

A person with a large orange backpack is sitting on a paved road that splits into two paths, symbolizing a choice or a journey. The person is seen from behind, looking down the paths. The sky is blue with some clouds.

careermag

for parents

Features

Top tips for parents

What does diversity mean to you?

Creative careers, creative thinking

Gender and social stereotyping

Myth busting careers

Apprenticeship opportunities

Financing university

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**THE CAREERS &
ENTERPRISE
COMPANY**

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April 2019
Issue 1

APPRENTICESHIPS HAVE MOVED ON. HAVE YOU?



Gone are the days where earning and learning was just for the trades. The world has moved on and so have apprenticeship options.

From hairdressing to HR, childcare to project management, there is plenty of choice to start and progress careers. Qualifications are available to suit everyone and not just school leavers, parents can progress with an apprenticeship too. Plus with higher and degree level apprenticeships, they are an attractive and loan-free alternative to a traditional university route.

So why not give your child (or yourself) the gift of a great future? Look at some of the [INDUSTRIES](#) and top brand employers we work with and the [VACANCIES](#) available.

APPLY TODAY

A photograph of three people sitting around a table in a meeting. On the left, a woman with blonde hair is seen from the side. In the center, a young Black man in a white shirt and striped tie is smiling. On the right, a Black man with a beard and curly hair, wearing a blue shirt, is also smiling and looking towards the young man. They appear to be in a professional or educational setting.

**VISIT OUR MYTH-BUSTING GUIDE
FOR TRUTHS ON APPRENTICESHIPS**

Fighting for a level playing field for technical education

At NCFE, we understand that every learner is different and that it's important to develop a diverse and engaging offer that helps every learner achieve their full potential. As parents, we understand how important it is for you that your children find the right route for them to go on to progress and achieve in life.

NCFE is a qualification provider. Once you have met the requirements for a course or apprenticeship, the work is assessed by a learning provider and accredited by a recognised awarding organisation, like NCFE, meaning you can evidence the skills and knowledge developed gained.

We've always championed the importance of technical education and believe that everyone learns differently, which is why it's so important to us that technical education has just as much respect and recognition as traditional academic routes. There are so many advantages to technical learning, from gaining real, transferrable and practical skills for everyday life, to learning as you work in an apprenticeship or continuing professional development.

The quality of technical education has never been higher with the introduction of the upcoming T Levels, the government's commitment to apprenticeships, and the Functional Skills Reform. There has never been a better time to engage with technical learning and we believe that NCFE is fantastically placed to help learners get the most from vocational education.

It's key to us that we see learners gain greater access to GCSE and A Level alternatives. This will create a shift from the current situation many learners find themselves in with an inability to progress and move on without achieving the GCSE grade C benchmark widely adopted. These barriers to progression are often unnecessary and if there were more alternative and equivalent options for learners, we would see improvements in learner wellbeing and pass rates. Examples of alternatives include qualifications such as Functional Skills, which help to contextualise English and maths to everyday working life.

We're doing all we can to shift perception and champion the importance of technical alternatives and vocational education. Learners are at the heart of everything we do at NCFE and we want to ensure that every young person has the ability to reach their goals and aspirations in life.

If you'd like to find out more about the work we do and the qualifications we offer, please visit our website: www.ncfe.org.uk



Stewart Foster

Managing Director, NCFE Awarding





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About Careermag

Careermag publications are designed to provide quality, up-to-date information about careers and qualifications. Careers are not a linear path and you cannot know what you don't know. We aim to inspire and inform about all sorts of careers and opportunities, now and in the future. We look at all the pathways you can take, be that vocational, academic and/or professional.

We welcome your input! Please get in touch if you have any questions or something to contribute.

Contact the Editor at info@careermag.co.uk

About Apprenticeships

An apprenticeship lets you learn and earn at the same time. You work for an employer and pick up professional skills on the job – in anything from accountancy to zoology – while also going to college. You can use an apprenticeship to gain nationally recognised qualifications right from Level 2 to degree level.



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Welcome

to the very first Careermag for Parents!

It has always been recognised that parents are possibly the biggest influencers over young people's decisions about careers and qualifications. Like their offspring, parents don't know what they don't know. Qualifications will have changed since they were at school and it can be difficult to know what other options might exist outside the traditional academic routes of GCSEs and A Levels.

Careers of the future can seem impossible to navigate too. Advances in technology and the way we work are swiftly evolving. The world of work will look very different in the not too distant future.

We recognise this and so have launched a new publication to help inform parents, and bust a few myths and misconceptions along the way. Careermag has a wide network of Friends and Partners across education, employers and career advice sectors. Through their support, we have pulled together a wide range of articles giving tips, explaining common but perhaps not clearly understood terms and providing a glimpse of some careers you may have not even heard about.

We're very excited about Careermag for Parents! We hope you find it as useful and interesting as we have putting it together.

We would love your feedback! And if you don't want to miss a single issue, you can subscribe for free at: careermag.co.uk/careermag-registration

Enjoy!

The team at  careermag

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Top Tips for Parents

Words Brian Lightman

As a parent and former headteacher I am only too aware how difficult it is for parents to know how to help their children make informed choices about their future careers in a rapidly changing labour market. There are thousands of exciting opportunities and it is never too early to start investigating these.

Here are 10 top tips:

1

All secondary schools are required to provide programmes of careers education and guidance and publish details of this on their website. The career programme should include: access to an independent careers adviser, information about careers along with a range pathway options such as colleges, university and apprenticeships. A good programme should also include exposure to the world of work and the opportunity to meet employers. The school will be able to direct you to a vast range of information sources.

2

Beware of relying too heavily on your own experience. Though useful to share, the route you were advised to take, entrance requirements etc. may well be out of date.

3

Many young people have an idea of what they want to do but do not know how to achieve this. If your child has a particular interest in a career investigate with them what the entry requirements are. If this is not a realistic direction in light of current grade predictions, what do they need to do or are there alternatives which might not need the same level of qualification?

4

Find out what the demand is for these careers. Many young people are attracted to careers where there are far more applicants than vacancies, such as hair and beauty and personal trainers. There is a pressing demand for what are known as intermediate technical skills, such as programmers and engineers of all kinds. Women are often underrepresented in these high tech occupations. Often as well, some occupations are viewed by many as gender specific when such limitations are the exception.

5

Help your child to understand what jobs really involve. Often people are unaware of the range of opportunities in some fields such as construction. There is a vast range of highly skilled and paid roles within these industries.

6

Don't fall into the trap of thinking that university is the only route to highly successful careers. It is one option suited to many but not all.

7

Similarly, don't fall into the trap of believing that employment based routes such as apprenticeships are only suitable to less academic young people and lead to low level careers. Apprenticeships have undergone many changes during recent years. It is now possible to follow employment based routes all the way to degree and postgraduate level as a genuine alternative to university.

8

Have an ongoing conversation with your child about the world of work. Tell them about your work and, if possible, take them to see your workplace at first hand. Look at all of the organisations around you and discuss all of the occupations that might exist there. For example in addition to doctors and nurses a local hospital will employ thousands of people ranging from paramedics and therapists to cooks, site staff, administrative staff and highly qualified technicians. Similarly, schools employ site and administration staff, technicians, finance managers and more.

9

Your child's school will be able to help with all of this and point to useful sources of information or advice.

10

Above all leave all doors open. I never cease to be inspired by the achievements of young people when they have set their sights on a goal.

Brian Lightman is a former headteacher and has previously been the General Secretary of the Association of School and College Leaders. He now works as a consultant supporting school leaders in their ambition to provide the best education for all young people.

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PiXL (Partners in Excellence) is the largest not-for-profit network of schools of secondary schools, sixth forms, primary schools and other providers of alternative education in England and Wales.

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Life Stories

What's it really like to be an apprentice?

My CACHE qualification fuelled my passion for Early Years Education



Jake wanted to work in education from a young age, and with the encouragement from one of the few male teachers at his school, decided to choose the CACHE Level 3 Early Years Educator (EYE) qualification as a route into teaching.

A former student at Epping Forest College, Jake said that the fun and interactive teaching he received from tutors was key in encouraging his enthusiasm for early years. The varied nature of the CACHE qualification gave Jake the opportunity to develop a wide range of skills that have helped prepare him for the next stage in his development – from paediatric first aid to an understanding of the national curriculum.

Jake commented: "The CACHE qualification gave me a broad and in-depth foundation of understanding in Early Years Education. It helped reconfirm my belief that I want to work in the sector."

He also believes that the workplace experience that he engaged in twice a week as part of the course gave him an important insight into how nurseries and schools work, with

the "hands on" approach to learning really broadening his understanding into the ways in which practitioners can help support children in their development.

Jake, who has now gone on to study BA (Hons) Primary Education at university, says he hopes to continue challenging stereotypes in the sector, and hopes this will encourage other men to consider careers in early and primary education. Jake said:

"My CACHE qualification fuelled my passion for Early Years Education and helped me secure a place at university. I'm now on route to realising my dream of becoming a primary school teacher."

Most of all, Jake says, the key attributes required for those considering the career are "having a positive mind-set, a bubbly personality, and being resilient", adding "It's an amazing feeling that you have made a difference to the children's lives!"

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Find out more about CACHE and NCFE qualifications at qualhub.co.uk



The Careers & Enterprise Company

The Careers & Enterprise Company helps to prepare and inspire young people for the fast-changing world of work. We link schools and colleges to employers and help them to deliver world class careers support.

In this piece, we explain how a great careers education can help prepare young people for the transition from education to work, and how you can support them on their journey.

Navigating the careers maze

Don't know your T Level from your A Level? Not sure of the difference between a university degree and a degree apprenticeship? You're probably not alone.

It's brilliant that young people have a greater choice of pathways towards work. But increasing choice means increasing complexity. Navigating these choices can feel daunting for young people and parents alike and it can be difficult to know where to start.

We have set out some of the basics of what good careers education looks like, so parents can help make sure their children get the support they need.

The changing face of careers education

When it comes to teaching the curriculum, most of us have a fair idea

of what a good education looks like. The national curriculum and Ofsted reports help us understand what children should be learning and what a 'good' school looks like.

But when it comes to careers education, the picture hasn't always been that clear. As a parent, it can be difficult to know what to look for.

