Future Pathways – Parents’ Evening

Welcome!
Future Pathways – what are the options?

- University?
- Apprenticeship?
- Degree Apprenticeship?
- School leavers programme?
- Employment?
- Gap year?

https://www.ucas.com/what-are-my-options
Future Pathways – where to start?

For exploring jobs/ careers/ employment now or in the future:

- [www.ucas.com/explore-jobs](http://www.ucas.com/explore-jobs)
- [www.icould.com](http://www.icould.com)
- [www.prospects.ac.uk](http://www.prospects.ac.uk)
- [https://kudos.cascaid.co.uk](https://kudos.cascaid.co.uk)
- [https://nationalcareersservice.direct.gov.uk/](https://nationalcareersservice.direct.gov.uk/)
- [futurefinder.yourlife.org.uk](http://futurefinder.yourlife.org.uk)
- LRC Careers Section
Future Pathways – employment

• Build up useful skills to increase employability and build up CV
• Get experience
• Start earning

Key questions:
• Am I ready to start work?
• Am I clear on what my strengths and qualities are?
• Am I clear what kinds of work would suit me?

https://www.ucas.com/employment
Future Pathways – apprenticeships

• Start working and earning money, while continuing to study at a higher level (‘earn while you learn’)
• Training for a particular career

Key question:
• Am I clear in the career path I want to take?

https://www.ucas.com/apprenticeships
## Future Pathways – apprenticeships

### How apprenticeships work

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher level apprenticeships/ Degree apprenticeships</td>
<td>Post-18; equivalent to degree level</td>
<td></td>
</tr>
<tr>
<td>Advanced level apprenticeships</td>
<td>Post-16; equivalent to A levels</td>
<td></td>
</tr>
<tr>
<td>Intermediate level apprenticeships</td>
<td>Post-16; equivalent to GCSEs</td>
<td></td>
</tr>
</tbody>
</table>
Future Pathways – apprenticeships

https://www.youtube.com/watch?v=DG3PqhU5prM
Future Pathways – degree apprenticeships

Recent opportunities:

• **CapGemini** Business Degree Apprenticeship with **Aston University** leading to BSc (Honours) in Leadership and Management
  - 4 ½ years
  - Salary of £16,000
  - CCC at A level – to include Maths A level for some roles
  - Additional benefits

• **John Lewis/ IBM/ Goldman Sachs/ GSK (plus others)** IT Degree Apprenticeship with **Queen Mary’s University** leading to a BSc (Honours) in Digital and Technology Solutions
  - 4 years
  - Salary of £16,000
  - ABB at A level
Processes of application: Degree Apprenticeships
CapGemini example

1. Search Government Apprenticeship website or via UCAS
2. Initial application online
3. Situational strengths test
4. Telephone interview
5. Aptitude test
6. Assessment centre
7. Offer
Future Pathways – apprenticeships
Further useful information - links

The Complete Guide to Higher and Degree Apprenticeships
(Which? University publication)

Target Careers – Paths to Professional Careers – a Parent’s Guide
Future Pathways – gap year

• Can be useful if you are still uncertain about university/the future
• A break from full-time education
• An opportunity to develop particular skills/attributes

Key questions:
• Am I clear on my reasons for taking a gap year?
• What do I want to achieve?
• What ‘value’ will it add to me?

https://www.ucas.com/gap-year
Future Pathways – university

• Study what you love, what you’re interested in, with experts in that field
• Gain a qualification needed for a career aspiration
• Potentially increase your future earnings and employability

Key questions:
• Do I love learning/ academic study?
• Do I have a genuine interest in the subject I’m applying for?
Future Pathways – choosing a subject to study at university

• Sign up for updates from the UCAS website: http://web.ucas.com/pad18-signup
• Look at the subject guides and resources about choosing subjects to study: www.ucas.com/ucas/undergraduate/getting-started/what-study
Future Pathways – shortlisting university courses

- Entry requirements
- Course content
- Type of undergraduate course
- Who is teaching and what their specialisms are
- TEF rating (if available)
- City or campus
- Location
- Accommodation
Future Pathways – shortlisting university courses

