

KS5

LET'S TALK FUTURES!



# Do Together Tasks

A series of tasks, activities and resources that Sixth Form parents can explore with their children to support positive career conversations at home



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# Introduction

## **Did you know, as parents / carers you are the biggest influencer of your child's future career choice?**

Even as young adults, perhaps it is not surprising that they still turn to you for advice and guidance at key moments in their life. This is especially true now as they navigate their next steps and make important decisions about their future in learning or work. These decisions also involve wider considerations, such as where they will live, how they will finance living expenses and how they will stand out from the crowd when making applications to university, apprenticeship or employment.

Please remember there are dedicated people in school who you can talk to. Every school has a Careers Leader who can be contacted at any time and their name and contact details are on the careers section of your school website alongside a range of resources and digital magazines designed especially for parents.

In this booklet our careers advisers have created a series of discussion tasks that you as a parent can use at home with your child to start wider reflective conversations about the future. No activity should take longer than 20 minutes and tasks can be completed over any time period and in any order you choose. There is no requirement to complete all of the tasks- you can choose what is most important or useful to you. Some tasks purely require conversation, some use a pen and paper and for others it would be useful to be able to access the internet. The important thing is not so much the activity itself, but the questions and discussion it generates.

We have divided the booklet into three themes - finding out, surviving, and thriving - and we hope you find it useful.

### **Ryan Gibson**

Head of Careers Education at AET











# Qualification levels overview

Our friends at 'The Parents Guide To' have produced this helpful diagram showing a summary of the different qualification levels available in England.

Level	Qualification / educational route				
8	Doctorate (PhD)			NVQ 8	
7	Masters degree (MA)			Degree apprenticeship / NVQ 5, 6, 7	
6	Bachelors degree BA or BSc				
5	Foundation degree FdA or FdSc		Higher National Diploma (HND)		
4			Higher National Certificate (HNC)	Higher apprenticeship / NVQ 4	
3	A levels Grades A-E	International Baccalaureate	T Levels	BTEC diploma BTEC certificate	Advanced apprenticeship / NVQ 3
2	GCSE Grades 4- 9 (C, B, A or A*)			BTEC first diploma	Intermediate apprenticeship / NVQ 2
1	GCSE Grades 1- 3 (D,E,F or G)			Foundation diploma / entry level qualifications	Traineeship / NVQ 1
	Academic route		Vocational route		Applied / work route

# 8 steps to help your child plan their future

With our friends at MyTutor we have created the following top tips for parents when helping young adults plan their future. **As parents it is important not to decide their future for them but to engage in lots of positive career conversations and to try to reach a shared understanding.**

-  **1** Sit down and discuss their skills, strengths and passions and interests.
-  **2** Research job sectors and job roles
-  **3** Consider their values, interests and strengths
-  **4** Explore the different progression routes into jobs and the skills, qualifications and experiences needed.
-  **5** Ask your child to talk to the Careers Adviser linked to their school.
-  **6** Agree a plan of next steps and visit providers.
-  **7** Support your child to gain experiences.
-  **8** Have a credible 'plan B' that will be followed if plan A does not work out.

## ME AND MY FUTURE

### **Purpose:**

When making decisions it is important to understand and be able to reflect upon our own preferences, interests, personality and experience. It is also important to fully research all of the options available so that we can relate this information back to our own preferences and make decisions that are well thought through and right for ourselves. Sometimes aspirations of parents and children can differ and it is important to talk these through, build a shared understanding and work together to achieve a common goal. This activity helps to explore perspectives.