The good news is that this is changing. Many parents we speak to remember their own careers education as consisting of a week spent making coffee and photocopying.

But now, schools and colleges in England are benefitting from a set of clear standards called the 'Gatsby Benchmarks'. These are based on what the best education systems around the world are doing and provide a clear picture of what works.

Although it is early days, schools and colleges throughout the country are improving across every aspect of careers education. We have set out some of the key aspects of a good careers education and where you can help.

How you can help

Learning from 'labour market information'

It's brilliant if a young person's dream is to be the next Mark Zuckerberg. But it's important that they make the decision armed with all the important, practical information they need.

They need to know how many software developer jobs exist, how much competition they might face, salary expectations, what qualifications employers are seeking and much more.

We think every child should 'dream big' and follow their passion. But you should also encourage them to be curious about the more practical considerations.

There are a number of places you can go to get quality, up-to-date information about all sorts of industries. Students can ask their school or college to help them find this information.

They can also use free services like the 'LMI For All' Careerometer, National Careers Service, BBC Bitesize Careers website or Careersbox to compare different job profiles and case studies.



“We think every child should ‘dream big’ and follow their passion”

Enjoying regular interaction with employers

We know that young people who receive multiple ‘employer encounters’ while at schools are less likely to end up NEET (not in education, employment or training) and are likely to earn more in later life.

‘Employer encounters’ could involve a range of activities including visiting speakers, enterprise competitions, careers fairs or workshops. They give young people the opportunity to meet and engage with a wide range of employers directly, helping them to both broaden their horizons and find the path they want to take.

A talk from an employer could be the spark of inspiration that sets them on the right path. Equally as important, it could help a young person decide a career isn’t for them.

Your child’s school or college will help to facilitate lots of employer encounters. So make sure your child makes the most of these opportunities.

Why not give a careers talk yourself! Find out how at www.giveanhour.co.uk

Work experience

Work experience may be a day a week over a few months, or a one or two-week block. The important thing is that young people are experiencing real work tasks in the workplace. Two weeks of photocopying and doing the tea run won’t cut it!

As a parent, you should encourage your child to start thinking ahead about what they want to do. They should be active participants in the process., so they need to have a good idea what they want to get out of it.

Encourage your child to think outside the box and do their own research. Given enough time, employers are often more than happy to arrange a work experience placement. Why not ask your own employer?

Here to help

It has never been more important to make sure that young people are inspired and prepared for the work or work?

The good news is that schools and colleges are getting better at providing great careers education for students. And of course, parents have a key role to play in this too.

ENCOURAGE YOUR CHILD TO ‘think outside the box’

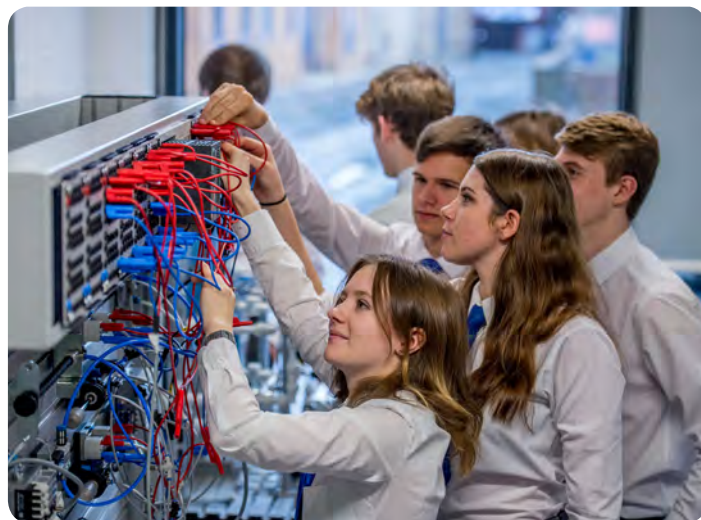
Over the last few decades, we’ve come a long way in terms of equality in the workplace. More careers and industries are open to more people, with younger generations leading the charge.

But there is still a long way to go. Stereotypes still impact upon the career decisions that young people make, whether they consciously realise this or not.

Research we carried out looking at the career choices young men and young women make found that gender stereotypes still strongly influence careers choices.

Encourage your child from a young age to think about all sorts of careers, regardless of their gender or background.

THE CAREERS & ENTERPRISE COMPANY



An introduction to working life

University Technical Colleges (UTCs) were inspired by Lord Baker and the late Lord Dearing in response to repeated demands from industry for more well educated, work-ready young people.

Employers have complained for decades that many children leaving school do not have the attitudes, skills and knowledge required to make a successful start to working life. UTCs are now leading the way for technically minded students that want an education that will give them the skills and attitudes employers need and a clear route to their chosen career.

UTCs are publicly funded free technical secondary schools for 14-19 year olds and offer a combined curriculum with the opportunity to study for academic and technical qualifications. There are 50 UTCs across England, each teach one or more technical specialisms that meet the skills shortages in their region. These include engineering, manufacturing, health sciences, cyber security and digital technologies.

The UK needs more advanced technical skills at all levels if we are to prosper in the 21st century. We need more people who can develop new products, stretch and reuse existing resources, and meet all the skills requirements of the jobs of the future. However we face a huge challenge. The Royal Academy of Engineering estimates that by 2020 we will need to find more than a million more scientists, engineers and technicians.

UTCs are set up where employers need them most and where there are pronounced skills gaps. Studying at

a UTC provides your child with the opportunity to gain an academic, technical and practical education and prepares them for whatever they choose to do next – university, apprenticeship or getting a good job with training.

Each year, there are up to 40,000 jobs available that require skills in science, technology, engineering and maths. UTCs build their pupils' expertise in these subject areas working closely with employers on real-life technical projects. These build students' communication and team working skills - essential for the workplace. Employers also mentor students and provide opportunities for work experience and workplace visits.

The curriculum at a UTC is integrated so that academic subjects relate to and reinforce the technical specialism. In order to have time for this curriculum UTCs have a longer school day. As well as being represented on the board of governors, many universities and employers help with curriculum design, sourcing equipment and involving their staff in teaching and mentoring. This offers UTC students an opportunity to see what they are learning in the workplace, visit a university campus and to get an insight into university life.

To find a UTC near you, please visit:
www.utcolleges.org/utcs




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What does diversity mean?

Diversity in the workplace is a hot topic. We hear the word used often, but what does it actually mean? According to the Cambridge English Dictionary, diversity means: the fact of many different types of things or people being included in something; a range of different things or people. Sounds simple enough, but why does it matter?

We asked: what does diversity mean to you and why does it matter?



Jenny Garrett

**Co-Founder at
Rocking Ur Teens CiC**

Diversity means to me opportunity. Opportunity for a melting pot of ideas, perspectives and creativity.

An opportunity for all to thrive and leverage the best of themselves in the workplace, and an opportunity for staff to reflect their customers and so be able to meet their needs more fully through products or services.



It matters because on a commercial level it enables us to be more competitive, but more importantly on a human level, we all deserve to belong, to be able to contribute and the opportunity to be able to bring our full selves into the workplace.

www.rockingurteens.com

Afeefa Ali



**Project Manager, Consumer
Finance at Lloyds Bank**

For some, it may mean someone to look up to as a role model, for others it means being able to relate to someone who could advise or guide them. For me, it meant both of these, but also accepting my differences and making sure they

weren't getting in the way of my role. By this, I mean my values, which were sometimes different to what my teams or bosses were used to.

It helps to have colleagues like me to help my bosses and team understand and accept that I may work differently to what they may have been used to. People that have had a similar upbringing to me, also help me understand where it could help or hinder my professional life. Some of the values I was brought up with, like: being respectful of elders/seniors, try your hardest at whatever task you are set to do and many others, all came with me to work. I am fortunate to have mentors and a team who help me to achieve my goals even with these values, which some may see as barriers, in my job.

Having a diverse workforce helps us understand our customers and colleagues better. The UK now has a large number of cultures, races and religions. For example, many from an Islamic background don't want to take out a credit card with interest, so banks may introduce 0% interest credit cards for certain periods to help cater for these customers.

No two individuals are the same, and we should all learn to accept our differences, but use them positively too!





Shaheeb Mohammed JTL Plumbing Apprentice with Fortem

Shaheeb Mohammed had not been intending to follow an apprenticeship. He embarked on a Level 2 Electrical Engineering academic course in Rotherham and volunteered to work two days with local property services company Fortem to gain invaluable experience. His enthusiasm so impressed Fortem that they offered him a plumbing apprenticeship.

"I jumped at the opportunity," says Mohammed. "I had come to value having hands-on work running alongside formal learning, and an apprenticeship brought both elements together in a way that really appealed to me. I was also lucky in having a father who saw the merits in an apprenticeship and didn't try to push me down the university route."

JTL Training Officer Steven Myers regards Mohammed as an outstanding representative of his own community. "He is someone who lives his values and is very generous in helping others understand his Muslim faith. He has given me a much greater understanding of his religious lifestyle and I know he will be a great role model for other young people from Black, Asian and Minority Ethnic backgrounds who may not realise what an apprenticeship can offer them."



Yasemin Çalagan - McClure Property Manager at Hurford Salvi Carr

My job requires me to work with people in their homes. I meet with people from all different countries, cultures and religions. Having an understanding and acceptance that everyone is different makes it easier to build trust and to have empathy.

In the workplace, teams work together better when they understand each other. Besides reflecting the world outside, diversity makes the job more interesting!



Olga Bottomley Head Judge of the Asian Apprenticeship Awards

Diversity enhances any business, with the enrichment of sharing and understanding of different cultures, knowledge and experience.

For me, it is vital that every organisation has a workplace that represents our communities, promotes a greater understanding of respect, tolerance and encourages working together and reducing discrimination. Diversity in the workplace develops new initiatives and new ways of working to meet customer and organisational expectations.

Positive diversity in the workplace encourages positive diversity in our everyday lives.



Nina Atwal Responsible Business Lead at Bombardier

Bombardier is committed to creating a culture where ALL our people feel respected, valued and included; where everyone feels comfortable about sharing their experiences

and opinions, participating in a safe and supportive environment. We want each person to be confident that they have a place at the table feeling engaged, energetic and empowered in contributing towards a collaborative working environment where everyone is heard.

