

Seeing is believing: Inspiration, Advice and Guidance

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Quality, Choice and Aspiration

A guarantee that high performing pupils from low income backgrounds will have a structured package of assistance to help them progress to HE

We are encouraging all learning providers to make sure that an experience of HE is a feature of their support for young people. Visits, undergraduates mentoring, summer schools...

Many young people are looking as much for inspiration as information...



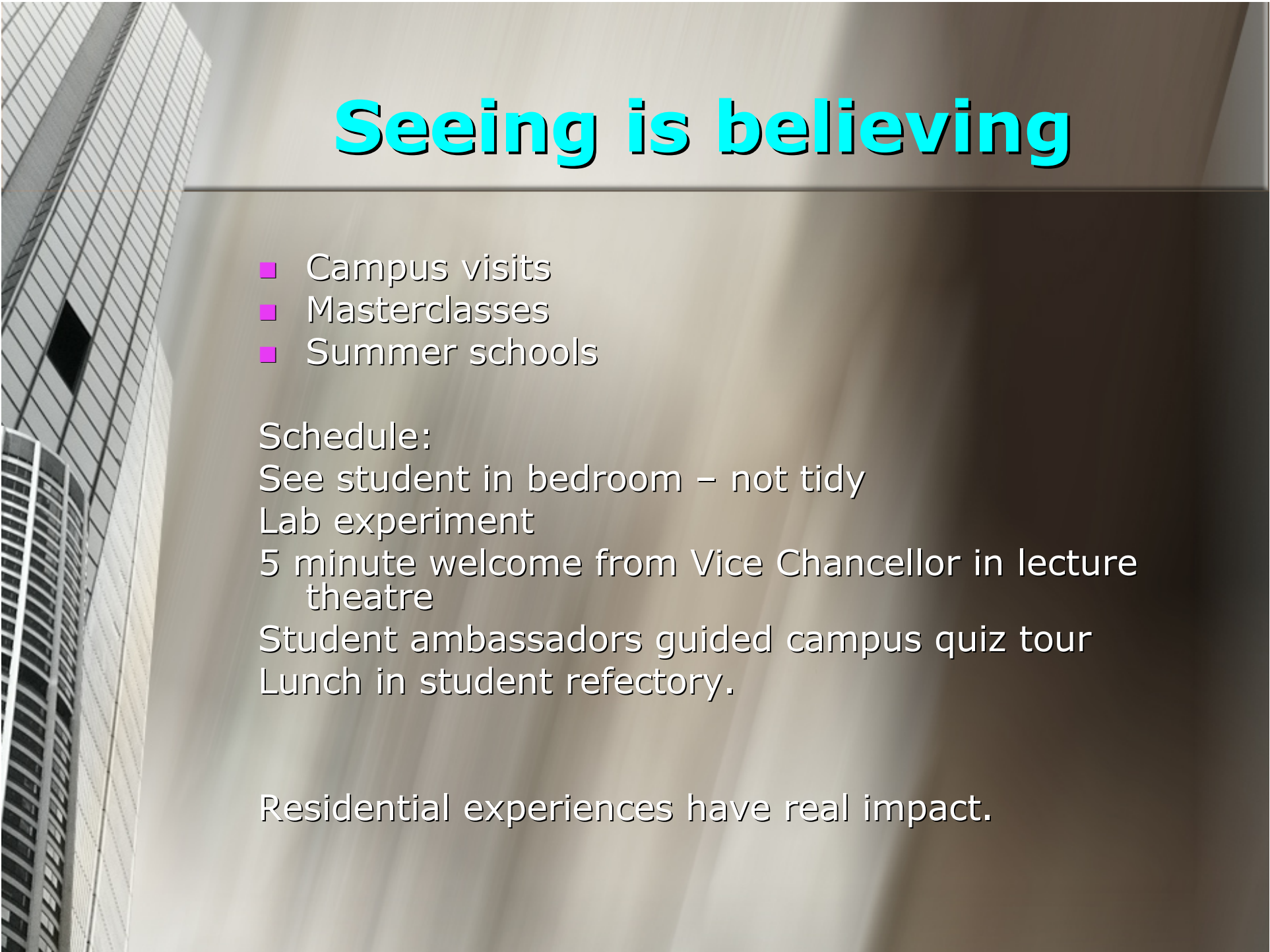
Active IAG

1. Essential conversations: the HE heritage gap
2. Mutual support: peer group workshops and mentoring
3. It could be you: campus visits and masterclasses; summer schools
4. Get the knowledge: inspiring information
5. Do it my way: personal pathways
6. Don't stop me now: ongoing support and guidance

A low-angle, black and white photograph of a tall skyscraper with a grid-like facade, extending from the bottom left towards the top left of the frame. The rest of the background is a dark, blurred gradient.