### **What do I need for this task**

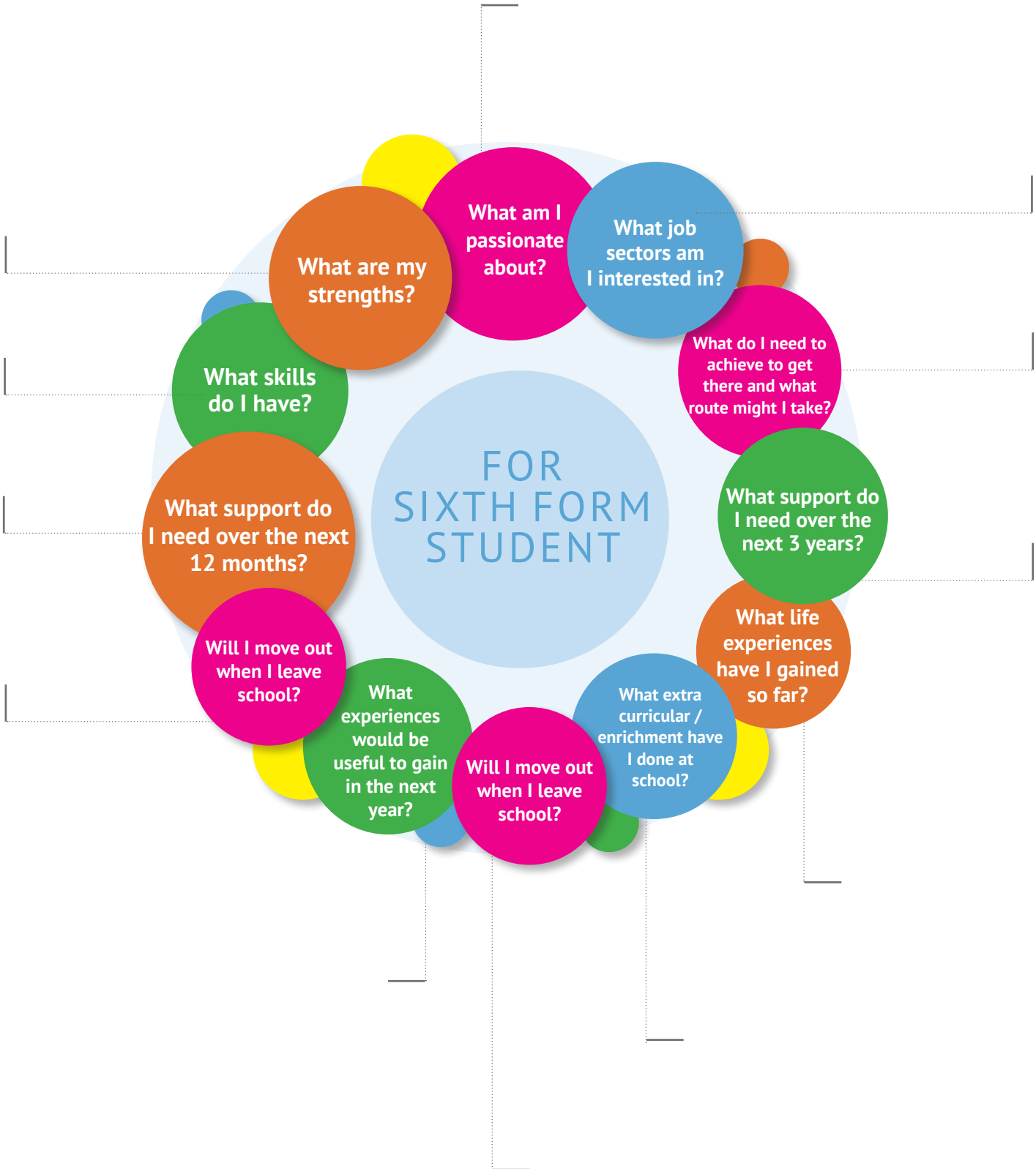
Pen / Pencil  
Paper

**Over the next pages are a series of bubble diagrams - one set for parents and one set for your sixth form child. Please complete these separately at first.**

**Once all diagrams have been completed by all parties, sit down together and look at the first question. Compare and discuss the responses. Feel free to ask further questions about why certain responses were given. Has anything surprised you? Repeat this process for all of the questions.**







## STANDING OUT FROM THE CROWD

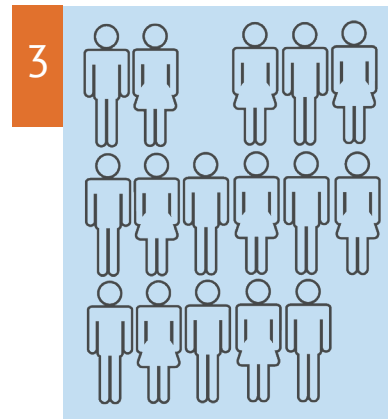
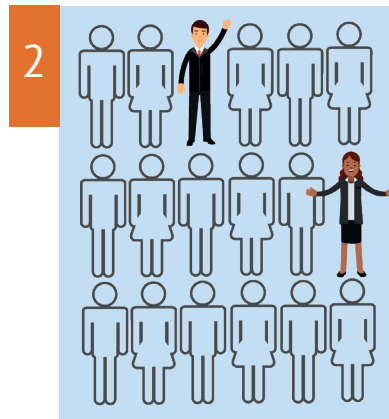
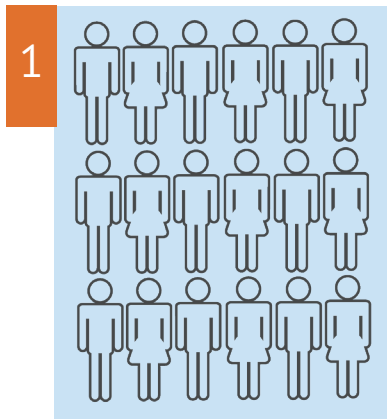
### Purpose:

Getting on to a degree course, securing an apprenticeship or getting that job - you need to offer something more than the next person. You need to stand out from the crowd. This task is about self-reflection and listening to your family - then discussing your thoughts with each other.