Different backgrounds, ideas, thoughts and experiences thriving in our company lead to higher levels of engagement and empowerment; nurturing and developing our people through championing diversity and inclusion allows us to positively shape our company – matching the inside with the outside!

BOMBARDIER



Is your child an engineer in the making?

Engineers are at the forefront of shaping the world we live in, helping to solve our biggest challenges. From dealing with cyber security and minimising the impact of natural disasters to developing sustainable energy, food, housing and products; engineers help pave the way to a better future for everyone.

Research for **Tomorrow's Engineers** – a programme bringing together engaging hands-on activities that showcase and contextualise modern engineering, with great careers information that helps young people understand how what they learn at school is used in the real world – shows that **90%** of 9-18 year olds want a **career that tackles social issues** with almost half wanting to help animals (47%), two-fifths want to save peoples' lives (37%) and a third want to help tackle homelessness (29%).

Engineers use their creativity and problem-solving skills to improve the design and performance of everything we use today and to develop the products and processes of the future. To help parents understand the careers available and the routes into engineering careers, Tomorrow's Engineers have developed a *Parent's Guide to Engineering Careers*. This can be downloaded for free from: www.tomorrowsengineers.org.uk/resources



So, how can you spot an engineer in waiting?

There are some common signs that engineers will exhibit, even at an early age. A career in engineering could be right for your child if they do any of the following:

- Ask how things work
- Dismantle and re-assemble things
- Come up with solutions to problems

But it's not just those who display these signs who could make great engineers. Common personality traits of successful engineers include:

- Curiosity
- Open-mindedness
- Resourcefulness
- Collaborating with others
- Problem-solving

The UK needs **many more engineers** and engineering is a solid career with great earning potential.

Like doctors and lawyers, professional engineers are well respected and professional registration is recognised around the world. The letters they can put after their name demonstrate academic ability, expertise and competence developed by workplace experience.

The employment prospects are really good for engineers as it is one of the most in-demand jobs globally. A recent survey found that 94% of engineering undergraduates had entered full-time work, were pursuing further study or a combination of both, three and a half years after graduating.

To prompt conversations about careers in engineering with your child and to explore their future options you can start by trying some of the below:

- Trips to exhibitions, shows and museums, such as the Science Museum.
- Science and engineering TV shows, radio programmes, podcasts, computer games and apps.
- A simple careers quiz – Whose Crew Are You? – helps identify potential areas of interest.
- Attend **The Big Bang UK Young Scientists & Engineers Fair** in Birmingham in March every year, or apply with a science or engineering project to **The Big Bang Competition**, the UK's top STEM competition for young people.

The Big Bang Fair is an exciting and inspiring day out. Catch up on Big Bang 2019 here: www.youtube.com/user/thebigbangfair

Check out exciting careers in engineering from Tomorrows Engineers: www.youtube.com/user/TomorrowsEngineers



Qualifications Guide

Your post – 16 options in one place

A Levels

Qualification level: 3

Assessment: exams

What is it? A Levels are two year courses with little coursework or practical assessments followed by an exam. You can still take one year AS-Levels but they will not contribute to your overall final grade.

It's for you if... A Levels are a popular way to get the qualifications required for university, although you can just take them on their own. They're for you if you get on well with both classroom learning and independent study, and if you enjoy a more academic style of learning.

International Baccalaureate (IB)

Qualification level: 3

Assessment: exams / coursework

What is it? The IB was developed to give students an international understanding along with a balanced education. It is recognised in 153 countries. There are two kinds of IB programme, both studied full-time over two years.

- IB Diploma Programme (DP): The curriculum is made up of six subject groups, a creative or service project plus an extended essay.
- IB Career-related Programme (CP) is similar, replacing the project and essay with vocational skills.

It's for you if... You want an academically challenging, wide-ranging education with an international flavour. The IB looks complicated at first but it's really just about keeping your options open by studying a variety of subjects. It's another popular way to get into uni, too.

National Vocational Qualifications (NVQs)

Qualification level: 1-7

Assessment: in the workplace

What is it? NVQs are usually taken alongside work. They're designed to show that you're competent in the various skills needed to do a particular job and are assessed on the practical work you do.

It's for you if... You want a qualification that ties in with a job, that enhances your career prospects and that you can follow as you gain more skills – once you complete one level, you can progress to the next one.

What can you do once Level 2 BTECs or GCSEs are over?

There are lots of choices if you want to stay in some form of education or training. Some will appeal to you, some might not, which is how it should be - we all learn differently.

Here's a summary of each one.

BTEC Nationals

Qualification level: 3-5

Assessment: written or activity-based assignments

What is it? BTECs are work-focused qualifications that look at the areas of knowledge and skills you might need for a particular sector or industry. You can take them on their own, or alongside other qualifications like apprenticeships and A Levels. You can also choose BTEC Higher National Certificates or Diplomas - sometimes called HNCs or HNDs - which are the equivalent of the first and second years of a degree respectively. These can then be topped up to a full degree with additional study.

It's for you if... you know what sector you would like to work in and you learn better in a hands-on, vocational environment. Or perhaps you'd like a course that gives you some of the academic theory while also preparing you for the workplace. BTECs are increasingly popular for getting into uni - one in four students takes the BTEC route.

T Levels

NEW

T Levels are new courses coming in September 2020, which will follow GCSEs and will be equivalent to 3 A Levels. These two year courses offer a mix of classroom learning and an industry placement. The first courses will include: teaching; digital production, design and development; surveying and planning. Keep an eye out for developments!

Apprenticeships

Qualification level: 2-5

Assessment: at the end of your training

What is it? It's helpful to think of an apprenticeship as a job, rather than a study programme. You get hired by an employer for a particular role – like hairdresser, veterinary nurse or accountant – and you study while you get paid to do the job. The various levels of apprenticeship are equivalent to GCSEs, A Levels, and Foundation Degrees.

It's for you if... You know what you want to do for a living, you want to work, and you want to get nationally recognised qualifications while you're at it. Apprentices learn by doing the job, so if you prefer a hands-on approach, it could be ideal.

Degree Apprenticeships

Qualification level: 6

Assessment: on-the-job and written / exam

What is it? These programmes are developed by employers and universities. So, you do a job, and also a university degree at the same time. That means you learn about work and get paid, and you don't have to pay uni tuition fees. They are still quite new, so there are a limited number of vacancies although they are growing.

It's for you if... You want a degree without the cost, or you simply want to get on with your career but still want degree-level training.

Traditional Degrees

Qualification level: 6

Assessment: exam / coursework / performance

What is it? Traditional degrees last three or four years (full time). They're more theory-based and academically challenging – students learn to think critically, structure arguments and gain an in-depth understanding of their subject.

It's for you if... You get on well with academic learning and want to totally immerse yourself in a subject. The university experience is unique, offering students the chance to develop and grow both personally and professionally before entering the world of work.

Important Information



This information is based on English qualifications only. For more information:
Wales: qi.w.wales | Scotland: sqa.org.uk
Northern Ireland: education-ni.gov.uk

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Episode 2 **Rock your next job interview:**

Top tips from
Dan Farrar @ Visa Europe

We launched the Future Proof Careers podcast to help those just starting out in the world of work. We look at today's job market, raise important career questions and help people "future-proof" their careers – setting themselves up now for future career success.

In each episode, we focus on a hot career topic and blow it wide open with real, honest advice from apprentices, alumni and a range of career experts.

Episode 2 just hit the airwaves, and it's packed with practical, specific advice for job-seekers to approach their first few applications and interviews.

LISTEN NOW: QA website, Apple Podcasts or Spotify

Dan Farrar, Next Generation Talent Manager at Visa Europe sits down with us to share his best advice on how job-seekers can catch a hiring manager's attention – and after seeing thousands of applications, he really knows his stuff. So whether you're struggling with your CV, have your very first interview coming up or you're dreading that tricky question, "What's your biggest weakness?"... tune in!



QA Apprenticeships

QA is the UK's leading tech apprenticeship provider. Over the last 10 years, we've helped more than 25,000 apprentices start in-demand careers in IT, software development, digital marketing, business and more. Apprentices gain on-the-job experience, earn while they learn, make valuable connections in their field and build the foundations of a successful career – and over 90% of QA apprentices go straight into solid full-time jobs after completing. Learn more about the programmes we offer at apprenticeships.qa.com/our-courses

Missed Episode 1?

QA alumni Amar, Angel and Asher had a lively discussion on what people should look for when choosing their first employer. You can catch Episode 1 at the same links as above.

Listen, enjoy and share!

ROCK YOUR NEXT JOB INTERVIEW

EPISODE 2

TOP TIPS FROM
DAN FARRAR @ VISA



FUTUREPROOF
Careers

PODCASTSERIES



QA's Future Proof Careers podcast to help people just starting out in their careers. Episode 2 just hit the airwaves, and it's packed with practical, specific advice for job-seekers to approach their first few applications and interviews.



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EY

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When I Grow Up I Want To Be A...

Data Farmer, Nano Technologist, Genetic Editor

The world is changing at the fastest pace we have ever seen – the so-called fourth industrial revolution. In 15 years time when many of our young people, currently at the beginning of their educational journey, will be entering the world of work for the very first time, advances in technology will have significantly changed our working and living environment. For our young people this presents a wealth of opportunity, however, are we preparing them most effectively for this future?

There has been much debate recently over the English National Curriculum's basis in knowledge, and whether this fully prepares young people with the skills and competencies that will be required of them for future life and work. Development of knowledge is a critical part of education, however in acquiring this knowledge we must also ensure that young people appreciate how to then apply that knowledge effectively and that they have the skills required to do so.

It is often stated that up to half of jobs available for young people in 2030 do not even exist yet. If this really is the case, there is an even greater need to ensure that education provides the transferable knowledge and skills that can be applied to a rapidly changing environment. So, how can this be achieved?

Well, firstly it's important to recognise that teachers do an incredible job. There are huge pressures within the education system, and it would not be helpful at all to suggest 'another thing' which teachers

have to dedicate precious time to. At Young Enterprise, a national charity supporting teachers and young people to develop essential skills for life and work, we believe that essential skills can be delivered as part of knowledge-based learning, even enriching existing curriculum content.

