



POST 18 OPTIONS



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There are plenty of options for you to consider after Year 13. It is ultimately your decision what you do, but planning and researching those options needs time and effort to help you make an informed choice. Options to consider include:

- Higher education (full or part-time)
- Further education (e.g. Foundation art year)
- Apprenticeships (Higher level)
- Degree Apprenticeships
- School Leaver Programmes
- Sponsored Degrees
- Employment
- Take a break (gap year, voluntary work)

There are many factors that will influence your decision including:

- Your attitude to study
- The job or career you have in mind
- Your financial situation
- The state of the job market

If, at this stage, you really don't know what to do, keep your options open. Apply for a range of courses, jobs or gap year opportunities and make your final decision when your results come through. But don't leave it too late. It will take time to do all the research and make the best decision for you. Start planning now.

Start with effective career planning

If you have a good idea about the career you want to go into, you should familiarise yourself with the specific entry routes, expectations of the role and your suitability for it, etc.

Some jobs will be quite explicit about what they are looking for in terms of a particular set of skills, qualifications and experience, which makes your work experience in May even more important. However, some competitive jobs will expect much more than a week's work experience, so take an honest look at your skills profile and ask yourself, "Could I do more?"

Try a Skills Health Check which is a set of quizzes and activities designed to help you explore your skills, interests and motivations.

nationalcareers.service.gov.uk/skills-assessment

You can also try a personality matching test.

www.mycareerspringboard.org

This will give you a list of 5 career sectors that appear to match your personality. It will take about 15 minutes to complete and can be quite enlightening.

OR for a shorter test:

www.icould.com – the Buzz Test

Further research:

- **nationalcareers.service.gov.uk** - job profiles and links to useful professional associations
- **purepotential.org** – lots of information about different careers both via the university route and the school-leaver route

Use the box below to record your decision making. Think about your work experience when considering these questions and use your Unifrog competencies to help as well.

My current career ideas are:

What are my strengths? (skills and qualities that I possess, particularly related to the career sector I'm interested in)

What areas would I like to improve? (skills that I need to learn or qualities that I need to focus upon to make my career aspirations more achievable)



Thinking of uni?

Birmingham Higher Education Exhibition

15 May – 16 May 2021, NEC Birmingham, Birmingham (subject to change)

Before the day of the exhibition you need to narrow down the possible courses you might want to study. This is so that on the day you can speak to universities you are interested in about courses you actually might want to do! There are 35,000 courses to choose from so it's a good idea to do this systematically to make sure you really know what is on offer.

REMEMBER: you are not alone! These are big decisions so if at ANY stage of this process, you need help, advice or just want to talk something through, then your form tutors, Ms Stevens, Mrs Millington, Mrs Voss and Careers Adviser Mr Coffey (coffey.g@myton.co.uk) have lots of experience and extra info to offer. Please come and see any of us for advice.

Speak to the university reps at the exhibition – this is a real opportunity to find out about lots of universities all under one roof. You certainly wouldn't manage to visit that many on open days. Your tutor has a list of exhibitors to show you (see the attached list of questions to ask universities).

Questions to ask at the exhibition

Getting onto the course

- How many places are available for the course and how many applications are received each year?
- Are there any subjects or qualifications that are not acceptable for your course?
- What qualities and skills do you look for when considering applicants?
- For art and design courses, is an art foundation course necessary?
- Will I have to sit an additional admissions test?

Interviews

- Is a formal interview part of the selection procedure? What proportion of applicants do you interview?
- What is the purpose of the interview, how important is it, and what form does it take?

The course itself

- How is the course assessed – by exam or continuous assessment?
- Is it possible to study abroad for part of the course?
- How flexible is the course? Is there scope to pursue special interests?
- How easy is it to change course or to study a subsidiary course?

- How is the course taught – through lectures, tutorials, seminars, laboratory work, other?
- What is the staff to student ratio?
- Will I be expected to buy materials or equipment?

A year out

- Is taking a year out acceptable or encouraged? If so, is specific experience sought?
- Should I apply during the last year of my current studies for deferred entry, or apply during my year out?
- What are the financial implications of taking a year out?

The university or college

- Is it based on one site? Do students 'live in'? Can all first years be accommodated?
- How far away is the accommodation from the institution? What is the typical cost of accommodation?
- Do I need to have personal transport? May I keep a car / motorbike / bicycle? If so, can it be parked?
- Is public transport available from the halls of residence to lectures? If yes, what does it cost?

Student facilities

- Can you tell me about student services, the students' union, clubs, job shop, societies and sports / recreation facilities at your institution? What support services are provided (eg careers service, counselling, finance and medical)?
- What support facilities exist for students with additional needs?