### What do I need for this task

- Pen / Pencil
- Paper

Ask your child to look at the three images below. How would they describe what they see in image 1? How is this different to images 2 and 3?



At every stage of life, there is the well-trodden path, the easy option, the faceless crowd.

You are unique, you have strengths (and areas of weakness). So ask yourself how do you stand out from the crowd at each stage? For example, GCSE grades 7-9 and 3 As at A-level helps a student stand out at first, but they can find themselves amongst another crowd of well-qualified people - how do they then stand out from that 'clever' crowd?

### STANDING OUT?

What is the norm?

Where is average?

When they zig, can you zag?

When is the time to step out?

How can you practically stand out?





Ask your child to reflect on themselves and make some notes in the table...

I am good at ...	I have improved ...	I need to work on ...

Parents - think about your child and complete a table like this...

Your natural talents are ...	I'm proud that you have worked hard to improve ...	Areas where I think you doubt yourself ...

Compare notes and discuss the areas that match up, anything that surprises you, how you might be able to support with areas for improvement.

Now set some practical 'Standing Out' goals that you can work towards. Consider what, when, how and why when setting goals.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### HOW to stand out?

- Volunteer (local schools, charities etc)
- Work experience / internships
- Say 'yes!' to opportunities
- Step up - take the lead where you can
- Sport / Arts / Culture - think 'soft skills'
- Build a professional network
- LinkedIn and Social Media profile
- Research industry knowledge/policy.
- Develop Communication skills



## WHAT DO I NEED TO KNOW - CONSTRUCTING QUESTIONS TOGETHER

### Purpose:

There are lots of factors to consider when planning post 18 options. Sometimes we do not know what we do not know and information can be either hard to find or there can be so much information it can be overwhelming. This activity encourages parents and children to consider what they already know in relation to next steps and post 18 options and then helps to identify key questions that you want to ask.

### What do I need for this task

Pen / Pencil

Paper

A device with internet access

### As a parent and as a child you are going to

1. Complete a short survey of 25 questions (on the page opposite). You should use two copies of this sheet, complete them at the same time, but complete them individually.
2. Once you have completed the survey, discuss your answers.
3. Look at the areas of the survey where you both feel you did not know the answer. Use these to create a set of questions that you wish to find the answers to.
4. Populate the table with common questions you both want to know the answers to.
5. Use the websites below to begin to find out the answers.
  - **Get The Jump** - <https://nationalcareers.service.gov.uk/explore-your-education-and-training-choices> - to explore different qualification and progression routes
  - **Amazing Apprenticeships** - <https://amazingapprenticeships.com/> - information about apprenticeships, what they are, what you do and how to apply
  - **UCAS** - <https://www.ucas.com/> - information about universities, university courses, entry requirements and the application process
  - **National Careers Service** - <https://nationalcareers.service.gov.uk/explore-careers> - to explore jobs, job sectors, progression routes. Skills and qualifications needed
6. Please also look at the careers section of your school website and contact your school Careers Leader, who will be able to help answer your questions (contact details for the careers leader are on your school website).



### Identifying what we know and what we still need to find out

Answer each of the questions below and RAG rate them based on your level of confidence and understanding (Red - no understanding, Amber - some understanding, Green - full understanding)

Parent  
Red,  
Amber or  
Green

Child  
Red,  
Amber or  
Green

#### University

Do you know how to apply for university?

Do you know how to research different universities?

Do you know where to find information on different university courses, their duration, content, teaching and assessment methods?

Do you know the entry requirements for university courses that you might be interested in / where to find them?

How confident are you in comparing different universities, accommodation options and university courses?

Have you ever visited a university (virtually or in person)?

Do you know where to find open day information?

Do you know about the 'clearing process'?

Do you know about costs, student loans and support available?

#### Apprenticeships

Do you know what an apprenticeship involves?

Do you know where to find out about apprenticeship vacancies that exist locally to you?

Do you know how to apply for an apprenticeship vacancy?

Do you understand that there are different levels of apprenticeships - such as advanced, higher and degree apprenticeships?

