation and organisational skills. The new AVCE in forensic science would be ideal. She could combine this with AS/2 levels eg psychology, sociology. She could progress to degree level or go into employment where there is likely to be training eg work as a local authority scene of crime officer.

James could consider a career in sports therapy, management or coaching. Academic pathway: AS/2 in PE plus biology for science background to therapies and business studies for background to management. James would probably be more suited to a vocational pathway and with four grade D GCSEs James could do a BTEC first Diploma in sports and exercise science for one year whilst he worked on improving his grades in English and Maths. Then he could take a BTEC National in sports and exercise science (two years) and then from here into degree route for sports management or sports science or into employment.

Michelle might consider a career in animation in which case taking responsibility for fixing up relevant work experience eg at the Playstation magazine would be most valuable. For progression in creative arts it is essential to begin building up a portfolio of work and making visits to galleries and exhibitions. The earlier you start the better.

Academic pathway: AS/2 in art and ICT plus one other. Most art based HE qualifications are preceded by a foundation year in art which can be done at either a specialist art college, an FE college or at some universities. This gives the chance to try many different art mediums before making a decision about your actual degree.

Vocational pathway: there is an exceptionally broad range of vocational courses in this field. Eg BTEC National Diplomas in Multimedia or Graphic Design or Photography. AVCE in Art and Design is a popular course on offer at schools and colleges. There are also specialist colleges such as the London College of Communication (formerly the London College of Printing) where you can do diplomas in animation or choose from a wide range of courses in Graphics, Multi media, Design etc.

Extension activities

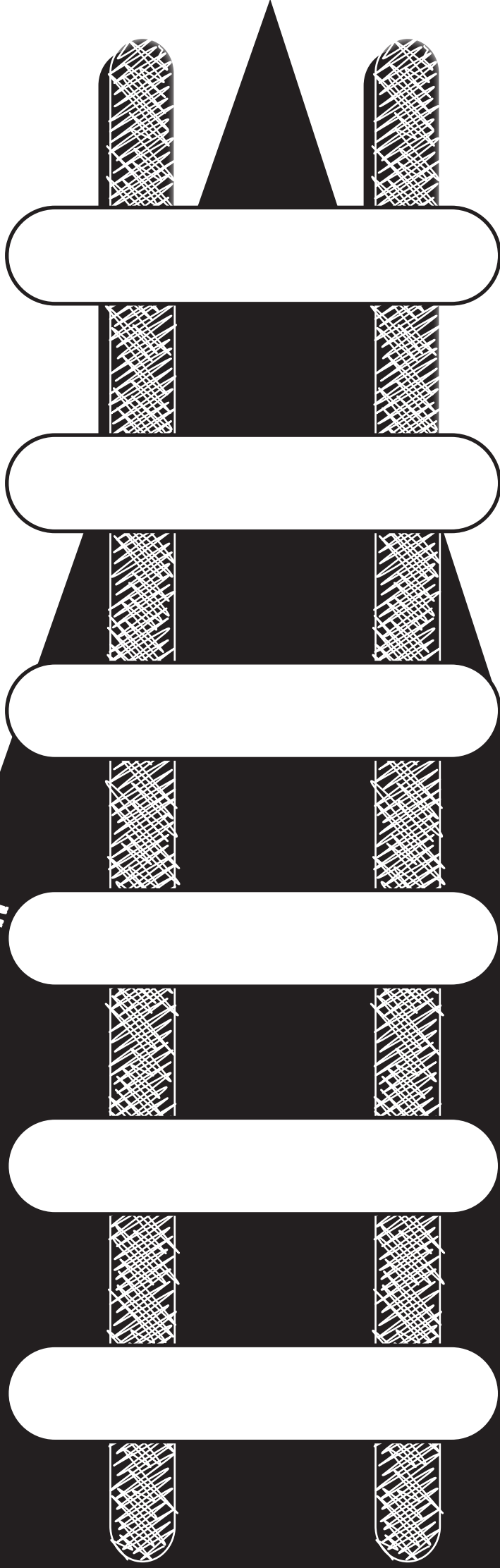
Ambassador visits: Invite students from your own sixth form, local FE colleges or universities to talk to pupils about their progression routes. Prior to visit class should prepare and share questions.
Individual research: Internet research- As a starting point for research use Ucas.com and Prospects.ac.uk. both these sites are easy to use and provide easy links to other web sites. In addition The sites below are useful for specific career areas.

