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Supporting Year 11 in their post-16 options
The DVD brings to life the options that are available to post-16-year-olds. It features real-life stories of young people discussing their experiences of a whole range of further education choices, and talking about how EMA has helped them. You can use the DVD with this pack or on its own.

**DVD contents**

**My way**
Find out how you can carry on in learning

**My choice**
See how five people choose to carry on in learning:
- Ayub
- Lucy
- Elliot
- Jack
- Natasha

**My ideas**
Find out what other people think:
- What do you want to do?
- What about qualifications?
- What about money?
- What’s right for you?

**My experience**
EMA has helped a lot of people, but what happens afterwards?
- Adassa
- Lydia
- Kimberly
- Tim

The DVD is supplied free to all schools on request. You can order extra copies by calling 0845 602 2260 or emailing Lsc@prolog.uk.com, quoting the reference number LSC-P-NAT-080004.
This pack is a resource for schools and colleges, careers services, work-based learning providers and Connexions advisers.

It is designed to help you explain what options are available to post-16-year-olds, and how Education Maintenance Allowance (EMA) can support their plans. It also aims to help you make the benefits of continuing in education or training clearer, and so help students plan their career more effectively.

This pack will enable you to support students’ development and application of literacy skills, and is cross-referenced to the PSHE curriculum at Key Stage 4.

This pack consists of a short programme of learning designed for Year 11 students. It is made up of this booklet, a DVD and worksheets for you to photocopy and distribute to students.

The booklet is divided into three sections — Your choice, Your finances and Your future. Each section contains:

- an introduction to the area, and
- activity suggestions.

The DVD containing young people’s real-life stories can be used on its own or to inform many of the activities suggested in this booklet.

Most of the activities shown here can be carried out by a whole class, small groups or an individual. They have been designed to be flexible, so that you can incorporate them within a wide range of teaching styles and settings, including:

- PSHE lessons
- Tutor periods/programmes
- Citizenship and careers lessons, and
- small groups and mentoring situations.

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Year 11 students face an exciting, though sometimes bewildering, array of options once they reach 16. These include A-levels, Diplomas, on-the-job placements such as Apprenticeships and starting full-time employment.

However, many students haven’t spent much time considering their future, nor do they realise there’s an option to suit everyone.

This section looks at the importance of qualifications, discusses the different options students have, and considers where they can go to get help and support with making decisions about their future.

See the DVD for real-life examples of the topics covered.

“Post-16 options

Learning comes in different shapes and sizes – it’s not just in the classroom. The DVD highlights just some of the options available to young people.

Everyone has different dreams and aspirations for the future. That’s why continuing to learn and train is so important. It can help young people work out what they enjoy, what they’re good at and how to get what they want from life. Luckily, there are all types of courses covering many different subject areas – both inside and outside the classroom.

Staying in learning

There are lots of different options for students who want to continue learning in college or sixth form. To get the most out of studying after the age of 16, it’s important that students take the time to choose the right courses and qualifications. What are they good at, and what do they enjoy? Do they want to learn something new? What course structure and learning style would suit them best? Where will the courses lead? These are all relevant questions that should be considered.

Activity ideas

- Start a discussion by asking the students what they want to do after leaving school.
- Discuss the realities of life after school. Are the people in the DVD realistic about their aims?
- Discuss how qualifications are linked to earnings. Many students don’t realise that employers are unlikely to hire teenagers without GCSEs, or that if they continue in education or training, they could earn more in the long term.

“Staying in learning

There are ways of getting qualifications without putting pen to paper all of the time.”
Learning in college or sixth form

If students want to continue learning in college or sixth form, they could study for academic qualifications such as AS and A-levels, or go for work-related qualifications such as BTECs, City and Guilds and OCR Nationals. They could combine classroom learning with practical hands-on experience with a Diploma, or alternatively they could undertake qualifications in key skills – essential skills that employers look for.

