



WELCOME

to

YEAR 12

NEXT STEPS EVENING

Thursday 18th January 2024

SPEAKERS:

Mr Huckle (Associate Principal - Head of Sixth Form) – Welcome and the range of Options available

Miss Foreman (Careers) – Options other than university

Mr Tonking (Head of Year 12) – UCAS, student finance

OPTIONS AFTER YEAR 13

There are many options available to you – start doing your research now

- University – including Foundation degrees
- Higher & Advanced Apprenticeships
- Sponsored degrees – need to research now and get work experience to support
- School leaver programmes (*works along the same lines as H&A apprenticeships/Sponsored Degrees*)
- Gap Year
- Work



**Miss Foreman – Associate Principal
(Careers)**

OPTIONS OTHER
THAN UNIVERSITY

Focus on Apprenticeships



- Apprenticeships were developed to help address the skills shortage in UK businesses.
- They provide a way of combining learning with on the job training, which helps build solid, professional skills transferable from one organisation to another.
- Apprenticeships can last from one to five years – and may be longer if undertaken part-time.
- They result in a professional qualification.
- Employers pay a salary and tuition fees are covered by the employer and the government.

National Apprenticeship Week



NATIONAL APPRENTICESHIP WEEK 2024 ATAC EVENT - SOUT...

GSK - Stevenage

07/02/2024 - 11:00am | 07/02/2024 - 02:00pm | Health & Science

ATAC South East England Event

Wednesday 7th February | 11:00 - 14:00



SPORTS BUSINESS MANAGEMENT INFORMATION SESSION A...

Broadhall Way, Stevenage

07/02/2024 - 11:00am | 07/02/2024 - 12:30pm

Business & Administration

NAW EVENT 2024

APPRENTICESHIP INFORMATION EVENING

Stevenage



06/02/2024 - 04:00pm | 06/02/2024 - 07:00pm | Multiple Sector

5-11 FEBRUARY 2024

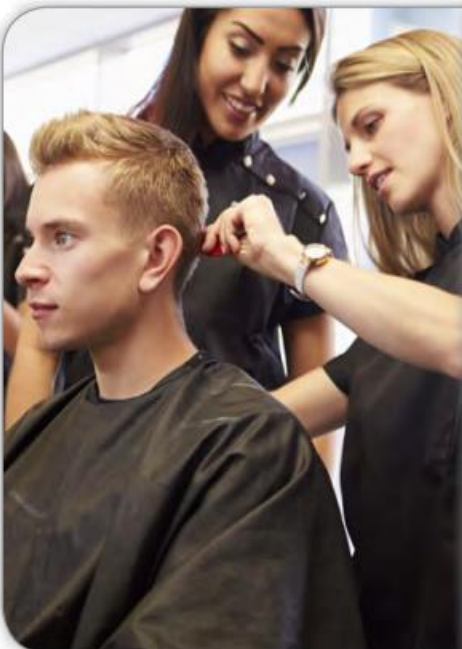
#NAW2024

I ♥ APPRENTICESHIPS



APPRENTICESHIP INFORMATION EVENING

Tuesday 6th February | 4pm - 7pm
North Hertfordshire College | Stevenage Campus



LEVEL 2 *Intermediate apprenticeships*

Typical length
12-18 months

Entry requirements:
None or few

Qualifications obtained:
GCSE, BTEC or equivalent

Who's it for?
Mostly for 16-year-olds with limited or no academic qualifications.



LEVEL 4/5 *Higher apprenticeships*

Typical length
3-5 years

Entry requirements:
A levels or equivalent

Qualifications obtained:
Higher national diploma / foundation degree

Who's it for?
Mostly for those who want to qualify for professional career paths without attending university / college. Sometimes referred to as 'school leaver' or 'non-graduate' Programmes.



LEVEL 3 *Advanced apprenticeships*

Typical length
12-24 months

Entry requirements:
Usually 5 GCSEs

Qualifications obtained:
A levels or equivalent

Who's it for?
Mostly for 16-year-olds with reasonable academic achievements but who don't want to study in sixth form.



