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| **Idea** | **How might this help me?** | **Hints** |
| **Work shadow a graduate employee** | Empower learners with more self-confidence regarding their future possibilities in employment. | Choose an occupational area of interest. Individual preparation for this activity. What do I want to ask? What is important for me to find out?  Via student organised work experience activity; subject related ‘enterprise activity’ ; subject days in HE; school or college alumni and employer links |
| **University Summer School** | Discover how you feel about being away from your usual routines, meeting and working with new people.  Get a real taste of uni life and subject study | Many universities organise summer schools. Some geared towards the higher education experience, others focus on a specific subject. Usually they are free, but you do need to apply and there may be eligibility criteria. Ask in your college or sixth form what is available |
| **Investigate a profession or industry that has graduate entry** | You will be more aware of career options for graduates.  Find out where your degree subject will lead to in the future.  You can imagine how your skills and abilities will be suitable to different careers. | Use a wide range of sources; internet; visits; webinar; people; professional bodies |
| **Take part in a social, cultural or physical activity you have never done before** | Develop your soft skills; networking; self-confidence; strategies to help you take managed risks. | If it is relevant link your activity to degree subject interests.  Eg; visit an open day on your own/ theatre/ concerts/ eating out/ hosting an event/ visiting gallery or museum/ active leisure/ |
| **Enterprise activity** | Team work, planning, resource management, leadership, project work, problem solving, time management etc. |  |
| **Research a range of universities and subjects** | You will be able to justify reasons for pursuing or rejecting a particular option. | How do your preferred options link to longer term goals for employment or lifestyle? |
| **Subject taster session** | Improved knowledge to base your choices. Better awareness of the opportunities available in HE.  **Know what you are letting yourself in for; aware of the entry** requirements and expectations of studying at HE level | Universities offer subject taster sessions during the summer term before applications to UCAS.  Usually taster days are arranged with schools or colleges not individual students. |
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| **Student finance – funding and budgeting** | You will know how much university will cost, where to go to get advice and information about fees and financial help for Higher Education students**.**  Be aware of any different types of additional *financial* support available allowance/bursary/scholarship to eligible students e.g. disability, care leaver, low income household |  |
| **Student finance; budgeting** | Managing on a limited budget; accommodation costs. Learn what is important for you (value for money) |  |
| **Part-time work** | This is often a way to develop transferable employability skills and personal qualities. as well as income generation. | May be relevant to include in UCAS personal statement. |
| **Work experience related to HE subject interest** | Helps you to identify your skills and abilities and relate them to your chosen career(s).  Better understanding of what it takes to work in a particular field: (e.g.) Teaching, media, Law , science; engineering, architecture, building surveying, computing | Some subjects with a vocational element, or professional accreditation, require related work experience as part of the entry requirements.  Detailed course descriptions will always state if work experience is necessary. |
| **Visit a Higher Education Fair or UCAS Exhibition** | Get answers and advice that is important to you. | Think about what you want to find out, which stands to visit before you go. Compile a list of questions to take to the UCAS or HE Fair.  **Universities at these events do want to meet you.** |
| **Ask for support from others to help your higher education decision making** | By talking to others you have to ‘present the evidence’. This can help you become more confident about what is ‘best’ for you | Parent / carer, friends, siblings, teachers, etc. may prompt different questions. Consider inviting them along to university visits. They may notice different things at open days for example. |