Diplomas were first introduced in 2008 to offer a high-quality qualification that combines practical and theoretical achievement. Students get work experience and learn why skills and knowledge are important in a work-related environment, while retaining a pathway to higher and further education. Diplomas are therefore an excellent option for young people who want to stay in school and gain qualifications, while making real progress towards becoming employable.

For more information on options for learning in college or sixth form, visit direct.gov.uk and search under ‘Options after 16’.

A course that leads to an Apprenticeship

Apprenticeships give young people the chance to learn – and gain nationally recognised qualifications – while getting a weekly wage. If a student hasn’t found an employer to do an Apprenticeship with, they can start a ‘Programme-led Apprenticeship’.

This means they will begin their studies at college – and get some work experience – before they move on to an Apprenticeship with an employer.

For more information on a course that leads to an Apprenticeship, visit direct.gov.uk/apprenticeships.

Entry to Employment (e2e)

Students may not be ready to start an Apprenticeship, employment with training or further education after Year 11. In that case, they may benefit from an LSC-funded e2e programme.

These are personalised programmes that prepare young people for entry to employment. They are useful for those who know they want a job with training but are not quite ready for an Apprenticeship or who lack the confidence to start job hunting.

e2e programmes:
- are flexible and tailored to individual needs
- include teamwork, job search skills, career guidance, motivation and key skills
- build skills and confidence to help young people cope in the workplace, and
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Qualifications can help you get to where you want to go.

This chart, showing the nine levels of qualifications in the national framework, may be useful to use as a shorthand to describe to students the qualification needed for a particular job or course.

**Qualification levels**

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**Entry Level**

All Entry Level qualifications are called Entry Level Certificates. They develop basic knowledge, skills and understanding in a particular subject or area. They build confidence and help people to prepare for further learning, work and independent living.

**Level 1**

These qualifications include NVQ Level 1, GCSEs at grades D–G, the Foundation Diploma, BTEC Introductory Certificates and Diplomas and City and Guilds Intermediate Awards. They build knowledge, understanding and skills in a subject, a specific work area or a broad economic sector. They also help people to use their learning in everyday situations and tasks and prepare them for Level 2 qualifications and for qualifications at Levels 2 and 3.

**Level 2**

These qualifications include NVQ Level 2, GCEs at grades A*–C, the Higher Diploma, the BTEC First Diploma and City and Guilds Advanced Awards. They build knowledge, understanding and skills in a subject, a specific work area or a broad economic sector. They also help people to use their learning in a wide range of tasks and situations. They also help them to prepare for Level 3 qualifications and for qualifications at Levels 4 to 8.

**Level 3**

These qualifications include NVQ Level 3, AS and A levels, the Advanced and Progression Diplomas, the International Baccalaureate, the BTEC National Diploma and City and Guilds Advanced Awards. They develop detailed knowledge, understanding and skills in a subject, a specific work area or a broad economic sector. They help people to use their learning in a wide range of tasks and situations. They also help them to prepare for other Level 3 qualifications and for qualifications at Level 4.

Universities require most applicants to be qualified to this level. Employers will increasingly look for applicants who are qualified to at least this level.

**Levels 4 to 8**

These qualifications include NVQ Levels 4 and 5, Foundation degrees and honours degrees, Higher National Certificates and Diplomas, specialist professional qualifications and postgraduate qualifications. They involve in-depth learning about a specific occupational role or area of study. They help people to become specialists in their area of learning or work.

Why are qualifications important?

We’re all different and young people have all got different ideas for the future. But if they continue in education or training and get some qualifications, they’ll find it easier to get to where they want to go.

Many 16-year-olds do not understand how challenging their future could be without qualifications, and expect to achieve success with little effort. As a result, they are not motivated to continue in education or training. Added to this, many don’t realise that if they continue in education or training, it could affect what they earn in the long term – learning new skills or getting a new qualification could mean higher earnings.

**Working while learning**

More and more, employers are looking for workers with higher-level skills and qualifications. So, for those young people who want to start work, finding a job with training will give them better long-term prospects.

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