LEVEL 6/7 *Degree apprenticeship*

Typical length
3-7 years

Entry requirements:
At least 2 A levels or equivalent

Qualifications obtained:
A BA or BSc degree or higher

Who's it for?
Mostly for those with excellent sixth form results that want to study for a degree or similar whilst working. Aimed at attracting high-calibre candidates to bridge professional skills gaps.

Degree Apprenticeships (Levels 6 and 7)



- Developed by universities, professional bodies and employers, they offer the chance to qualify with a bachelors or masters degree whilst working.
- Time is split between work and study (80%/20%). This can be an attractive alternative to attending university.
- There are no tuition fees to pay (these are covered by the employer and the government) and the apprentice will receive a salary to cover living expenses, paid holiday and sick leave.
- Salaries usually range between £7k-18k p/a, although some employers offer more. This should significantly contribute, if not totally cover, living expenses (such as accommodation, food, travel and entertainment) way beyond what their university peers can achieve through part-time work.

Most organisations partner with a small number of universities so the choice of apprenticeship must be driven by the apprenticeship type (and reputation of the company offering it) and not location or university.

Typical entry requirements for degree apprenticeships

- Applicants for degree apprenticeships can live anywhere in the UK;
- Must work at least 30 hours per week – which includes teaching time;
- Must have a Grade 4 “GCSE” (or equivalent) in English and Maths or be studying towards it;
- Must have Level 3 qualifications (minimum two A level passes or equivalent). Sometimes more is required;
- Some employers have specific entry requests;
- Should commit to the full term of their apprenticeship (which may be three to four years, or longer if part time).

Degree apprenticeship or University?



Pros of a degree apprenticeship

- You'll get real-life experience working alongside your degree.
- Your degree is fully paid for, so there's no cost to you.
- You'll get paid a salary just like a normal employee.

Cons of a degree apprenticeship

- You'll need to balance working and studying at the same time.
- You won't qualify for any student loans.
- Apprentices don't always get the traditional 'university experience'.
- Not as many subjects on offer

GAP YEAR



a period, typically an academic year, taken by a student as a break between school and university or college education.

- Experience a different culture
- Learn a new language
- Develop new life skills
- Discover a hidden passion
- Prep for college/University/Life
- Improve yourself
- Live life to the fullest
- Boost your job prospects
- Breakdown classroom walls
- Have fun and make long lasting friendships.
- **NOTE: Mention your intentions on your UCAS application and discuss with your chosen university – some courses may not be suitable for doing this – talk to the University Tutors.**
- **Apply while you are still at Samuel Whitbread – and choose to defer later on, or when you apply select the next year as your admission date (i.e. September 2026)**

Year 12 Work Experience



- Parent/Carer consent form
- Work placement form completed by the employer
- Any experience is good experience
- Think outside the box
- Utilise family and friends
- Please commit
- Be aware we check on everyone
- Stand out from the crowd
- UCAS/CV

The benefits

- Soft skills
- Differentiate yourself & make yourself more employable
- Enhance your application forms & interviews
- Road test a company/sector/role

Employer assessment (continued)

Please expand on your feedback, mentioning any particular strengths and weaknesses to aid the student's employability and career development. You don't need to repeat any points already mentioned in the daily diary.

[redacted] was a pleasure to have in our offices. She fitted in very well and was confident to ask questions, join in with conversations and speak to clients. She was diligent in her tasks undertaken and has been a great help.
Thank you [redacted]

Employer assessment (continued)

Please expand on your feedback, mentioning any particular strengths and weaknesses to aid the student's employability and career development. You don't need to repeat any points already mentioned in the daily diary.

[redacted] Showed good interest in lots of the things we offer at the Centre, getting on very well with all the staff with a friendly and polite attitude. He was also proactive in asking to be shown more in our specialist gym classes.

Employer assessment (continued)

Please expand on your feedback, mentioning any particular strengths and weaknesses to aid the student's employability and career development. You don't need to repeat any points already mentioned in the daily diary.