Many of the skills which are predicted to be the most in demand in the future focus around interpersonal communications – things such as contributing effectively into a team, developing emotional intelligence, and communication skills. In addition, skills such as resilience, problem solving, and digital competence are also high on employers' wish lists. These are skills which young people are already developing through curriculum learning but may not necessarily be aware they have learnt – knowledge-based learning objectives are routinely displayed in lessons, but rarely do these include associated skills development. That small change alone could significantly improve young people's awareness of the essential skills they are developing as part of their statutory education.

Learning within school is regularly supported with home learning and development of essential skills is no different. Providing experiences in and around the home that may be more difficult to deliver within school has been proven to positively impact on young people's outcomes. For example, providing a budget for dinner and allowing the young person to plan, budget, purchase and help prepare the meal supports development of a broad range of essential skills.

Young Enterprise believes firmly in 'learning by doing', and our support into schools focuses on programmes which young people can actively participate in. We aim to work in collaboration with teachers, schools and parents, and together we ensure all young people are prepared for future life and work.

About Young Enterprise

Young Enterprise is a national charity that motivates young people to succeed in the changing world of work by equipping them with the work skills, knowledge and confidence they need.

Founded in 1962, Young Enterprise is part of global network JA-YE operating in 120 countries.

For more information on Young Enterprise please see www.young-enterprise.org.uk or email paper@y-e.org.uk





The Burberry Foundation launches first in-school arts and culture programme

Does your child want to take creative courses at school? Do you have concerns that these may not give them the best opportunities for the future? The Burberry Foundation is launching in Yorkshire the first in-school creative programme to understand how deep experience of the arts can have a positive effect on young people's lives.

Yorkshire is also the home of the iconic Burberry trench coat, which is manufactured in Castleford using materials produced at the Burberry Mill in Keighley. The Burberry Foundation has a long standing relationship with Yorkshire and supporting its communities, such as tackling educational inequality through a partnership with Teach First and The Career & Enterprise Company.

Dedicated to using the power of creativity to drive positive change in our communities and build a more sustainable future through innovation, the Foundation is taking a long-term approach and focusing on promoting the STEAM agenda, tackling educational inequality, reducing waste and supporting social and economic development.

Leanne Wood, a Trustee of the Burberry Foundation and Chief People, Strategy and Corporate Affairs Officer at

Burberry commented: "At Burberry, we believe that creativity should be nurtured, and we are passionate about championing the benefits of making arts and culture available to all. We want to inspire young people across the country to explore the wide variety of ways they can be involved in the creative industries, and help to create a wealth of talent for one of Britain's most important sectors."

The impact of the four-year long programme will be studied by researchers from the Policy Institute at King's College London, who will examine how cultural and creative education can help young people to overcome challenging circumstances, widen their horizons and realise their aspirations.

Created in close partnership with the Ideas Foundation, the 'Burberry Inspire' programme will be delivered in eight

schools in Yorkshire, and run by four eminent, local organisations across theatre, film, dance and art: Leeds Playhouse, Leeds Young Film, Northern Ballet and The Hepworth Wakefield.

Each of the four organisations will provide the schools with a dedicated Artist in Residence who will give Key Stage 3 students wide-ranging, hands-on experience of different areas of the creative arts. The Artist in Residence will also collaborate with teachers and students to co-create events designed to have a broad reach across their local communities.

Leeds Playhouse will help students explore their sense of what it means to represent the future of Yorkshire today, inspired by the play 'Partition', a story about the impact of heritage. They will also have the opportunity to work with voice coaches, public speakers and performers.



“At Burberry, we believe that creativity should be nurtured, and we are passionate about championing the benefits of making arts and culture available to all.”

Alexander Ferris, Director of Creative Engagement at Leeds Playhouse said: “We are incredibly excited by the potential of the project and our shared ambitions of inspiring young people, raising achievements and aspirations through participation in the arts. Creative activity in our schools is a vital part of every young person’s education – fostering skills in empathy, reflection, resilience, communication and adaptability.”

There are a wide range of jobs in the creative sector. According to Debbie Maturi, Manager at Leeds Young Film, “Over the next four years we will work with young people to become the next generation of film talent, opening up skills and career opportunities in film that they may not have considered, and are nationally in demand including transferable contemporary skills such as narrative filmmaking including using virtual reality, vlogging and social media.”

The filmmaking related workshops work to develop transferable skills including virtual reality, documentary, music video, social media, vlogging and art film; developing the students’ technical abilities, problem solving and creative communication.

Northern Ballet will introduce the students to creative dance, developing their confidence and team working skills and helping them to discover different ways to express themselves through a universal language of movement for diverse communities.

Nicola Freeman, Director of Engagement and Learning at The Hepworth Wakefield, commented: “With the number of

young people taking GCSE and A Level arts subjects in the UK at record lows, combined with the very real need for creative thinking and innovation for our future economy, there couldn’t be a more pertinent time for The Hepworth Wakefield to be working in a sustained way with secondary school students.”

The Hepworth Wakefield programme will provide an opportunity for the students to express themselves through a range of creative mediums – from printmaking to sculpting – taking inspiration from the legacy and achievements of Barbara Hepworth and Henry Moore, who were both born in Wakefield District, to help build a sense of civic pride and place in the community.

BURBERRY INSPIRE



Myth-busting about a career in fashion

The fashion world is much broader than how it seems on the surface. From crucial head office roles in marketing and merchandising all the way through to supply chain logistics and spotting e-commerce trends, the demand for talented and properly trained young talent of all disciplines has never been more acute.

But as with a lot of things, the expectation of working in fashion – is quite a distance from the reality. There are a number of prevailing myths about roles in the industry, so here we put to bed some of the biggest misconceptions about working in fashion.

Employers are looking for a variety of skills

A prevailing myth is the idea that if you pursue a career in fashion, you're likely to be a designer, which is highly competitive. In fact, nothing could be further from the truth.

From marketing and supply chain logistics to data analytics and merchandising, the retail sector requires a huge and varying number of skill sets to often even get your foot in the door.

Institutions like our own offer dedicated courses to help students who want to pursue a career in fashion pick up the right skills to get into the jobs of their choice. The Fashion Retail Academy was founded by industry, for industry, in response to an overwhelming gap for skilled new entrants. As such, we offer three fast track two-year BA (HONS) degrees, designed to catapult students

into the world of fashion. These are the BA (HONS) In Business Management for Fashion, the BA (HONS) In Marketing & Communications for Fashion and the BA (HONS) In Buying & Merchandising.

Multiple careers under one roof

Fashion retail is a dynamic and ever-changing industry and, as such, requires impeccable leadership skills — particularly from those working in head office roles, such as Buying, Visual Merchandising, Marketing, Design, Digital, Merchandising and Retail Management.

These can be hugely rewarding careers, both professionally and financially, but candidates need to be properly prepared for the roles. That is why Fashion Retail Academy offer one-year diploma courses and two-year degrees across all of these fundamentally integral areas of the industry.

Not just strictly for 'creatives'

There is a perception that to work in fashion, you need to be instinctively creative with a flair for style and an eye for design. In fact, to the contrary, companies are increasingly looking for students with a grasp of STEM (Science, Technology, Engineering and Mathematics) subjects, as more and more roles in the sector require more technical and analytical mindsets.

With the rise of online shopping and 'multi-channel' experiences, the ability to analyse trends in habits and help to create more personal shopping journeys for customers is vitally important for the fashion industry. To acknowledge this

increased weight on data and analysis, from next year we will be offering a BSc in Data Analytics for Retail.

Changing environment creating job opportunities

Despite what the headlines would have you believe, fashion and the fashion retailing sector is thriving. The shape of retail might have changed over the last few years but, fundamentally, consumers are still willing to spend their money – and now online and mobile shopping has overtaken physical sales.

While some retailers have been caught out by this shift to e-commerce and haven't reacted quickly enough, there are dozens more that are thriving in this new consumer environment. Now, retailers of all sorts are looking to hire technologically-minded employees who will help them to ride this wave of shifting habits.

It's a brave new world and versatile retailers are thriving – and hiring – like never before.

Find out more at
www.fashionretailacademy.ac.uk



FASHION RETAIL
ACADEMY



New programme to help more than two million teenagers discover their creative futures

Our world-leading creative industries, the fastest growing sector in the UK, contribute more than £100 billion each year to our economy – that's more than the automotive, life sciences, aerospace, oil and gas industries combined. Put simply – our creative industries are absolutely fundamental to the health of our economy as a whole, and the opportunities for young people to use their creative skills in the workplace are already huge and will grow and grow.

We hear from young people and those advising them on their careers that they believe that creative skills and qualifications simply can't lead to employment in the future. This just isn't true. One in 11 people are working in the creative industries and the number of creative occupations is growing at double the rate of overall employment. Additionally, creative jobs are less likely to be replaced by robots, with 87% of creative occupations at low or no risk of automation. This makes investment in equipping young people for creative careers absolutely vital if we are to ensure that the UK has a resilient workforce, prepared for the future.

Yet many young people (and those advising them) are unaware that they could use their creative skills in the workplace. One consequence is that 90% of creative industries jobs are currently occupied by more advantaged socio-economic groups.

We need to prepare and train our future creative workforce, but there are barriers that stand in our way. These include a simple lack of public awareness of the nature and range of creative careers available and how to pursue them. Careers in the creative industries span everything from the performing arts, fashion and architecture through to publishing, video games and film. They include 'behind the scenes' roles that young people may not even know exist, as well as the incredible scope for creative roles within organisations outside the creative industries, such as working as a designer for a car manufacturer.

In March, the Creative Industries Federation, ScreenSkills and Creative & Cultural Skills launched the new Creative Careers Programme. The programme will provide up-to-date information on the extraordinary range of creative careers, helping a more diverse range of young people to take up the exciting opportunities available. It will reach more than two million young people with better careers advice, and open doors to ensure that the widest possible range of talented young people are considering creative careers.

The Creative Careers Programme's launch coincides with the first anniversary of the special creative industries 'sector deal', a part of the Government's industrial strategy which was brokered through the **Creative Industries Council** to recognise the importance of the creative industries to the UK economy.

The vitality of our sector depends on it, but so too do the futures of the young people who have such an incredibly rich array of creative opportunities ahead of them.