The future

- Where are graduates from this course likely to find employment?
- What exemptions does this course give with respect to professional qualifications?

Costs / financial

- Consider costs: tuition fees, course equipment, field trips, cost of living, funding, sponsorship, bursaries.

Finding out more

- If I have any specific questions in the future, who should I contact at your institution?
- What are the arrangements for attending an open day or making a personal visit?
- Is there an alternative student prospectus? How do I get one?

My thoughts following our visit to the exhibition:



Virtual Open Days

If you haven't already done so, then go online and book on to virtual open days! This should help you decide between universities and courses and whether you are going to be happy living somewhere. Hopefully we may have some real open days again in the near future

To search for virtual open days

ucas.com/ucas/events/find/type/open-day

Open days I've booked:

Unifrog

Use Unifrog to search courses and compile a shortlist of possibilities and remember that you can compile as many shortlists as you like. Use the filters in Unifrog to create shortlists based on factors such as student satisfaction, % of exams vs. coursework, distance from home, etc. Your shortlists are sent to your form tutor – make sure you discuss your templates with them regularly.

Other sources of info:

- www.ucas.com – the official UCAS website – full of info but not easy to narrow down course choices or look up by grade requirements
- www.theuniguide.co.uk – allows you to search by subject and grade requirements. Also has lots of other useful info about courses and universities
- www.theguardian.com/education/universityguide

Not going to uni?



There are apprenticeships on offer for students with A levels or BTEC qualifications but it does take time to research and the market is VERY competitive so you need to be just as organised as those who do want to go to uni. Of course you can apply to uni AND look for jobs/apprenticeships – you can decide later which route you actually want to take.

If you want advice on opportunities, please make an appointment with our Careers Adviser, Mr Coffey.

What are apprenticeships?

Apprenticeships are an excellent way for young people to gain qualifications and workplace experience whilst at the same time earning a wage. An apprenticeship is essentially a set of qualifications called a 'framework' and most follow a standard format that comprises of:

- a National Vocational Qualification
- key transferable skills
- a technical certificate

Apprentices are usually employed by a business which will pay them at least the minimum wage and provide them with practical experience. Apprentices will also receive training that will provide them with the knowledge and skills required for the job. Training can be classroom based, in a workshop or in a workplace, depending on the subject and occupation.

Apprenticeship Levels

Name	Level	Equivalent educational level
Intermediate	2	GCSE
Advanced	3	A level
Higher	4, 5, 6 and 7	Foundation degree and above
Degree	6 and 7	Bachelor's or Master's degree

Types of Apprenticeship

Apprenticeships are available in all sectors and industries throughout England. There are more than 250 different types of apprenticeships available offering 1,400 job roles in a wide range of sectors.

Higher Apprenticeships

Higher Apprenticeships can be an excellent alternative for 'A' level school leavers who might want to choose a different route to traditional university study. Apprenticeships at Bachelor's and Master's degree level are now available.

National Apprenticeship Service (NAS)

The National Apprenticeship Service (NAS) supports, funds and co-ordinates the delivery of apprenticeships throughout England. They are responsible for increasing the number of apprenticeship opportunities and providing a dedicated, responsive service for both employers and learners. This includes simplifying the process of recruiting an apprentice through apprenticeship vacancies: an online system where employers can advertise their apprenticeship job vacancies and potential apprentices can apply.

With up to 17,000 quality apprenticeship vacancies available online at any time, the National Apprenticeship online vacancy system should be the first port of call for any student looking to find an apprenticeship.

Find out more:

- Use the Unifrog Apprenticeship tool to search for Advanced Apprenticeships and School Leaver Schemes.
- Register with the National Apprenticeship Service www.gov.uk/topic/further-education-skills/apprenticeships. Higher Apprenticeships are for school leavers with A levels or equivalent.
- Check websites of large companies who recruit in a set window of time and hold open events eg. JLR, National Grid, Mettis Aerospace, Severn Trent, NFU, local authorities, FE colleges.
- See www.notgoingtouni.co.uk, www.beetroot.com, and www.indeed.com. www.allaboutschoollleavers.co.uk for vacancies with national companies including the financial sector.

GAP YEAR

What is a gap year?

The phrase 'gap year' has traditionally meant a period of time taken out by students after leaving college and before starting university. However, gap years now happen at any stage, they can be taken by anyone, and for varying amounts of time.

You can fly off to sunnier climates and experience different cultures or stay closer to home and sample what the UK has to offer. Whatever your destination, some examples of gap year activities include conservation work, adventure travel programmes, summer schools and internships. Quite a few year gap year providers will be present at a range of careers events. There are lots out there, including; BUNAC <https://www.bunac.org/uk-> and Oyster <https://www.oysterworldwide.com/> but you must carry out lots of research beforehand, to see if it right for you.