Essential Conversations and mutual support

- Aimhigher Associates
- In peer groups with individual e-mentoring
- Aimhigher Graduate Officers/Mentors



Seeing is believing

- Campus visits
- Masterclasses
- Summer schools

Schedule:

See student in bedroom – not tidy

Lab experiment

5 minute welcome from Vice Chancellor in lecture theatre

Student ambassadors guided campus quiz tour

Lunch in student refectory.

Residential experiences have real impact.

Knowledge and information

- *‘There is a difficulty in staff knowing what the options are. ... They know about the local universities, but don’t know about new stuff e.g. foundation degrees...’ (IAG practitioner)*
- *‘Maybe you could have 1 hour classes from the 1st year just to inform you about university so that you’re well prepared. It only started in the 2nd year... It would be useful to have a guide to the whole process that gives the overall picture...’ (BTeC Media student).*



Get the knowledge

- Ditch the jargon
- Show, don't tell
- Why HE? What HE? Who goes?
How can I?
- Don't dodge the money
- Quizzes and questions
- It takes time – years – to
complete the jigsaw

Jargon Buster

Why would they understand?

Undergraduate

Bursary

Faculty

Halls

Seminar

Degree

Redbrick

Bachelor of Science

www.uni4me.com

Which university has the most students?

A.The University of Manchester

B.Manchester Metropolitan
University

C.The Open University

D.Oxford University

Clue: this university has more than 100,000 students.

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Construction Management

Air Traffic and Aviation Management

Healthcare Science

**Hospitality
Management**

INTERNATIONAL TOURISM MANAGEMENT

Applied Sound Engineering

Computer Games Design

Communications Engineering

POPULAR MUSIC PRODUCTION

Administration and Business

Mind the gap

“Very confusing and horrible.”

“There’s hundreds of different courses and you can’t tell what they do...sessions with tutors are just 2 minutes and they look at your grades, attendance, not really what you’re good at or what you’ll do. They don’t help with that. “

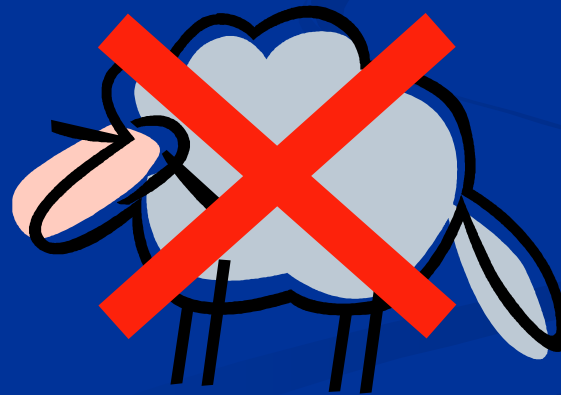
A low-angle photograph of a tall, modern skyscraper with a grid-like facade, reaching towards a bright sky. The building is on the left side of the frame, and the right side is a blurred, light-colored background.

Aimhigher Examples

I'm me

- Individual pathway
- One to one conversations
- Information for parents/carers
- From aspiration to courage ...

As soon as I realised what my future career needed me to do I stopped being white and fluffy, I stopped being a sheep following the rest of the bunch





Teaching staff

- Staff participation in activities
- Selected information for staff
- Case studies and continued links with students in and after HE
- Specific staff development
- Awards evenings, newsletters – celebrate school and learners
- Promote your school/college – OFSTED; SEF; School/college prospectus
- Benefit to the curriculum

Learners at the centre

“I was really confused about course, but I was helped to make lists of what I enjoyed, what I was good at and talked this through. It’s an amazing help to have someone to talk to, who listens and doesn’t push you.”

A low-angle, black and white photograph of a tall skyscraper with a grid-like facade, reaching towards the top of the frame. The building is on the left side, and the rest of the background is a dark, blurred gradient.

Aimhigher examples

Don't stop me now

- Progression framework
- Transition support
- Tracking through learning stages
- Monitoring outcomes

An institutional strategy

- Focus on the learners – not the mechanics
- Link different inputs and activities in a strategy designed to support individual decision-making
- Consistently collect, analyse and report institutional data on progression

An IAG strategy for progression

Aspirations and Motivation

- Dialogues and experiences to understand options and preferences. Campus visits, case studies, meet HE students. Work with Aimhigher.

Goal setting

- identifying strengths & weaknesses, career preferences, realistic options. Personal action plans, structured attainment support; periodic reviews; discussions with students and others

And then..

Reviewing options

- group work, 1:1 assistance, broader activities to raise HE awareness. Finance talks, course options, locations, information and support to confirm decisions. Work with Aimhigher. Staff development.

Transition support

- Sustained individual support. Re-energising activities; Who follows through?

Applying to HE

- Support for UCAS applications and tutors/references. Getting the mechanics right; clear schedules and support lines. Consistent support through first semester ...

Key Issues

- When do we start?
- Who supports through transition stages? And how?
- The teacher/tutor is central – can we help them to be consistent?
- What is the difference between:
 - Inspiration
 - Information
 - Advice
 - And guidance?