It was apparent from day 1 [redacted] was keen to learn and gain as much experience as she could. [redacted] very natural with the children, possesses all the qualities that would make her an effective EY Practitioner. Every day showed lots of initiative, sorting and tidying activities.

INDEPENDENT CAREERS ADVICE & GUIDANCE

Independent Career Advice and Guidance appointments are available with 4YP.

4YP is able to give advice and guidance on:

- Career path exploration
- Information, Advice and Guidance
- Options, next steps, future plans, alternatives etc.



Book through the Parent Review Evening Booking System on the website, or through Louisa Freeman lfreeman@bestacademies.org.uk
Parents do not need to attend but can if felt to be beneficial.



BEGINNER'S GUIDE
TO THE UNIVERSITY
APPLICATION PROCESS (UCAS)

**Mr Tonking– Assistant Head of Sixth
Form - Head of Year 12**

www.ucas.com

SETTING THE SCENE UNIVERSITY AND COLLEGES ADMISSIONS SERVICE (UCAS)



- Central organisation through which applications are processed for entry to full-time higher education (HE) courses in England, Wales, Scotland and Northern Ireland
- They operate on behalf of all full-time higher education courses at member institutions

THE UCAS JOURNEY



1. Potential applicant researches and finds a course, goes to Open Days
2. Registers online with UCAS Apply – **in school** during **June 2024**
3. Completes form and processes payment £27.50– e.g. **October 2024**
4. Academic reference added by school / college
5. School sends electronically to UCAS – deadline **Jan 2025**
6. UCAS processes form and forwards to chosen universities
7. Universities submit decisions (offer or unsuccessful)
8. Applicant views decisions on UCAS Hub
9. Applicant replies to offers on UCAS Hub (Firm / Insurance) deadline **30th June 2025**
10. (Might choose accommodation with firm choice university)
11. Student and parents apply for **Student Finance** deadline **May 2025**
12. Universities confirm places when results are released **August 2025**

What can we do now?

RESEARCH



Obtain a real 'feel' for the institution, subject, course, career:

- University Conventions
- Higher education fairs
- Open Days
- Visit the town/city – even if it is virtual....
- Taster Courses/masterclasses/virtual lectures
- Subject specific events
- Career Fairs
- MOOCs (Massive Open Online Course)

www.opendays.com

Higher Education Convention at London ExCel



- Tuesday 19th March



- Trip to London ExCel for 140 students
- Letter going out next week
- First-come, first-served
- You will need to pay via Parentmail and complete a GoogleForm consent form

Foundation degrees



- Not just for art and design courses
- Many subject degrees now offer a foundation year
- 'Year 0' rather than Year 1
- Extra year to prepare you for undergraduate study
- Different entry requirements to the degree – ideal if you have lower A level grades
- Can apply for a mixture of courses in your five choices

UCAS Tariffs (points)



UCAS points	A level (2 years)	AS level (one year)	EPQ	BTEC Level 3 Extended Certificate (single)
56	A*			Distinction*
48	A			Distinction
40	B			
32	C			Merit
28			A*	
24	D		A	
20		A	B	
16	E	B	C	Pass
12		C	D	
10		D		
8			E	
6		E		

**Filling out the
application online...**



**.... don't panic!
– we will help you!
We start this
process in June
this year – you
have 5 months to
get it right!**

KEY FEATURES OF THE ADMISSIONS SCHEME



- **Maximum of 5 choices**
- **4000 character personal statement**
- Some choice restrictions:
 - Medicine, Veterinary, Dentistry – **max 4** choices in one field
 - Oxford or Cambridge – you cannot apply to both
- 'Invisibility' (blind – universities can't see your other choices)
- **Fee - £27.50**

Personal statement



What can parents/carers do to help?

