Widening Participation into Higher Education – A Resource Handbook for Working on the Agenda in Schools and Colleges

“It only takes the planting of one good seed to ensure a plant can grow and flourish!”

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This handbook is accessible through the Widening Participation / Aimhigher Peninsula Programme base at Mayflower House, University of Plymouth, Drake Circus, Plymouth, PL4 8AA.
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BACKGROUND AND CONTEXT

1. An introduction - what is Widening Participation into Higher Education (HE)\

Students in universities, higher education colleges, and studying on higher education (HE) level courses in local colleges of further education, do not reflect society as a whole. There remains a significant imbalance between different groups, in particular between those from higher and lower socio-economic backgrounds. For example over 80% of the children of professional parents will continue onto HE compared to only 8% of the children of non-skilled manual parents.

The main aim of Widening Participation into HE work is to ‘turn this tide’. By expanding an individual’s horizons – whatever their personal background – they can be helped to achieve fairer access to opportunities.

This will not only lead to an improved sense of self-worth, motivation and sometimes impact on student achievement but, on a wider scale, will bring about local, regional and national economic benefits.

The main aims of Widening Participation work are to:-

- raise levels of awareness about HE
- raise aspirations
- contribute to raising levels of achievement
- reach key influencers
- build on existing links and routes into higher education.

These aims are an important part of the Government’s social inclusion agenda. It is the Governments’ stated aim to “increase participation to 50% of the population by 2010”. “Increasing” participation is not enough; it also needs to be “widened” to include individuals and groups who have been traditionally under represented in the HE student population.

(Throughout this booklet reference is made to working with school students. It is however equally valid to people working with young college students working on Level 2 and 3 programmes.)

2. Who are the main target groups of Widening Participation in HE work?

Students who are traditionally under represented in HE are from:-

- lower socio-economic backgrounds (NS-SEC 4,5,6,7,8)
- where there is often no family background of ‘going-on’ in education, particularly to HE level study
- disabled students
- students from certain black and minority ethnic groups such as Afro-Caribbean males
- from under represented gender background relating to certain “subject” areas such as males into nursing, females into science and technology
- certain groups such as children in care, asylum seekers etc.
Widening Participation in HE work demands years of investment, not ‘quick fixes’. It demands working with target groups over a long period of time and providing a comprehensive programme of activities (or interventions) to raise awareness, aspirations, and achievement as well as support for key transitions and progression through education and training. The programme would ideally start as young as possible. It also needs to work with the key “influencers” of the target group – teachers, parents, carers, youth workers, career / Connexion advisors etc.

3. **A checklist of issues affecting Widening Participation in HE**

Here are some of the issues surrounding participation and progression in higher education that Widening Participation in HE initiatives seek to address for ‘target’ under represented groups:-

- lack of familiarity with the structures, processes and vocabulary of further and higher education with regard to, for example, researching options, making applications, funding and student support. This can take the form of not knowing the questions to ask as well as not knowing the answers

- uncertainty of the financial implication of HE study. Lack of awareness of financial support for students from lower income groups

- lack of awareness of the wide variety of HE provision including work-based and work-related learning, vocational progression routes, part-time options, Foundation Degrees etc

- lack of (or too much!) information about HE provision. Many people are unfocussed in aspirations and find it difficult to navigate the information / options available

- preconceptions by individuals about the appropriateness of continued education as an aspiration for people from certain socio-economic and educational backgrounds. This can apply as much to teachers, advisors, parents and carers as to potential learners. Issues of identity in terms of seeing higher education as not for ‘people like us’

- appreciation of the difficulty of making the decision to progress if your family / social background have not had this as a norm. This may include making a shift in expectations, concerns about costs etc

- lack of aspirations despite ability and high achievement

- issues surrounding the labour market in rural and coastally isolated areas, and the potential message that to progress in education and in a career may involve moving away from the locality. Possible lack of role models in graduate jobs in the local economy

- issues of transport and the willingness to travel for study and work
lack of knowledge about the wide range of support available in higher education to meet the needs of learners particularly those with Special Educational Needs (SEN) such as dyslexia, and other disabilities. The fact that many students are only diagnosed after they enter higher education and that disclosure of known disabilities and SENs is important at the point of application so individual support needs can be assessed and met.