To find out more about how to get involved with the Creative Careers Programme, please email creativecareers@ccskills.org.uk or visit the Creative Industries Federation website: www.creativeindustriesfederation.com

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cache

T Levels: Supporting the next generation of Childcare and Education professionals

T Levels are new courses coming in September 2020, which will follow GCSEs and offer students aged 16-19 a technical alternative to A Levels.

T Levels – the key facts

- Equivalent to 3 A Levels
- 2 year courses
- Mixture of classroom learning and 'on-the-job' experience
- Aimed at making access to the job market easier
- Provide progression in to employment, further study or higher level apprenticeships
- Available in 15 core subjects, including Childcare and Education

About CACHE

The UK's leading provider of Childcare qualifications.

The CACHE developed Technical Qualification will be delivered as part of the Childcare and Education T Level.

Find out more about how T Levels can prepare learners for a career in childcare and education.

Visit: www.cache.org.uk/TLevels

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“My NCFE qualifications really helped to kick-start my career, giving me the right level of knowledge to pass on to my clients. I’m now a personal trainer who owns his own studio, with a rewarding career. I have also progressed onto higher levels of qualifications from my Level 3.”

Aaron Paul

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“The CACHE qualification has reaffirmed my self-belief, not only in my ability to achieve success, but in my aspiration to work in childcare. I now feel confident about taking on new challenges in my future.”

Bethan Robinson

CACHE Level 3 Diploma in Childcare and Education

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By the age of six children have decided what jobs they can and can't do in the future and this is based on gender and social stereotyping. When we talk about gender and social stereotyping, we are referring to the preconceived ideas that men and women are assigned characteristics and roles simply based on their gender and social background.

Below are some of the revealing, if slightly depressing results, from a report conducted last year by the charity, Education and Employers. **'Drawing the Future'** asked more than 20,000 primary school children globally to draw the job they wanted to do when they grow up.

20 times the number of boys have aspirations to be involved in manufacturing and construction, with over 20 times the number of girls desiring to be involved in the fashion industry compared to boys.

But it's not all bad news.

The report also showed the very positive impact that visitors to school can be in challenging those preconceptions. A chance to meet professionals in a variety of fields is the key to widening their view of the world of work. It provides them with a clearer picture of what can be achieved, as meeting with someone they haven't met before who isn't a family member or a teacher, is seen to be a more authentic experience. Therefore, more believable.

The charity's online matching programme connects volunteers with schools across the UK. Currently it has nearly 50,000 registered volunteers keen to go into schools and talk with school children from primary through to sixth form about their career journeys. And it works. So if your school isn't registered to be part of its Inspiring the Future campaign – get them to sign up.

The fast-moving employment landscape is difficult for students and teachers to navigate but it is often even more challenging for parents. So much has changed and continues to change very rapidly.

The charity also has a fantastic free resource that has over 1,000 videos with personal stories from people sharing their career route, www.inspiringthefuture.org. It is a handy way to counter stereotypes and open the eyes of both children and their families. Other information on the site highlights what careers can be aspired to by studying specific subjects as well as helping to unravel information on apprenticeships, which are a fantastic route for young people to gain qualifications and a career whilst being paid.



Marian Wright Edelman, a renowned American activist for children's rights put it so succinctly **"You can't be what you can't see."**

See lots of exciting and informative videos at www.inspiringthefuture.org

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Centrica, through British Gas, are running a number of work experience programmes across the UK in the below listed locations:

Cardiff, Edinburgh, Leeds, Leicester, Manchester, Staines, Stockport and Uddington

Firstly register for our taster day, the taster day will be held between **11am and 2:30pm**. During this time activities will include an insight into British Gas, an opportunity to find more out about British Gas and a tour of the building. Then you can be booked into the 2 weeks work experience. The work experience runs from Monday to Friday, 10am to 4pm for a full 2 weeks. **At the end of the work experience, you will receive a certificate and the chance to take part in a CV Building session and a mock telephone interview with full feedback.**

How to Apply

You can register your interest for this great opportunity by contacting us via our registration page:
<https://hyphen.avature.net/centrica?jobId=5759>.

Or you can email your full name, age, email address and phone number to
MovementtoWorkCentrica@recruitmentsupport.co.uk and one of the team will give you a call.

Attendee Criteria

- You need to be aged between 16 to 30
- Not in full time employment, education or training
- Have no unspent criminal convictions
- Be available for the full 2 weeks of the work experience

Although unpaid, the programme is designed to deliver a wide range of positive outcomes helping you gain new skills & experience & improve self-confidence. We will give you the experience you need so you can get the job you deserve.

If you have any questions, email MovementtoWorkCentrica@recruitmentsupport.co.uk

If you are interested in taking part you can also call, text or WhatsApp **Luci** on **07522314746**

If you are a charity, youth group, training provider/careers service or job centre then please contact **Vicky** on **07710 153 769**

Life Stories

What's it really like to be an apprentice?

Sophie Harker – Aerospace Engineer



Growing up Sophie had no idea what she wanted to do as a job. Careers advisors suggested all sorts of jobs like accountant, teacher and even costume designer! Her family don't have a science background and she didn't know any engineers, or really know what engineering was, thinking it was something that involved spanners and hammers.

When Sophie was 16 she got to visit Kennedy Space Center, where she fell in love with the idea of becoming an astronaut, but didn't know how to get there. It was only when she met the astronaut Dr Helen Sharman, the first British person in space, Sophie learnt that you could become an astronaut through engineering.

Sophie did a Masters Degree in Mathematics at the University of Nottingham, and then joined BAE Systems

on its graduate scheme. She is now an Aerodynamics and Performance Engineer and experiments with future concept military aircraft. This means that she uses maths to work out whether designs for future aircraft will fly, and if they do, how fast, how far, and what can she do to improve them.

Sophie loves knowing that there are aircraft flying in the sky that have designs she has worked on, and that the incredible technologies she works with could help make holidays in space a reality.

For Sophie, engineering is all about being part of a team that shares a goal to build something amazing for the future, and leave a legacy. She loves that engineering is open to everybody no matter their background.

This is Engineering

Led by the Royal Academy of Engineering

This is a campaign to bring engineering to life for young people, and give more people the opportunity to pursue a career that is rewarding, future-shaping, varied, well-paid and in-demand.

www.thisisengineering.org.uk/more-info/partners/

Engineering: Take a Closer Look

A Government campaign encouraging teachers, parents, organisations as well as young people to consider the amazing opportunities offered by a career in engineering. The website is full of inspirational stories, ideas for activities and events to encourage direct experiences of engineering.

www.yearofengineering.gov.uk



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Not just for the boys!

Only boys are good or interested in computing, right?
No! That's a common belief, but it couldn't be further from the truth.

It's true to say that there's a massive image problem when it comes to girls choosing computing as an option. It tends to be dismissed as something that boys do, especially those who are into gaming.

But this belief is a pretty modern one. If you've seen the film *The Imitation Game*, you'll know that it was actually women and young girls who made up the bulk of the workforce at Bletchley Park, and who helped crack the code of Germany's Enigma machine and shortened the conflict by two years. The end of World War II meant most women gave up this work, ending an era.

Over the years, computer science has changed dramatically. It has the potential to offer exciting and varied career paths in every possible field of employment, for instance, developing websites for fashionistas or foodies.

Other career paths for the adventurous include artificial intelligence, where computers are "taught" the ability to take actions without being directed. AI has come a long way from the days of being merely automated machines in factories and now includes household staples such as Siri and Alexa and self-driving cars.

Then there's always the exciting world of cyber security which could lead to a spy-like career on the frontline with the National Cyber Security Centre (NCSC), an arm of the government's intelligence agency, GCHQ. They get to tackle the bad guys who want to hack into the systems, of say, the NHS. There's no reason why any of these careers should only be jobs for the boys.

Careers in IT have an image problem, only 17% of its workforce is female. There is much talk about the "pipeline" of budding computer scientists, but it doesn't look good when last year, and for several years now, boys made up 80% of the GCSE computing students.

Funnily enough, it wasn't always this way. There has been pioneering female computer scientists going further back in history, such as Ada Lovelace, who helped, in the mid-1800s, to write instructions for the first computer programme.

Karen Sparck Jones was also an important computer scientist of this century. She established the basis for search engines used by Google and the like and was a strong advocate of women working in the industry. She came up with

a slogan: "Computing is too important to be left to men."

There are all sorts of support network out there for girls, such as **BCS Women**, **Code First:Girls** and **Tech Future Girls**. In order to help young women look beyond the stereotypes of only blokes being the techie ones, parents could take a look with their daughters at **female computing icons** in order to see the great female role models out there.

Also, it's a good idea for parents to take up basic coding themselves while their children are young.

Download **Scratch** – <https://scratch.mit.edu> for free and start to play.

www.bcs.org





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Aldi have produced a Parent's Guide to Apprenticeships to help you explore and understand school leaver opportunities with your son or daughter, please visit www.aldirecruitment.co.uk/apprentice/#parent-zone

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Not just trucks and sheds!

What is logistics?

"Logistics is generally the detailed organization and implementation of a complex operation. In a general business sense, logistics is the management of the flow of things between the point of origin and the point of consumption in order to meet requirements of customers or corporations." (Wikipedia).

Yet for the majority of young people, teachers and parents it's the great unknown, a sector they are unfamiliar with, yet it impacts on their daily lives 24 hours a day, seven days a week and 365 days a year!

The usual assumption is it's either a career driving an HGV truck or picking orders in a dingy warehouse.

But it's so much more and that's why we have to bust those myths.....

Logistics is an old fashioned industry that's on its way out.

Not it isn't! Logistics is a cutting edge industry that is at the forefront of digitalisation.

It's investing heavily in robotics, drones and driverless vehicles but it will still need lots of people to keep Gt Britain moving.

Logistics is a low paid industry.

No it's not! There are many well paid jobs and you can be given significant responsibility early in your career.

Anyone can work in logistics as you don't need to be skilled.

You do! It's a highly skilled sector with jobs for engineers, technologists and data analysts.

I want a career in business and I can't get that in logistics.

Yes you can! Logistics companies offer jobs in accounting, finance, customer service, social media, human resources and procurement.

I don't want to be stuck in the same career in logistics for all of my working life.

You won't be! Logistics is a dynamic, growing and global industry that offers lots of careers that you will be able to move into and out of.

I want to go to university and study a degree and there aren't any in logistics.