• Check entry requirements for courses: [https://www.ucas.com/undergraduate/what-and-where-study/ucas-undergraduate-entry-requirements](https://www.ucas.com/undergraduate/what-and-where-study/ucas-undergraduate-entry-requirements)
• Compare student satisfaction scores, percentage of coursework, teaching etc: [https://unistats.direct.gov.uk/](https://unistats.direct.gov.uk/); [www.ukcoursefinder.com](http://www.ukcoursefinder.com); [www.push.co.uk](http://www.push.co.uk)
• Investigate (with caution!) university league tables: [www.timeshighereducation.com](http://www.timeshighereducation.com); [www.thecompleteuniversityguide.co.uk](http://www.thecompleteuniversityguide.co.uk)
• Find open days: [www.ucas.com/open-days](http://www.ucas.com/open-days)
• Find taster courses/ summer schools: [www.ucas.com/taster-course](http://www.ucas.com/taster-course)
Future Pathways – applying to university
UCAS Apply

• Higher Education Guide – Richard Challoner School website, Sixth Form tab:

• UCAS guide:
Future Pathways – Finance

Tim Dhir from Kingston University
1. “University isn’t worth the money”

- Increased career prospects - especially in London
- Increased earning potential
- Extra-curricular opportunities and personal gain
2. “Graduates are either unemployed or in low-skilled jobs”

- Compared to non-graduates¹
  - More likely to be employed (87% vs 71%)
  - More likely to be in “highly skilled” employment (65% vs 22%)

¹Graduate Labour Market Statistics 2017
3. “There are better routes than university”

1. You know what you want to do

2. You want to work in that particular sector

3. You can find and get one!
   - At the right level
   - In the right area
All figures apply to*...

- Courses starting in September **2018**
- **Full time** undergraduate students studying in **England**
- **First time** undergraduate degree
- Meet the residency criteria e.g.

**UK national/‘settled status’**- Normally resident in England and Living in UK 3+ years before course start date

**EU nationals**- Lived in UK 5+ years before course start date
The cost of higher education

1. Tuition Fees
2. Living Costs
1. Tuition Fees

- The **maximum** “cost” per year is £9,250

- Students (or parents!) **will not** have to pay any tuition fees upfront

- Both full and part-time students can have their fees covered by a **tuition fee loan** *(providing it's their first degree)*

- Students do not see this money!
The cost of higher education

1. Tuition Fees

2. Living Costs
2. Living Costs- Maintenance Loan

- All full time students can apply (or not) for a loan to cover living costs.

- Paid at the start of every term direct into student’s bank account.

- Part of the loan is means-tested based on household income

- Students living away from home and students studying in London receive more.
2. Living Costs- Maintenance Loan

• Student is living....

**At home:**
£7,324

**Away from home:**
Study outside Greater London: £8,700
Study inside Greater London: £11,354
<table>
<thead>
<tr>
<th>Household income</th>
<th>Living at home</th>
<th>Away from home</th>
<th>Away from home</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Outside London</td>
<td>Inside London</td>
</tr>
<tr>
<td>Under £25,000</td>
<td>£7,324</td>
<td>£8,700</td>
<td>£11,354</td>
</tr>
<tr>
<td>£30,000</td>
<td>£6,707</td>
<td>£8,076</td>
<td>£10,719</td>
</tr>
<tr>
<td>£35,000</td>
<td>£6,090</td>
<td>£7,452</td>
<td>£10,084</td>
</tr>
<tr>
<td>£40,000</td>
<td>£5,473</td>
<td>£6,828</td>
<td>£9,449</td>
</tr>
<tr>
<td>£45,000</td>
<td>£4,855</td>
<td>£6,204</td>
<td>£8,813</td>
</tr>
<tr>
<td>£50,000</td>
<td>£4,238</td>
<td>£5,579</td>
<td>£8,178</td>
</tr>
<tr>
<td>£55,000</td>
<td>£3,261</td>
<td>£4,955</td>
<td>£7,543</td>
</tr>
<tr>
<td>£60,000</td>
<td>£3,224</td>
<td>£4,331</td>
<td>£6,907</td>
</tr>
<tr>
<td>£65,000</td>
<td>£3,224</td>
<td>£4,054</td>
<td>£6,272</td>
</tr>
<tr>
<td>£69,860+</td>
<td>£3,224</td>
<td>£4,054</td>
<td>£5,654</td>
</tr>
</tbody>
</table>
Additional help with living costs