Do you understand that some of the training will be 'off the job' potentially in a local college or training provider as well as 'on the job' with an employer?

Do you know how an apprenticeship is assessed?

Have you considered the wages / salary associated with the apprenticeship you are interested in and how this relates to your living / lifestyle costs?



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**Parent**  
Red,  
Amber or  
Green

**Child**  
Red,  
Amber or  
Green

#### Employment

Do you know where to find out about job vacancies that exist locally to you?		
Do you know how to apply for a job vacancy?		
Do you have an up to date CV?		
Do you understand the recruitment and selection process associated with the job you are interested in?		
How confident are you with interview techniques?		
Have you considered the wages / salary associated with the job you are interested in applying for and how this relates to your living / lifestyle choices?		

#### Who can help?

Do you know who the Careers Leader is in your school and how to contact them?		
Did you know that the National Careers Service have Careers Advisers that you can contact by telephone, text or email for advice free of charge?		
Do you know what websites are best to use to find out information about post 18 options?		

### Questions we need to find the answers to

Using your ratings from the survey (red, amber green) consider some key questions that you would both like to know the answers to:

#### Questions we need to find the answer to


## FINDING OUT ABOUT THE FUTURE

### Purpose:

This shared research activity for students and parents will help to develop a shared knowledge and understanding that will ultimately form your child's progression plan post 18. There are options for University, Apprenticeship and Gap Year.

### What do I need for this task

- A device with internet access.

### Chat together and consider a route that is either a certain goal or a strong maybe.

Eg. I want to study Psychology in Newcastle or I want to secure an Apprenticeship in Care.

Think about a second option, which may be the same course at a different university or a similar course at the same university, or indeed a different apprenticeship.



### University

Go to [www.ucas.com](http://www.ucas.com) and hit the search function. You are now going to use the templates to research and compare two university courses.

At this stage we are looking at Undergraduate courses (your first degree) but you can also look at the information around postgraduate study that you could do after.

If you know you definitely want to study a certain course in a certain University you can look at their entry requirements and know what is required. For Psychology at the University of Newcastle you would discover that I need at least grade 6 in Maths and Science GCSEs, as well as A level grades of AAB ideally including two sciences.

If you have a career in mind, perhaps look at [www.prospects.ac.uk](http://www.prospects.ac.uk) and see what degree you might need to work in a certain job and work backwards to determine what universities / courses you want to research.

### Apprenticeships

Go to [www.amazingapprenticeships.com](http://www.amazingapprenticeships.com) and have a look at their resources section. There are LOADS of videos where you can hear from real people who have worked as an apprentice in different industries.

Take a look at live vacancies for apprenticeships on [www.gov.uk/apply-apprenticeship](http://www.gov.uk/apply-apprenticeship). Use the 'search' facility to explore these together. Choose two that interest you and compare them.



## University Research Template

Visit [www.ucas.com](http://www.ucas.com) and use the search facility to search by subject or institution. Perhaps compare different courses or the same course at different universities. Complete the template below, one for each.

<b>Subject</b>	
<b>Course Title</b>	
<b>University</b>	
<b>Course Code</b>	
<b>Qualification</b>	
<b>Entry Requirements</b>	
<b>Course Summary Notes</b>	
<b>Assessment Method Notes</b>	
<b>Accommodation Options: Where will / could I live?</b>	
<b>Cost</b>	
<b>Things I still need to find out about</b>	



## Apprenticeships Research Template

Take a look at live vacancies for apprenticeships on [www.gov.uk/apply-apprenticeship](http://www.gov.uk/apply-apprenticeship) and vacancies listed on [www.notgoingtouni.co.uk](http://www.notgoingtouni.co.uk). Use the 'search' facility to explore these together. Choose two that interest you and find the following information on both:

<b>Title of Apprenticeship</b>	
<b>Employer</b>	
<b>Level of Apprenticeship</b>	
<b>Duration of Apprenticeship</b>	
<b>Salary / Wage</b>	
<b>Working Week</b>	
<b>Qualifications required</b>	
<b>Desired Skills and Qualities</b>	
<b>What you will be doing as an apprentice Training Provider</b>	
<b>Training Provider</b>	

## SURVIVING IN MY NEXT STEP

### Purpose:

Many students will choose to go to university or secure an apprenticeship after sixth form. Some will move directly into employment, whilst a few will take a gap year. Whichever choice your child makes, their decision will involve a range of important considerations in relation to ongoing support needs post 18. This activity encourages parents and children to discuss these together.