- Encourage participation – e.g. helping at scouts; sports teams; hobbies and spare time activities
- Part-time jobs
- Extra reading in interesting topic areas
- MOOCs – Massive Open Online Courses
- Research and visiting universities for open days
- Encourage students to access as many super-curricular activities as possible to build up wider academic evidence for personal statements:

<https://www.samuelwhitbread.org.uk/page/?title=Academic+Enrichment%3A+Sixth+Form+Super%2DCurricular+Opportunities&pid=205>

Work experience

Wider reading

Hobbies

The word dentist can conjure up images of large drills and painful extractions. However, dentistry is about making a change in society and changing people's lives. There is currently a dental crisis - an increasing number of children with tooth decay, prolonged waiting lists and the healthcare divide between different socioeconomic backgrounds. The effects of poor oral hygiene and the lack of awareness have devastating effects and I have a passion to help change this.

A misconception could be that dentistry is an uninteresting and repetitive job, however, my work experience in both a community and a private practice has shown otherwise. Both sides treat a wide variety of patients, some of which have more complex needs than others. In the community practice, I learned how crucial it is for dentists to adapt their behaviour to suit the patients needs such as using the technique 'Tell, Show and Do'. My work experience in a private practice allowed me to shadow more specialised treatment and view a wide variety of procedures. In particular, I found watching the periodontist fascinating as I was able to observe a procedure called bone grafting which involved the insertion of cow bone to build up the patient's own bone to allow for implants. Shadowing a restorative dentist allowed me to follow patients through a series of appointments and see the progress of their treatment. My time within these practices gave me the opportunity to see the complexities within dentistry and further confirmed to me how rewarding it would be as a career.

Reading 'The Smile Stealers' has shown me how various techniques, materials and theories within dentistry have evolved over time. From this, I realised how far dentistry has progressed and how much we should value the research opportunities available. Also, completing a dentistry MOOC allowed me to widen my understanding of the area, such as learning about the various materials used within dentistry and understanding the anatomy of the mouth.

Being a young carer has allowed me to understand the needs and the requirements of others. Furthermore, my work outside of school has provided me with the crucial communication skills and patience required to be a dentist. Volunteering in a care home has allowed me to interact with the elderly, building strong relationships and trust. Tutoring younger students has developed my communication skills in other ways such as being able to explain challenging concepts in different ways. My part-time work in a fast food restaurant for over two years demonstrates my commitment and conscientious attitude to work I undertake. This has allowed me to interact with a wide variety of personalities and work as part of a team, communicating with other employees and customers. My commitment to training in martial arts has provided me with leadership skills, key coordination, and discipline. As a practicing black belt, I am expected to teach younger students and act as a role model for others. Whilst being a prefect has allowed me to represent my school on opening evenings and has made me an approachable person for parents and younger students.

Biology has taught me about the variety of complex processes within the body, disease, and how our immune systems respond, all of which I have found extremely interesting. Dentistry is incredible as oral health can show signs for various conditions in the mouth, as well as the body as a whole. Chemistry has allowed me to learn about various different chemicals, their properties and how different reactions work. Whereas, maths has allowed me to develop various skills such as quantitative analysis and problem solving.

Overall, this course would allow me to follow my ambition of being a fully qualified dentist, exploring the different career paths and research opportunities available. My work experience at Bedford Hospital showed me the invaluable work which the NHS carries out and I would love to be a part of this service within dentistry. |

Volunteering

Part-time work

UCAS KEY DATES



Completed applications, including our reference, should be sent to UCAS by the following dates:

- **16th October 2024** for dentistry, medicine, veterinary science and veterinary medicine and for all courses at the University of Oxford and the University of Cambridge.
 - Entry tests may have an earlier date. Students need to register 2 weeks in advance
- **Conservatoires** – e.g. music performance – have their own early deadline e.g. **1st October 2024**
- **31st January 2025** for all other courses. **SWA has a December deadline for all applications to be sent to UCAS**
- **24th March 2025** for Art and Design courses except those listed with a **15th January** deadline.