- Additional government support:
  - Adult Dependants Grant
  - Disabled Students Allowances
  - Income Support

- Additional funding for medicine, dentistry and social work

- University bursaries and scholarships
Repayment of loans

- Students only start repaying:
  - The April after graduation
  - When earning over £25,000 (frozen until 2021)

- After 30 years from graduation, any outstanding repayments written off

- Not a ‘debt’ and doesn’t affect credit rating
Repayment of loans

• Repayments always dependent on income
  o Monthly repayments **not** affected by amount borrowed
  o Deducted automatically through PAYE

• Repayment rate is 9% of earnings above £25,000
  £27,000: £5 per month
  £30,000: £37 per month
  £40,000: £112 per month

• Interest rate varies but capped at inflation + 3%
Final reflections

- University remains an excellent option for many students

- No student should be put off university because they/their parents think they cannot afford it

- The amount borrowed is a (mostly) meaningless figure

- Recommend that students take out their maximum entitlement
Future Pathways – the personal statement

• 47 lines (or 4000 characters)

• The only place a student gets to convince the admissions tutor that they have a passion for the subject they are applying for, and for learning in general

• Only ONE statement – dictates number and type of courses to apply to

• Personal statements need to stand out – admissions tutors receive about 200 per week!
Future Pathways – the personal statement

Admissions tutors tend to value focused and sustained analysis of a specific topic of interest or case study rather than broad statements about a subject, or attempts to make the statement more “personal”.

“I especially enjoy reading War poetry as it offers subjective and emotive responses that are rarely found in historical accounts. To pursue this interest I studied the pastoral idyll outside of the curriculum and explored the impact which the First World War had on ideas of rural land, particularly in Hardy’s poem ‘In time of the “Breaking of Nations”’ (1915) and Edward Thomas’s ‘As the Team’s Head Brass’ (1916). ... I feel that the interlinking of the war and the land makes the war seem “nearer” in Thomas’ poem, whereas in Hardy’s work the presence of war is distanced through the use of everyday imagery such as the “maid and her wight”.

Admissions Tutor Comment: “Good evidence of wider reading and critical ability.”
“I am particularly interested in Victorian literature because the social constraints and etiquette of the time are vividly portrayed, yet the novels of this period remain timeless.”

Admissions Tutor Comment: “This is bland: there is a much stronger way to put this tension.”
Future Pathways – the personal statement

Sample extract 2

“Choosing to study such a diverse and intellectually stimulating course has come by careful consideration and exploration of what a career in medicine entails. Having shadowed an obstetrician in two different environments, one at Homerton hospital in East London and the other whilst volunteering in Albania, I was able to compare how medicine is practised in another society, particularly within the field of obstetric and neonatal care. It was fascinating to learn about the physiological changes the female body undergoes both during pregnancy and labour. I observed a mixture of normal births, forceps deliveries and caesareans which highlighted the importance of careful monitoring and the need to respond quickly to signs of maternal or foetal distress. Watching a baby open its eyes for the first time in a country with exceedingly poor healthcare standards and poverty however, made me appreciate the NHS in the UK.”

Admissions Tutor Comment: “Very good opening paragraph - illustrates experience of candidate and the motivation to study medicine – shows a good understanding of what is involved.”
“To find out more about the complexity of the brain, I read “So you want to be a brain surgeon” by Stephan Sanders. This has given me a great deal of insight into neurosurgery.”