Yes there are: NOVUS offers degrees at a number of universities supported by well-known brands! You'll get a guaranteed, paid placement year, and, at some universities, guaranteed graduate employment: www.novus.uk.com/

I want to do an apprenticeship but there are none in logistics.

There are! You can do a range of apprenticeships and there are a growing number of degree apprenticeships where your employer pays for your course fees – you earn while you learn!

Logistics is a male dominated industry and they don't welcome women.

It is, but it wants to be more diverse! Companies are targeting women recruits to ensure they are more representative of society and their customers ciltuk.org.uk/About-Us/Professional-Sectors-Forums/Forums/Women-In-Logistics.aspx

There are no famous logisticians.

Yes there are: Think Richard Branson and Virgin Trains and Virgin Airlines. Jeff Bezos and Amazon.

Logistics and Supply Chain – Where science meets art! REMEMBER TO THINK LOGISTICS!

For more information on careers in logistics:

www.think-logistics.co.uk/

www.thebigchoice.com/downloads/careers_resource_pack_logistics.pdf





THINK BEYOND



TECHNOLOGY DOESN'T CHANGE
THE WORLD. PEOPLE DO.

**APPLY INNOVATION WITH IMAGINATION.
REINVENT TOMORROW YOUR WAY.**

Read all about our early careers training programmes
at jaguarlandrovercareers.com



The energy and utility career evolution: from pipes and wires, to AI and robotics

Not just cable and pipes

Think of a career in the energy and utility industry and you may picture engineers working on an unearthed pipe in the street or specialist teams in hard hats working in a power station.

Perhaps 20 years ago those stereotypes may have rang true. And while there will always be a demand for qualified and skilled engineers fixing pipes and wires, the industry has evolved and the skilled workforce it needs has changed too.

Innovation & digitisation has arrived

The way we make, use and distribute energy, water and waste has transformed. A growing population, climate change, government policy and increasingly high customer expectations are major factors in the sector's evolution and demand for an innovative and inclusive workforce.

To influence this exciting future and play a role in shaping how we use our essential services for generations to come, new skilled, customer-centric and digitally-advanced talent is urgently required. New job and career opportunities have opened up at the same time as the skills gap has widened. Over 220,000 new recruits will be needed in the sector in the next decade to fill the demand and increase workforce diversity and resilience. These new roles will play a key role in shaping the future of the sector.

Building tomorrow's future

In the water industry, water scarcity and climate change are two of the global issues the sector is facing. Innovation is critical to unlocking the answers. Water companies now require talent with high-level science and engineering skills as they explore new technology such as smart monitoring, nanotechnology in water filtration and seawater desalination.

The waste sector is playing a key role in lowering the amount we throw away as a nation. As the industry and economy moves to a reduce, reuse and recycle model, the sector is becoming increasingly technology and science based. Companies have moved into new markets including the 'energy from waste' business. This shift will see a need for engineering, chemical, biological and business and commercial skillsets.

Generating reliable energy and tackling climate change are industry priorities. The last 10 years has seen our power generation revolutionised with wind farms and solar panels now an everyday view. This trend is set to continue and young people with Artificial Intelligence (AI) and robotics skills to remotely survey offshore assets are needed just as much as engineers onshore. The development and installation of smart grids, electric-powered vehicles and third-generation bio-fuels will require new, well-paid roles within the industry.

Taking the right steps

As a parent, you know that deciding on the right career path is one of the most important decisions your child will make in their lifetime. The evolving energy and utilities sector offers your young person a range of careers to choose from and a career that's secure with development opportunities. They can experiment with a variety of roles, and access the sector through apprenticeships, graduate schemes and professional roles.

Average salaries while in training for those in energy and utilities related apprenticeships were higher than the average of all apprentices (£12,624 per year). On average, once qualified, starting salaries can begin at £18,000 to £39,500.

To find out more visit the sector's Talent Source Network, an online platform providing high-quality career opportunities and advice across the energy and utility sector.

www.talentsourcenetwork.co.uk/

**TALENT
SOURCE
NETWORK**

Working in the NHS = doctors and nurses, right?

If your knowledge of careers in the NHS stems from watching TV medical dramas, you'd be forgiven for thinking that all NHS staff work in hospitals or that we only employ doctors, nurses, midwives, paramedics and porters!

In fact, there are more than 350 different careers in health, many with patient contact and others working behind the scenes.

Around half of the NHS workforce has a degree or professional qualification, but there are increasingly more routes into many of the careers including apprenticeships.

NHS Health Careers aims to make people aware of the range of opportunities available and offer them up-to-date and reliable careers information. There is also support for current students and staff through career planning resources and information on where to access support.

'Find Your Career' quiz and other resources

Along with providing information on over 350 careers, the Health Careers website also allows you to compare roles and find hundreds of approved courses leading to careers in nursing, healthcare science and many other healthcare careers.

If you have an interest in working in health, but don't know where to start, you can have a go at our 'Find Your Career' tool (www.healthcareers.nhs.uk/findyourcareer) where you answer a few simple questions and find health careers suited to you. These could be patient-facing or behind the scenes.

Job and apprenticeship vacancies

One entry route into health is an apprenticeship, where apprentices learn on the job and study for a qualification. Apprenticeships in the NHS cover: estates, health and social care, housekeeping, IT, business admin and accounting. To find out more about what type of apprenticeships are available visit www.healthcareers.nhs.uk/apprenticeships

Although the NHS has offered apprenticeships for many years, new degree apprenticeship standards have been approved in a number of roles, including nursing, occupational therapy, paramedic science, physiotherapy and healthcare science. These lead to the same entry point as those who've done a full-time degree and offer an alternative route. Lookout for degree apprenticeships in these roles in your area.

You can also follow us on Twitter (@HealthCareersUK) and Facebook (@HealthCareersUK) to find out about the latest news in health careers.

Getting in to the NHS

There is no doubt that academic ability is important for many careers, such as becoming a doctor, but the NHS employs people from all walks of life. What they all have in common is the values and behaviours needed for an NHS career. So it is essential that applicants for any opportunity in the NHS understand how these relate to their chosen career. To find out more visit www.healthcareers.nhs.uk/values

Finally, you can always contact us with any questions on **0345 60 60 655** or advice@healthcareers.nhs.uk



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Ben Friend, UCFB graduate
and Event Manager at The FA

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| CREATING FUTURES IN SPORT

IS YOUR SON OR DAUGHTER LEAVING SCHOOL AND LOOKING TO TAKE THEIR FIRST STEPS TOWARDS A CAREER IN SPORT?

SCL CAN HELP THEM GET ONTO THE RIGHT TRACK.

Offering Level 2 and Level 3 qualifications in sport to 16-18 year olds nationwide, and with over 15 years' experience, SCL work in partnership with 70+ professional, private and grassroots sports clubs, foundations and community trusts, to deliver full-time education and development programmes across football, rugby and cricket.

As one of the UK's leading providers of education through sport, students on our courses receive:

- A full-time sports education, combined with sports training
- Experience from a government approved post-16 private education provider
- Regular training from FA qualified coaches
- Nationally recognised, high quality information, advice and guidance
- Education and training led by high quality and inspirational teachers
- Programmes delivered in real sports environments
- Great work experience opportunities
- Upon graduation, opportunities to progress onto university, apprenticeships, professional or non-professional sport, and employment

FIND OUT MORE ABOUT VENUES NEAR YOU, AND BOOK AN OPEN EVENING:

- 🌐 Visit wearescl.co.uk/school-leavers
- ✉ Email register@wearescl.co.uk
- ☎ Call 0345 644 5747

**STARTING SEPTEMBER
2019**

NO TUITION FEES*
*other costs apply



Vodafone Apprenticeships - Unlock true potential

Here at Vodafone, we're passionate about giving our apprentices the best possible start in their careers. Looking to begin a career with one of the most exciting companies in the UK? If so, our apprenticeship programmes can help them to do just that!

No experience? We'll help your child to become a professional

If your child embarks on an apprenticeship with us, they'll receive world-class training from industry experts enabling them to gain vital skills, invaluable work experience and a debt-free qualification ranging from level 2 to level 6! And the good news doesn't stop there... your child will also get paid!

Opportunities around the UK

Some of our key locations include: Newbury, Bracknell, Manchester, London and Scotland. We also have roles in High Wycombe, Hemel Hempstead, Northampton, Ipswich and Cambridge.

Explore our fantastic opportunities available to your child

We have a wide array of apprenticeship opportunities available to your child. Whether your child has just finished their GCSEs or A Levels... we're bound to have an apprenticeship that's right up their street. Explore the options we have available:

Customer Service, Business and Digital Apprenticeships

Your child can become a customer service expert with our Level 2 Customer Service and Operations Apprenticeship. We'll support your child through exposing them to learning and development opportunities.

Is your child digitally savvy? Do they have a creative flair? Business orientated and self motivated? We have a number of positions for your child to choose from including:

- **Business Administration** – Level 3
- **Sales** – Level 3
- **Digital and Technology Solutions** – Level 6

Technology Apprenticeships

Is your child a creative thinker? Do they enjoy problem solving and have a curious mind? At Vodafone, we have a wide variety of technology opportunities for your child to kick-start their career! These include:

- **Data Analyst** – Level 4 and 6
- **Software Developer** – Level 4
- **Cyber Security** – Level 4
- **Network Engineer** – Level 4 and 6
- **Software Tester** – Level 4 and 6
- **Unified Communications** – Level 3

Inspiring career paths

Help your child to kick-start a successful career with one of the UK's best known brands. We have opportunities available across the UK.

We help young people to shine so they can take control of their future. After your child has successfully completed their apprenticeship if they demonstrate their capabilities we'll offer them a permanent position filled with further progression opportunities.

We'll support each of our apprentices to begin an exciting career journey here at Vodafone.

Their Future is Exciting. Ready?

To find out more about Vodafone apprenticeship opportunities:
careers.vodafone.co.uk/apprentices



Ever thought about working for Amazon?

Do you have a child due to leave school or college and looking for an exciting alternative to traditional learning routes? If they are 18 or older, an apprenticeship with Amazon could be right up their street!

Amazon has many interesting and surprising opportunities.

Amazon is interested in unlocking potential and helping their staff reach their career aspirations. It's the perfect place to develop new skills and exposure to real-life working situations.