THESE DATES ARE
SUBJECT TO
CHANGE

These are
assumptions
based on
deadlines for this
current year

UNIVERSITY & COLLEGE DECISIONS



- Admissions tutors can make one of three decisions:
 - **Conditional Offer**
 - **Unconditional Offer**
 - **Unsuccessful**
- April/May 2025: Applicants then keep a maximum of two offers:
 - **Firm**
 - **Insurance**
- Any remaining offers must be declined

CONFIRMING YOUR PLACE – AUGUST 2025

1. Exam results are issued to applicant
2. Admissions staff check if you have matched the conditions of their offer
3. If yes, you will be sent an official confirmation of your place on UCAS and via email. Well done!
4. **If no – speak to the sixth form team straight away**



Unconditional Offers



- Several institutions are making unconditional offers. Some have decided not to.
- Some will promise to change a grade offer to unconditional if the student chooses them as their firm choice.
- Poor/failed A levels can cause problems in the future with employment – e.g. competition for jobs or further qualifications.
- Many unconditional offers are not ‘unconditional’ – and may require you to pass the A levels that are on your application.

Other incentives



Some universities are also offering:-

- Free laptop
- Cash
- Cash for EPQ A grades
- First choice of accommodation for early firm choice
- Reduced grade offers
- Scholarships
- Bursaries

It is important to choose a university on the basis of the quality of the degree and teaching, and future employment prospects.

STUDENT FINANCE



Tuition Fees loan

Maintenance loan

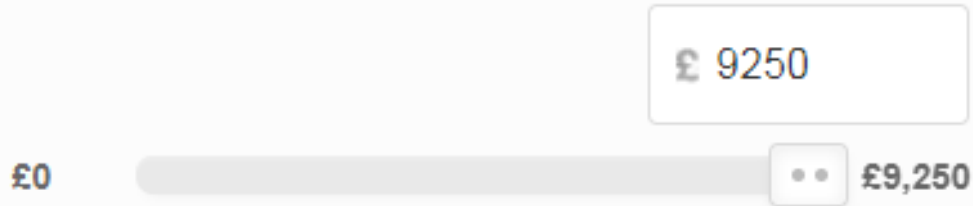
<https://www.gov.uk/student-finance>

<https://www.moneysavingexpert.com/students/student-finance-calculator>

<https://university.which.co.uk/advice/advice-for-parents/parents-what-you-need-to-know-about-student-finance>

Worried about borrowing so much money?

Tuition fees loan (per year) ?



Maintenance loan (per year) ?



Likely starting salary ?



£14,420

What you
repay? ?

£7,270

Converted to
today's money ?

Remember, this is based on your salary
increasing to **£103,730** by the time your debts
clear (in **30** years).

For lower salaries, the amount you repay
won't change as you vary the fees or loan -
this is because the debt disappears after 30
years

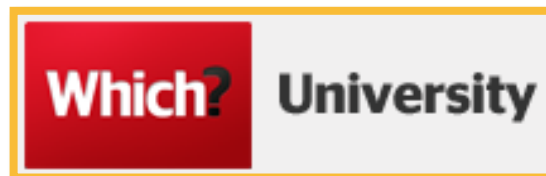
Pay 9% over £25,000 e.g.
if you earn £30,000 – you
pay 9% of £5,000 which is
£450 = £38 per month,
taken from your payslip.

Annual income	Amount of income that repayments (9%) will be deducted from ie threshold (£25,725) minus annual income	Annual repayment
Up to £25,725	£0	£0
£30,000	£4,275	£385
£35,000	£9,275	£835
£45,000	£19,275	£1,735
£55,000	£29,275	£2,635

What is best for me?

Please consider which University, Apprenticeship or job that you are applying for based on your:

- Academic ability (Degree/Foundation Degree)
- Employability (post degree)
 - www.unistats.direct.gov.uk/
- Passion!



Mr Huckle – Associate Principal – Head of Sixth Form

COMMUNICATION



- Your student email account – check it regularly – you could be missing out on valuable information e.g. work experience emails from (lfreeman@bestacademies.org.uk)
- They should also check the SWA-Year12 Google Classroom
- Tutor – all have experience of applications and UCAS
- Head of Year – ctonking@bestacademies.org.uk
- Admissions and UCAS queries – lcollins@bestacademies.org.uk

Email addresses: First initial and Surname followed by **@bestacademies.org.uk**

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