Admissions Tutor Comment: “While this illustrates that the candidate is reading around the subject, some further significance [should] be given.”
Future Pathways – the personal statement
Sample extract 3

“I was introduced to immigration law and the R (Quila) v SSHD case. I was drawn to the conflict between paragraph 277 of the Immigration Rules, which increased the age of foreign spouses able to obtain a UK visa, and Article 8 of the ECHR, which guarantees respect for private and family life. My interest in this legal dilemma stems from whether the law’s aim, to deter forced marriages and therefore protect these human rights, is more important than the human rights of the majority that are consequently affected.”

Admissions Tutor Comment: “This is excellent. Unlike some of the other statements, this applicant does a very good job explaining the law clearly, and ALSO evaluating it.”
“I want to pursue higher education not only to enhance my self-learning and independent study skills and be qualified but also to develop who I am. Independence is an important part of my identity as it determines who I become.”

Admissions Tutor Comment: “This reads a little like the applicant is just trying to fill space and leaves the selector slightly underwhelmed at the end of the personal statement.”
Future Pathways – the personal statement

So how do students get there?
### Future Pathways – planning a personal statement: the 75%

<table>
<thead>
<tr>
<th>Super-curriculum activities: What I’ve read/watched/done related to the subject I’m applying for ...</th>
<th>What did I learn? What was most surprising about it, and why? What did I find most interesting, and why, and how have I followed up on that interest? What questions did it make me ask (and what kind of answers occurred to me/did I investigate)? How do I think what I’ve learnt could be applied?</th>
</tr>
</thead>
</table>

Richard Challoner School
“Doing ordinary things extraordinarily well”
From natural land forms and disasters all the way to diplomatic relations between countries, many world issues and problems have a geographical link, as seen with the recent tensions between China and Japan over the Japanese named Senkaku islands. Over the course of my studies and additional reading I have realised that Geography is not just about natural factors and individual cities but that it has a much wider geopolitical relevance that helps explain countries’ relations with one another, such as the relationship of the oil rich OPEC countries with the oil dependent West. It is the link that I have discovered between Geography and my other subjects of History and Politics which has inspired my determination for a career in Geopolitics. In particular I have found the exploration of the importance of Capitalism and Globalisation in shaping the future of our world in an “Introduction to Human Geography” and “The Global City” by Saskia Sassen especially interesting. However, as seen in chapter 20.7 of an “Introduction to Human Geography”, Capitalism is not the only ideology to shape our future as seen by...
<table>
<thead>
<tr>
<th>Future Pathways – planning a personal statement: the 25%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What have I done?</strong></td>
</tr>
<tr>
<td>(eg. piece of work, activity, sport participation, music – learning an instrument/ playing or singing in a group, drama, exam result, work experience, DofE, Scouts, visit, extra-curricular activity etc)</td>
</tr>
<tr>
<td><strong>What skill(s)/ attribute(s) needed for success does this show? How?</strong></td>
</tr>
<tr>
<td>(eg. resilience, determination, time management, attention to detail, creativity, communication skills, interpersonal skills, teamwork, independent work, resourcefulness, initiative, leadership, making connections, courage to take risks, open minded, curious, evaluation, planning etc)</td>
</tr>
</tbody>
</table>
Future Pathways – what next?

- Further research on options/courses/universities
- Personal statement 1\textsuperscript{st} draft by Thursday

**Key deadlines**

- **Thursday 5\textsuperscript{th} July 11am**: First draft of personal statement
- **Friday 31\textsuperscript{st} August** (or earlier!): Second (much improved) draft of personal statement to mentor
- **Deadline to be negotiated with mentor**: Third (final chance for feedback) draft of personal statement to mentor
- **Tuesday 25\textsuperscript{th} September**: DEADLINE for COMPLETION of all UCAS applications for Oxbridge/Medics/Vets/Dentistry
- **Tuesday 16\textsuperscript{th} October**: DEADLINE for COMPLETION of all UCAS applications
Future Pathways – further information on the UCAS process/ helpful advice

https://www.ucas.com/

http://web.ucas.com/parents-signup

https://university.which.co.uk/