

Courses, Qualifications and Careers workshop (S4)

- Objectives:** *Make students aware that some careers require post-school qualifications
Give a brief introduction to further and higher education
Highlight the diversity of university courses available
Demonstrate that a wide range of people go to university*
- Duration:** *The length of a single school period – 50 minutes approx.*
- Staff:** *LEAPS session leader, volunteers plus member of school staff to be present*
- Materials:** *Each group will have 5 x A3 activity cards and a pen.*

Step1: Introduction and group forming (5 minutes)

Session Leader briefly introduces the LEAPS programme, outlines objectives of workshop, explains presence of volunteers then splits class into even sized-groups.

Step 2: Icebreaking (5 minutes)

Each volunteer joins a group then introduces him or herself, mentioning background, course of study, career plans. To break the ice the volunteer might ask everyone to indicate what his or her ideal job might be. If appropriate, the volunteer can set 'ground rules' for the activity.

Step 3: Activity - Qualifications and Careers (5 minutes)

The session leader explains that "some careers require a person to have a particular level of qualification". The Session Leader will then instruct each group to "identify then underline the minimum level of qualification they think would be required to enter each of the jobs listed on the *Qualifications and Careers* activity sheet". Each volunteer will appoint a scribe within the group and will give general guidance as the students discuss their answers. After 5 minutes the session leader will give the answers. The scribe will keep a note of the number of correctly answered questions.

Step 4: Activity 2 - Courses at College and University (5-10 minutes)

The session leader explains that "there are two main places where people can study when they leave school – college and university". The session leader highlights the distinctions between the two, making references to specific local institutions and that "college is sometimes referred to as Further Education. Further Education colleges such as Telford and Stevenson tend to offer one or two year courses such as HNDs, which tend to be in practical areas closely related to a specific job. Universities such as Napier, Heriot-Watt etc are referred to as Higher Education where students study for 3 or 4 years to obtain degrees. Degrees can also be studied at higher education colleges such as ECA or SAC".

Once the introduction has been made, the session leader will instruct each group to "identify whether each of the courses listed on the *Courses at College and University* activity sheet might be studied at college, university, or both". Each volunteer gives encouragement to each group as they complete the activity, asking students if they feel courses would be studied for a long or short period of time for instance. After 5 minutes, the session leader will read out the answers. Volunteers check that their scribes are recording the number of correct answers.

Step 5: Activity - University courses – true or false (5-10 minutes)

The session leader briefly instructs each group to “decide which of the courses on the *University Courses – true or false* activity sheet is real or false”. After 5 minutes the session leader will give the answers. Scribes keep a record of correctly answered questions.

Step 6: Activity - Student societies – true or false (5 minutes)

The session leader briefly instructs each group to “decide which of the student societies listed on the *Student Societies – true or false* worksheet are real and which ones are false”.

Each volunteer encourages his or her group by talking about personal experience/knowledge of student societies. After 5 minutes the session leader reads out the answers. Scribes keep a record of correctly answered questions.

Step 7: Activity - Spot the student! (5 minutes)

The session leader briefly instructs each group to “decide which of the celebrities pictured on the *Spot the Student* activity sheet have been to university”. For each celebrity the students identify as having been to university, volunteers asks them to consider what subject he or she might have studied.

After 5 minutes the session leader reads out the answers and scribes record the correct answers and tally up the scores from all the activities to come up with a total. The session leader then asks each volunteer to “tell everyone the total score achieved by the group”.

Step 8: Summary (5 minutes)

The session leader concludes the session by summarising that:

“During the session we have seen that some careers require post-school qualifications”.

“Some courses (HNDs) can be studied at college. Others (degrees) are taught at university.”

“You can study a wide range of subjects at university, not just those taught at school.”

“The social opportunities at university are as varied as the academic topics”

And finally that:

“All sorts of different people go to university, and so can you!”

Discussion

In any remaining time the Session Leader will collect activity sheets and pens while school students can chat informally with volunteers and ask questions.