Apprenticeships are all about enabling young people to embark on an exciting career journey through a mixture of on- and off-the-job training. Below are some examples...

Engineering – Processing Automation Engineering Level 6

Starting a career in Automation Engineering in a hands-on, paid role. While studying for a degree, you will also receive practical training in the workplace in both engineering basics and PLC controls specialisms.

The first year includes studying electrical and electronics engineering at HND level while gaining hands-on experience. During second and third years, you'll continue to advance your career while working alongside automation engineering experts, whilst completing the HND.

In the final year of the apprenticeship, you'll be studying towards a BEng degree in controls and automation from a university. It's an opportunity to work on automation projects and so much more.

Digital and Technology Solutions Professional – Software Development Level 6 (SDE)

Or how about working with cutting edge technology? The Amazon SDE apprenticeship does just that while gaining an insight into developing exciting products like Prime Video and Alexa.

Apprentices work on real-world problems across the globe, gaining crucial skills, experience and working towards a BSC in Digital and Technology Solutions Professional.

IT Infrastructure Technician and Network Engineering/Project Management – Level 3 and Level 4

Amazon apprentices work with the latest technology systems to deliver a high-quality service. This apprenticeship leads to first gaining a Level 3 Infrastructure Technician qualification, and over the following two years, completing a Level 4 apprenticeship in Network Engineering or IT Project Management. It really is exciting stuff!

Engineering – Advanced Mechatronics Level 3

Become an engineering apprentice at Amazon and develop skills while working alongside industry professionals. You will work towards a Level 3 engineering technician qualification and an HNC in engineering while getting paid!

Operations – Business Improvement Techniques (BIT) Level 2

Undertake a range of tasks from project planning to safety first with a BIT apprenticeship. Build fundamental skills and knowledge and become an expert while qualifying in Business Improvement Techniques.

We also offer an IT – MA (HONS) Management for Business (Scotland only).

Vacancies will be live in March 2020!

To explore apprenticeships at Amazon, go to
www.amazon.jobs/apprentices



Quality is at the heart of our apprenticeships

You'll need to be driven to pursue a career in the automotive industry but the rewards are certainly worth it.



With the advances in technology, today's vehicles are both clean and highly complex. To this end, the workshop is now a much cleaner environment to work in and our Apprentices work with new, clean hybrid technology. Gone are the days of dirty overalls, dirty hands and tools all over the place.

Today's technicians need their wits about them. Complex diagnostics, auto electrics, hybrid and hydrogen fuel cell technology call for a high level of skill when having to look up, understand and interpret technical data. This information then has to be put into practise. No mean feat.

An apprenticeship in the motor industry demands a lot of commitment, but it's well worth it. You develop skills and knowledge whilst being paid, culminating in a nationally recognised qualification and a highly sought-after trade.

It doesn't end there either. Once qualified, the world is your oyster. From technicians and workshop managers to technical trainers and company directors, it's your choice as to how far you progress within the industry.

All it takes is commitment.

To explore apprenticeships in the motor industry, go to
apprenticeshipfinder.co.uk



Did you know? – National Citizen Service (NCS)

Taking place outside of term time, NCS is a once-in-a-lifetime opportunity open to 16 and 17 year olds across England and Northern Ireland. It is a unique two to four week programme that helps young people build skills for employment, such as resilience, confidence and leadership, build trust between people of different backgrounds, and give back to their local communities through a social action project. NCS includes four phases:

Phase 1: Adventure

The first phase of NCS is designed to help the teens bond with their team and start making new friends. The residential adventure experience includes a number of days away from home taking part in adrenaline-fuelled activities like rock climbing, canoeing and archery.

Phase 2: Discovery

The discovery phase of NCS is all about self-development and CV building. Living independently, the young people will learn essential life skills such as public speaking and budgeting – as well as developing personal confidence.

Phase 3: Social Action

Phase 3 is all about empowering young people to make a mark in their local community. Back at home, the teens will work together to devise a community project based on a local issue that they feel passionate about.

Phase 4: Celebration

Finally, participants will be able to come together with their peers to celebrate their triumphs at a celebration event. This marks the end of the NCS programme but the beginning of their journey with NCS – with plenty more exciting opportunities on offer after the programme.

What do NCSers and their parents say?

"I met pretty much all of my best friends on NCS and I'm so thankful that I did, before NCS I didn't know many people and I wasn't very confident but NCS changed all of that for me."

Josh, 2018 NCS grad

"My daughter made new friends and was given amazing opportunities and experiences she wouldn't have had if it wasn't for NCS. She learnt many new skills and has become more aware of her own and others' abilities. The programme was such a great way for her to spend the school holiday and now it's clear to see that she feels more independent and confident about her future."

Heather, mother to 17-year-old NCSer, Melissa

MYTH-BUSTING - things you need to know

1. "NCS sounds too good to be true for just £50" – It's important that every young person has the opportunity to take part in the programme. For this reason, NCS costs participants just £50 with bursaries available.
2. "I'm going on holiday so I can't take part in NCS" – NCS has multiple waves across the summer, so can work around holiday arrangements.
3. "I can't take part because I have a disability" – NCS is committed to making the programme open to everyone and will look to accommodate any young people with disabilities wherever possible.



For more information or to sign up visit ncsyes.co.uk

HSBC Apprenticeships

Invest in your future

Apprenticeships at HSBC allow you to combine work and study, with the opportunity to work towards a formal qualification with the LIBF. It provides an alternative to A-levels.

Apprenticeships are on offer across a range of businesses at HSBC, Retail banking, Commercial and Global banking.

We look for people who think, see and do things differently and who can represent and relate to our diverse global customer base.

We employ, develop and promote employees based on merit and provide a supportive and inclusive working environment

Foundation Apprenticeships

These are for entry-level job roles at Level 3

Competitive salary and benefits

Opportunity to progress within HSBC

Duration: 18 months

You will need to be reliable and committed

Passionate and enthusiastic, and a great communicator

5 GCSEs or equivalent including Maths

and English above grade 4/C

I have enjoyed every aspect of the apprenticeship. It has filled me with confidence and taught me if you believe in yourself you can achieve all your goals. Since starting my apprenticeship I have had the opportunity to experience a variety of job roles and from this been promoted to a job I absolutely love and have a passion for – Lauren Piper

For more information and how to apply please contact apprenticeship.team@hsbc.com or visit hsbc.com/ukapprenticeships



5

things your son/daughter should be thinking about before applying to higher education

If your child is nearing an age where higher education is on the horizon, there are a few important points to keep in mind to help them make the best decision for themselves and their future.

1

How can they make their application stand out?

Extra Curricular activities are a great way to make sure your child's application stands out from the crowd, particularly those that show they have experience relevant to the course they plan to study. Attending a summer school, for instance, shows admission officers that they're willing to learn and have a strong interest in their chosen field. Oxford Royale, for example, offers scholarship opportunities and provides a range of courses for a variety of ages, which can create great content for an empty-looking CV.

2

How much is all this going to cost?

University and, in fact, all forms of higher education can feel intimidating financially, however, through scholarships, grants and bursaries, there is plenty of financial support available for your child. The earlier you start looking into how much they can borrow, the easier it is to plan ahead. It is good to look into the local costs of where they plan to study, such as for rent, so there are no surprises along the way. It is important to remember that currently, your child does not pay their university fees back until they're earning over £25,000.

3

Which subject will bring them joy both short- and long-term?

It's really important that your child picks a degree subject that will stand them in good stead for the future, but equally one which will inspire them when they're studying. Careers fairs are great for your child to learn about the areas of study that will help them land their dream job. They also offer the opportunity to sample the delights of different potential jobs, for those that are unsure of what career they want to pursue.

4

How will they achieve the grades they need?

It's all very well for your child to pick the course they like the look of, but they will need to achieve certain grades to get them there. Think about how you can support and encourage them at this invaluable time. Consider a relaxed but clear revision schedule, or one-to-one tuition if they need it. You will know what works best for your child but it is important as a parent, to guide them away from any distractions at this time.

5

Are they ready for higher education?

Higher education is an intimidating new step and not everyone is ready to leave the nest as soon as they finish school. Sit down with your child and make sure they are aware of the independence that attending university requires. Whether you attended university or not, you'll certainly be able to share some vital advice to help your child be comfortable easing into this tricky transition.

Visitors to all the skills events are students, young people, families, graduates, teachers and careers professionals.

skillsNorthEast

17 & 18 September 2019
Utilita Arena, Newcastle

skillsYorkshire

2 & 3 October 2019
Centenary Pavilion,
Leeds Utd FC, Leeds

skillsHumber

4 & 5 March 2020
Bonus Arena, Hull

skillsSouthWest

11 & 12 March 2020
Plymouth Pavilions, Plymouth

skillsNorthWest

25 & 26 March 2020
Eventcity, Manchester

skillsNorthernIreland

20 & 21 November 2019
Titanic Exhibition Centre, Belfast

skillsScotland

GLASGOW
6 & 7 November 2019
The SEC Centre, Glasgow

skillsScotland

ABERDEEN
12 November 2019
TECA, Aberdeen

skillsScotland

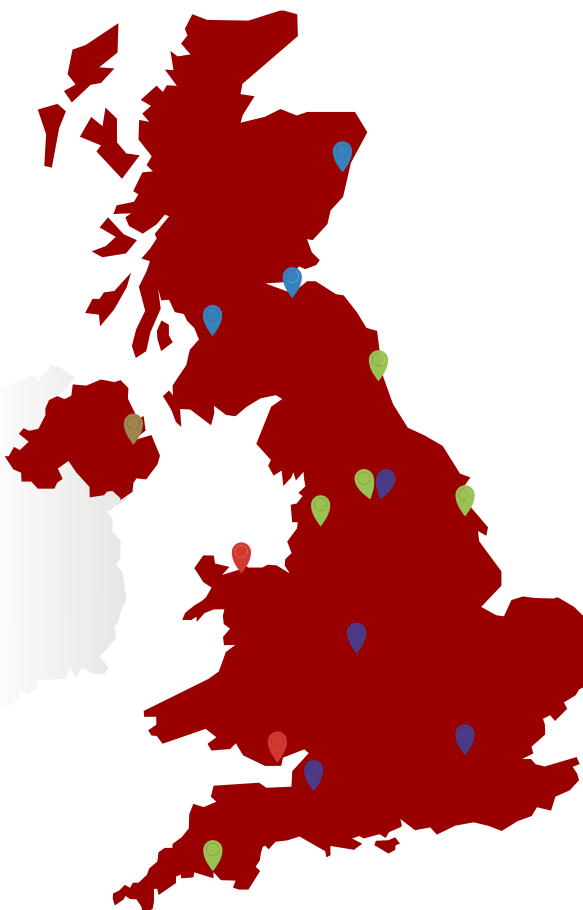
EDINBURGH
13 (evening only)
& 14 November 2019
Royal Highland Centre

skillsCymru

CARDIFF
9 & 10 October 2019
Motorpoint Arena, Cardiff

skillsCymru

LLANDUDNO
16 (evening only)
& 17 October 2019
Venue Cymru, Llandudno



Visitors to the National Career Guidance Show series are people working in career education.