Health www.nhscareers.nhs.uk
Engineering www.Swan.ac.uk
Law and security www.lawsociety.org.uk

Construction www.bconstructive.co.uk
Media www.skillset.org/careers

ACTIVITY 1

NAME:



MY PROGRESSION LADDER

MY PROGRESSION LADDER



Personal development and progression ladders



ACTIVITY 3

Choose one of the year 9 students below and draw up two different progression ladders for them. One ladder should follow a vocational pathway and one should follow an academic pathway.

Draw the 2 ladders on the bottom of this sheet. Your ladder needs at least 4 rungs. Include a final destination (JOB) and key rungs such as (WORK EXPERIENCE) (NAME OF COLLEGE) (UNIVERSITY COURSE)

Tobi would like to end up as a manager of a hotel in France. His teachers say that he has a natural gift for languages. He thoroughly enjoyed the two day trip to Lille, European city of culture in 2004. The school party stayed in a small hotel in the city centre and Tobi loved the atmosphere of the place and was really interested to talk to the young staff behind the reception desk about how they had got in to this line of work. He was impressed to hear the English employees speaking French to the guests as easily as they spoke English.

Meera is fascinated by police detection mysteries as seen on the TV. She is good at science and is predicted at least grade B in her double science GCSE. She is confident that she will get above grade C in maths and English too. Meera is self-disciplined and is good at getting her work done. She is not sure that she wants to work for the police force. What else could she do?

When **James** is not playing sport he is talking about it! He has chosen PE as one of his GCSEs and represents the school in football and basketball teams. He works hard but finds writing long essays difficult. He would rather be doing practical things than academic ones. He is confident with people and genuinely helpful. He is good at listening and friends know they can rely on him.

Michelle is good at art and has excellent ICT skills - most of which are self taught. She should get at least 4 grade A-C GCSEs which will include English and maths. Her sister babysits for someone who works for Sony's Playstation magazine.

Academic Pathway

Vocational Pathway

STUDENTS NOTES 1

STEP ONE: Making GCSE choices

<input type="checkbox"/>	Which subjects do I most enjoy?
<input type="checkbox"/>	Which subjects am I good at?
<input type="checkbox"/>	Would I learn well from a vocational course?
<input type="checkbox"/>	Which subjects will help me in the future?
<input type="checkbox"/>	Where can I do my work experience?