Career Fairs

Another fantastic event for finding out more about a range of options is our careers fair. We have an annual one here at Myton which we hope will take place in November 2021. Our students can also attend events arranged at Warwick School.

Other notable events include:

The National Apprenticeship Event and Conference which takes place at the International Convention Centre (ICC) in B/ham, Broad St on Friday 1 October 2021

WorldSkills Show - The nation's largest skills, apprenticeships and careers event is normally in November 2021 (actual dates TBC) at the NEC Birmingham. Look out for more information nearer the time.

We actively encourage students to attend a range of external events / activities. We do however ask that the student informs us before the event so we can record their absence correctly for those periods.

Employability skills

A key driver for young people making successful transition into the working world is the acquisition of employability skills. Time and time again employers comment on how these are missing from applicants. Undertaking part-time or voluntary work is a fantastic way to obtain them, but also consider that you can also gain these valuable skills at school.

TOP 10 EMPLOYABILITY SKILLS



Skills that employers want	What that means	Young people's evidence	Young people's evidence outside lessons
1 Communication and interpersonal skills	The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people and act upon key information /instructions.	I presented the findings of a Science coursework project as a report and PowerPoint presentation to the rest of my Science class	I am part of a debating club /society that helps my communication and interpersonal skills.
2 Problem solving skills	The ability to understand a problem by breaking it down into smaller parts and identifying key issues, implications and identifying solutions. To apply your knowledge from many different areas to solving a task.	I was set a project within my Design & Technology course to build a component, but it stopped working. My approach was to start at the beginning of the circuit and work through all the connections until I found the part which was not working.	As part of Duke of Edinburgh Award I had to evaluate the information on a map and the weather forecast to decide which was the best route to set a checkpoint
3 Using your initiative and being self-motivated	Having new ideas of your own which can be made into a reality. Showing a strong personal drive and not waiting to be told to do things. Being organised and methodical.	For our coursework on electrical circuits I was the only one in class who chose to research how they are used in companies to get a real-life perspective.	At a temping job over the summer the manager was not around to see me on my first morning, so I introduced myself to the other team members and offered my services until the manger arrived.
4 Organisational skills	Being organised and methodical. Able to plan work to meet deadlines and targets. Monitoring progress of work to ensure you are on track to meeting a deadline.	I handed my GCSE Science coursework in 3 days before the deadline as I had planned my time well which enabled me to finish it to the best of my ability.	I was part of the School Leavers' Ball organising committee and devised a project plan so we could keep on track with planning
5 Working under pressure and to deadlines	Handing stress that comes with deadlines and ensuring that you meet them.	Studying and sitting multiple GCSE and A level exams carries an enormous amount of pressure which I was able to undertake.	On a bridge building project in after school club, we ran out of an essential piece of kit 5 minutes before the deadline, but quickly modified the bridge using what was left and finished on time

TOP 10 EMPLOYABILITY SKILLS



Skills that employers want	What that means	Young people's evidence	Young people's evidence outside lessons
6 Team working	Working well with other people from different disciplines, backgrounds and areas of expertise to accomplish a task or goal.	In a group project I worked with a team of people with different designated roles. The first job I did was to identify how each of us would input to the task in hand.	I am part of our school STEM club that meets every week. We often do activities as teams which I really enjoy.
7 Ability to learn and adapt	To be enthusiastic about your work and to identify ways to learn from your mistakes for the benefit of you and your employer.	I always read the comments that my teacher puts onto my coursework as I know it will help me to improve my marks and learning. I try to use that advice in my next piece of coursework.	In our STEM club we had to make rockets fly as high as possible. I couldn't make mine go any higher so I asked for help to improve the shape – it went 20 cm higher on the next attempt.
8 Numeracy	The ability to use data and mathematics to support evidence or demonstrate a point.	In my Science coursework I used a range of graphs and tables to prove the hypothesis being tested.	For a school project, we had to build a road to help join up communities. We had to calculate the cost per mile of road and if the road didn't reach the next town we had to change the design until it fitted in with the budget.
9 Valuing diversity and difference	Knowing the value of diversity and what it can bring. Understanding and being considerate of the different needs of different individuals.	Working with people who may be able to offer different skills or knowledge and who offer a different perspective to your own for projects / coursework.	Getting involved in activities which involve people that are different from you in terms of age, gender, nationality, race, disability etc.
10 Negotiation skills	To take on board other people's feelings and express your own requirements in an unemotional clear fashion to achieve a win-win outcome.	I reached an agreement with a classmate about who would take which role in a class project.	I had to present a new invention to a panel of STEM ambassadors in a Dragons' Den day and negotiate how much of the company they would own.