NationalCareerGuidanceShow

SOUTH
5 March 2020
Ashton Gate Stadium, Bristol

NationalCareerGuidanceShow

NORTH
12 March 2020
Centenary Pavilion,
Leeds Utd FC, Leeds

NationalCareerGuidanceShow

LONDON
17 March 2020
Olympia Central, London

NationalCareerGuidanceShow

CENTRAL
24 March 2020
Ricoh Arena, Coventry

For further information on any of our events or for details on exhibitor pricing please visit our website prospectsevents.co.uk or call the team on 01823 362800



Prospects Events are the market leader in delivering skills, career and apprenticeship events across the UK. Our annual events are free to visit and offer exhibitors direct access to students, young people, families, teachers and career professionals. Prospects Events is part of Shaw Trust, one of the largest 25 charities in the UK, helping to transform the lives of young people and adults across the UK and internationally. As part of a group headed by a registered charity, any profits made via the commercial trading businesses including Prospects Events, can only ultimately be used in funding the charitable objectives of the group.

skillsLondon 2019

15 & 16 November, 9.30am - 4pm
ExCeL London

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Jen.Delderfield@Prospects.co.uk or 0208 315 1010

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Apprenticeships

Traineeships

Financial planning for life after school

The Financial Services industry is far from perfect, but whatever we think of our financial institutions – both parents and students rely more than ever before on private sector finance for further education.

For many parents the stress of sending kids off to university sets in years before we wave them off. The shift to a borrowing-based education system has brought with it a need to understand all the finance options available. But it isn't an easy system to navigate. Not all options are obvious and it is too easy to imagine that taking £50,000 worth of loans is always the right decision.

Every year millions of us opt for the maximum lending available but there are also alternative ways of approaching uni funding worth thinking about perhaps years before. Long before it behooves anyone to earnestly narrow down on which subject to study you could argue it's worth discussing the bigger topic of which financial model is right for which family.

Government, charities and banks are slowly learning that context is critical when it comes to helping people to manage money. The point is that all families are different. All of us have different attitudes and approaches to budgeting. Finance for university is no different. Money is famously not an easy topic to discuss as a family but it is so important to start early. The choices available are more varied than might be immediately obvious. Many students will rightly opt for the full range of loans available but there are also interesting alternatives well worth considering.

MEET THE ALTERNATIVES...

Degree apprenticeships: The debt-free option

Degree apprenticeships are worth a look for anyone who wants to study for a degree whilst earning a salary. Students attend university part-time while an employer pays tuition fees so you graduate debt free. Students on a degree apprenticeship typically spend around 80% of their time in the workplace, doing on-the-job training and gaining practical experience. The remaining 20% of the working week is spent at university. Typically, this means courses take longer to complete. It may take as long as five years to finish a degree but graduates leave with a real experience of professional life and without the worry of huge debts.

The small print: All degree apprenticeship students need to be eligible to work in the UK. There are no age restrictions but the arrangements for funding vary. Training costs for apprentices aged 18-24 are funded by the government. Students aged 24 or over may be asked to contribute towards the costs. Participating employers pay students a wage and also university tuition fees. The student is responsible for covering accommodation and living costs.

Scholarships

Some are very niche like the scholarship offered by The Worshipful Company of Cordwainers. It pays up to £3,000 and is awarded each year to a talented student at the London College of Fashion to fund their final project. There are also a growing number of scholarships which are open to all students, regardless of subject. However, as you would expect, these scholarships are in high demand because so many more students are eligible to apply. The application process often relies on an essay or, increasingly, a video submission. Contact the websites of most major UK employers to find out more.

About Guy

Guy Shone presents Talking Business on Euronews NBC – with 52 million daily viewers, it is the most watched TV news channel in Europe. Guy is also the CEO of financial research firm Explain the Market. He has won two national awards for economic research into the financial health of UK families. He is married to Suz and dad to Maggie, Arlo and Rocky the miniature schnauzer.



STUDYING AT SOLENT CAN TAKE YOU PLACES

To discover Solent, come along to one of our open days:

Saturday 8 June 2019
Saturday 28 September 2019
Saturday 12 October 2019
(Careers in maritime)
Sunday 13 October 2019
Sunday 10 November 2019
Saturday 23 November 2019

To book your place, visit
www.solent.ac.uk/opendays

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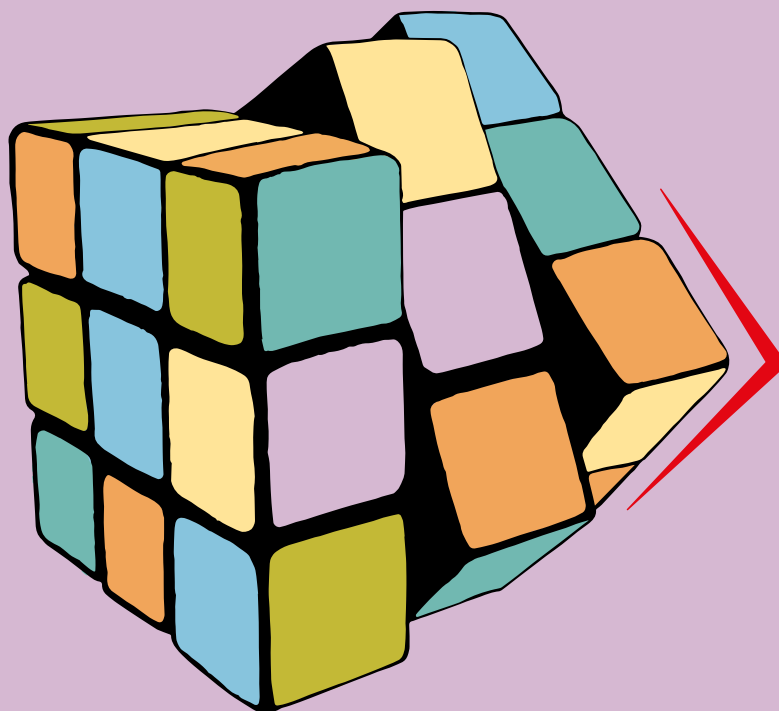
Full details at
www.solent.ac.uk/travelvoucher

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It's a career that can take your child into pretty much any industry. And an ICAEW qualification is their way in.

So if they're unsure about their next step - problem solved.

More than you'd imagine
icaew.com/parents

University challenge

Applying for university can seem complex, but break down the process and it's a task that is much more straightforward than many imagine.

Deciding to go to university is a big enough decision in itself, but the UCAS application process can seemingly pose just as much of a dilemma.

Not only do you need to decide on a number of suitable courses and colleges, but there's a number of important dates and deadlines to adhere to, plus the small issue of compiling applications – including personal statements – and then the finale of 'offers'.

There's lots to consider and complete. However, you can simplify it greatly by splitting it out into key areas:

Research

First off, you need to identify what you want to study and where. Colleges and universities will have open days and it's important that you attend – it'll provide an invaluable insight into the facility and give you the chance to talk to students and tutors.

You can use the UCAS course finder tool to find the one that is ideal for you. You'll be able to choose up to five courses and will also be able to see the entry requirements and the deadline for applications.

Responses

Now, you'll be waiting to hear back from your chosen colleges, which can take some time. They may make you an unconditional offer where you are accepted straightway or a conditional offer, where they will offer you a place based on your exam results. If you're not accepted by your five colleges/universities or decline the offers, you can then use UCAS's free 'Extra' facility to apply for other courses, one at a time.

Once the offers are in, you then need to identify a firm favourite and decline the others. This will need to be done by a specific date. If your chosen course offer is conditional, you can have a back-up course should you not gain the entry grades for your first choice.

Applying

Usually, students will apply during their final year in school, with January of the following year being the deadline for many courses. Applications can be submitted later (you'll need to check with the college or university) but those received after the end of June go into 'clearing', which matches students to courses that haven't been taken.

To apply through UCAS's Progress facility, you'll have registered via its website, filled in all your details, qualifications and course details. Notably, you'll have a personal statement to complete, where you'll have the opportunity to talk about yourself and why you'll be a great student. You'll complete your application with a reference from a teacher, adviser or professional who knows you academically, plus the application fee (as an example, for 2019 the application fee is £18 for one course, or £24 for multiple courses).

There's plenty of help should you need it, UCAS having a dedicated support team who can be reached weekdays during working hours on 0371 468 2568 or by email at ucaprogresssupport@ucas.ack.uk. They can also be messaged on Facebook or via twitter @ucas_online

Acceptance

You will see in your UCAS profile's 'Track' section whether your place is confirmed. If your offer is unconditional, then you've been accepted. If it's conditional, the college or university will update you once your exam results or other qualifying material is in.

If you don't meet the entry requirements, then you can search for other courses through 'clearing'.

Should you be fortunate enough to exceed the entry requirements of your preferred course and have done better than expected, then there's also the option to look for an alternative course via UCAS's 'Adjustment' service.

Looked at on a step-by-step basis then, the university application process is actually quite straightforward. There's plenty to consume and consider, but the key is to be thorough in your application and take your time in compiling such essentials as your personal statement. Best of all, the process does offer a good level of flexibility, allowing students the chance to adjust their application as their preferences and circumstances evolve.

Advice for parents and guardians on how the UCAS process works:

www.ucas.com/undergraduate/applying-university/advice-parents-and-guardians/ucas-undergraduate-application-process



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