STEP TWO: Choices at 16+

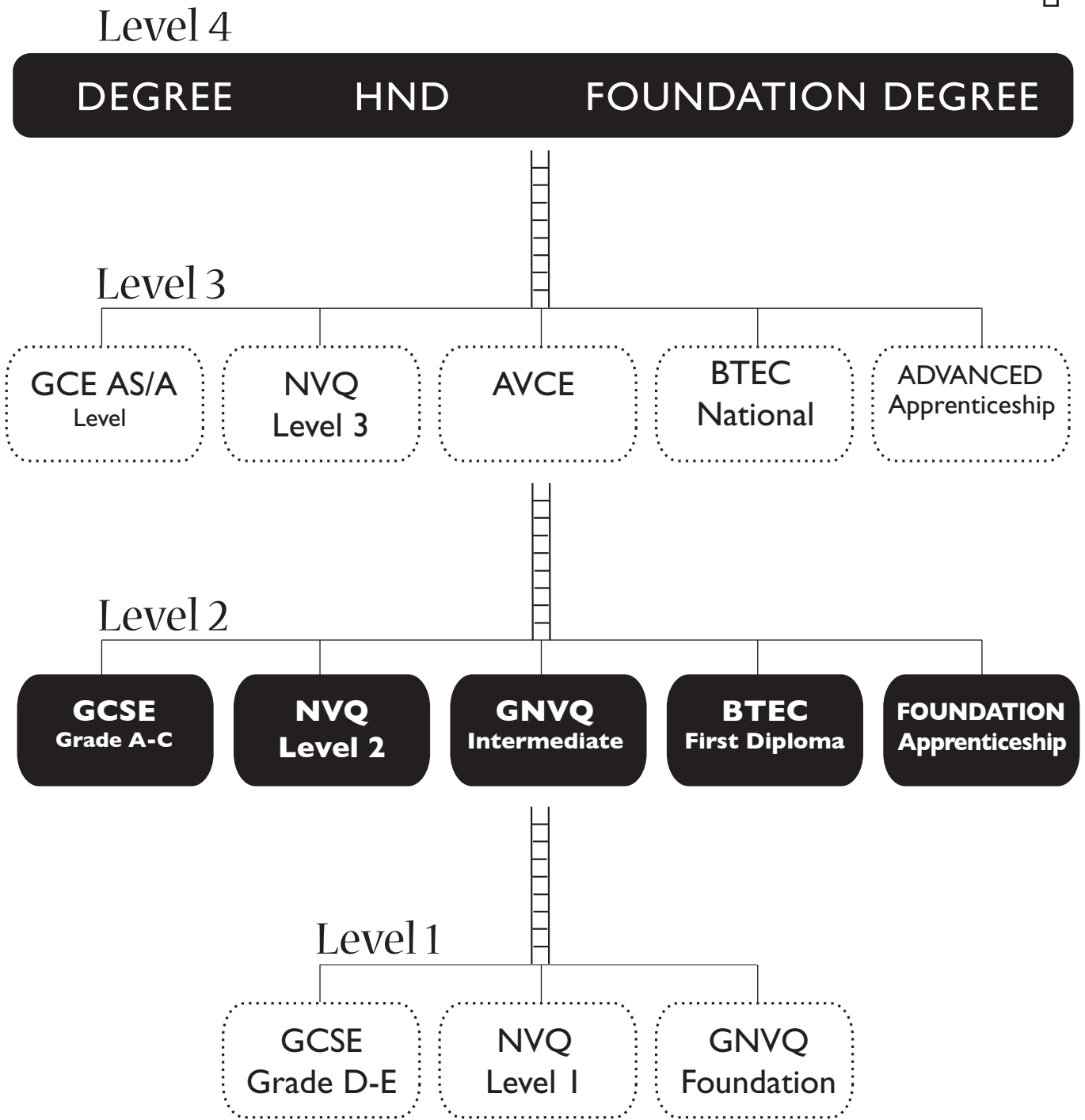
<input type="checkbox"/>	WHERE SHALL I STUDY?
<input type="checkbox"/>	School sixth form
<input type="checkbox"/>	FE College
<input type="checkbox"/>	workplace
<input type="checkbox"/>	WHAT SHALL I STUDY?
<input type="checkbox"/>	Academic subjects
<input type="checkbox"/>	Vocational course
<input type="checkbox"/>	Apprenticeship
<input type="checkbox"/>	A mixture of academic and vocational courses

STEP THREE: Choices at 18+

<input type="checkbox"/>	What level shall I study at?
<input type="checkbox"/>	Foundation degree
<input type="checkbox"/>	HND
<input type="checkbox"/>	BA or BSC degree
<input type="checkbox"/>	What subject or course shall I study?
<input type="checkbox"/>	How long will it take me?

STEP FOUR: My career pathway

<input type="checkbox"/>	What type of work interests me?
<input type="checkbox"/>	Does this link with my pathway at step two and three?
<input type="checkbox"/>	Where can I find out more about this career?



Progression Stages

Personal development and progression ladders