### What do I need for this task

Pen / Pencil

Paper

### Discuss with your child the route they want to take once they leave sixth form.

Ask them to complete the table opposite and encourage them to realistically think about:

- what they need (the essentials) that will make their experience successful
- what they want (the extras) that will make their experience enriched and enjoyable
- what support they require (the help that may be needed) from parents and others

The main question is HOW will they navigate the next chapter of their life?

Once they have completed the table, discuss their responses together. Consider some of the questions and situations in the side panels and consider how you would respond. Keep returning to these conversations as much as you need. It's good to keep talking - you are on the same team.



### QUESTIONS FOR PARENTS

Ask yourself

- How do I feel about my child moving out?
- How can I equip them without feeling like taking over?
- When and how will I encourage? - eg. an unannounced card or some cash transferred
- How will life be different for us all?
- What can I do to help before they start the next chapter?
- Can I wait to be asked for help?

### QUESTIONS FOR SIXTH FORMERS

Ask yourself

- How ready do I feel I am for my next step?
- What am I worried about?
- What help do I need and who do I need help from?
- How will life be different next year?
- What can I do to prepare before I start the next chapter?

### EMERGENCY

Discuss how you (and family) might respond to a crisis.

- I've spent all my money / wages
- I don't like my house-mates / work colleagues / people on my course
- I am struggling with the work
- We've been burgled!
- I think I've made the wrong decision
- I miss home



## SURVIVING IN MY NEXT STEP

Imagine you have secured your next step - whether it is a place at university, an apprenticeship, a job or a gap year. Complete the table below and realistically think about:

- What I **NEED** (the essentials) that will make my experience successful
- What I **WANT** (the extras) that will make my experience enriched and enjoyable
- What **SUPPORT** I require (the help that I may need) from parents and others

	Example Ideas...	I NEED ...	I WANT...	SUPPORT me by ...
<b>Money</b>	Part time job? Parent Support? Paid roles?			
<b>House</b>	Stay at home? Flat share? Uni Halls?			
<b>Equipment</b>	Laptop? Kitchen things? Car?			
<b>Friends</b>	Social Media? Current friends? How to connect?			
<b>Wellbeing</b>	Local Dr/Dentist? Gym? Student Support?			
<b>Outside of Working / Study hours</b>	Volunteering? Hobbies? Visiting friends / family?			
<b>Other</b>	Netflix? Insurance? Travel cards?			



## THRIVING IN MY NEXT STEP

### Purpose:

Surviving after sixth form is not enough - we want our children to thrive! We recognise the next stage of life aged 18+ is a very different transition to all of the other key education transitions that children have navigated. We know too that as parents we have different relationships with our children now than we did when they were 11, 14 or 16. This task asks children to think into the future and imagine themselves at the end of their degree or at the end of their apprenticeship and think about what success looks like to them.

### What do I need for this task

Pen / Pencil

### Gold / Silver / Bronze award

#### Ask your child to

*"Imagine a few years in the future - you've finished University and it's graduation day or the apprenticeship you have followed for 3 years is completed and you are moving on to a permanent role. Look back over this chapter in your life..."*

**Now ask your child what would be the 'outstanding gold standard', what would be a 'good silver standard' and what would be the 'acceptable bronze standard'?**

Think about areas such as...

- Your study/work
- Your new friendship groups
- Your professional networks
- Your leisure groups
- Your personal wellbeing and character
- The starting salary you are moving on to
- The skills you have developed.
- The added value on your CV.

**Complete the table opposite**

"I'd rather regret the things I've done, than regret the things I haven't done"

Lucille Ball

- Actress, Singer, Studio Exec, Producer

### TOP TIPS

- Find work placements
- Look for a mentor
- Join societies / groups
- Volunteer
- Try different things
- Step out of your comfort zone
- Challenge yourself
- Make new friends (from different courses or departments)
- Work hard
- Be willing to learn

## THRIVING - WHAT COULD SUCCESS LOOK LIKE FOR ME

Think about areas such as...

- Your study/work achievement
- Your new friendship groups
- Your professional networks
- Your leisure groups
- Your personal wellbeing and character
- The starting salary you are moving on to
- The skills you have developed.
- The added value on your CV.

Gold Standard	Silver Standard	Bronze Standard
<b>Eg. First class honours degree</b>	Eg. 2:1 degree grade	Eg. passed my degree
<b>Eg. Lots of friends and a busy social and professional life</b>	Eg. A reliable group of close friends inside and outside of work	Eg. Close friends at home and good working relationships with colleagues at work



| Be unusually brave | Discover what's possible | Push the limits | Be big-hearted |

LET'S TALK FUTURES!



[www.AETSchools.org](http://www.AETSchools.org)