4. **What are the component parts of a Widening Participation in HE programme with schools that seeks to address these issues?**

A sample of WP activities:-

- tasters – general or in specific subject areas
- visits to Higher Education Institutions (HEIs)
- residential experiences at HEIs
- input into school curriculum
- mentoring programmes matching HE students with school students
- master classes / study sessions / after school clubs at HEIs or at school site
- input into events involving parents / carers
- link work with teachers
- using tailored resources such as websites; CD ROM games; reading books; games
- theatre presentations
- Aimhigher Roadshow.

This is a sample to give you a flavour of the work.

What is essential in all experiences is the use of trained undergraduate/HE students who interact closely with school students from the target groups.

This is because they:

- have current experience of HE and can talk about it first-hand
- are usually wonderful role models for school students
- can relate better to school students who may be nearer their own age and / or experiencing often similar "challenges" in learning
- have been through the system themselves.

“I feel very lucky to have had the chances and opportunities that I’ve had, so it’s very special to be able to pass that on”, quote from a HE student working as a Summer Residential School Ambassador.

“Meeting the students was fun, they weren’t snobby and they speak the truth about university in our language”, John aged 15, on the same residential.
5. **Who provides Widening Participation in HE programmes now?**

**Institutional**

Each HEI will have specific staff working on the agenda and each HEI will have their own set of schools and initiatives to work on.

Within an HEI, or College of Further Education with HE provision, many schools / departments / faculties will also contribute their own sets of WP activities and initiatives.

For many HEIs, their financial bursary portfolio is linked to this work to ensure real support for students who actually progress on to HE.

**Aimhigher**

As well as institutional efforts, collaborate partnership programmes exist in Widening Participation in HE. The most well known programme is **Aimhigher**. Each geographical area and region in the UK has its own collaborative Aimhigher programme. The **Aimhigher Peninsula Programme** for example operates in Devon, Cornwall and the West of Somerset and is made up of organisations including schools, colleges, HEIs, community groups, training providers, Connexions services, government offices, and local authorities.

It has a number of Strand of activities including:

- Raising Aspirations and Awareness for Under 16’s
- Developing the Student Resource and student ambassadors
- Creative and Performance Arts
- Information and Resources (publications and web based)
- Community Outreach Programme
- Vocational Learners in FE
- Supporting learners with disability through Engaging Ability.
- Healthcare

6. **More about Widening Participation in HE programmes in the South-West Peninsula**

- Each HEI in the South-West Peninsula has its own Widening Participation programme. The HEIs are University of Exeter, University of Plymouth, University College Plymouth of St Mark and St John, University College Falmouth. Each HEI will have a wide range of partner / compact / target schools it concentrates WP effort upon.

- As well as the 4 HEIs in the South West Peninsula there are a large number of FEIs (Further Education Institutions) in the South-West Peninsula running HE Level programmes. There are over 250 Foundation Degrees in the Colleges as well as opportunities to study Higher National Diploma (HNDs), Certificates of HE, HE Diplomas and in some cases full degrees. The colleges also provide a wide range of
post-16 opportunities including ‘A’ Levels, BTEC, apprenticeships and a wide range of vocational qualification courses.

- Each institution HEI or FEI will have a prospectus on its’ website. A more general guide to Higher Education in this local area called Study South West can be downloaded from gr8choice.org.

- There are 100 secondary schools in the South-West Peninsula. Of these some are 11-16 year schools and others 11-18 year schools. Of the 100 secondary schools, 49 are “key WP / Aimhigher target schools” identified for an intensive portfolio of WP activities.

- All schools have “WP profile” students, even if they are not a key WP target school.

7. **How are key WP target schools chosen?**

Certain schools are targeted for more in-depth WP work on the basis of a number of overlying criteria. Criteria used includes:-

- GCSE attainment
- numbers of school students having free school meals
- rural and coastal isolation and distance from HE provision
- measures of historic poor progression onto HE.

Achievement data at key stages and factors of social/economic deprivation can also be taken into consideration.

Much of the work done with these schools is further targeted. This level of targeting is done by the schools themselves as they know the students best. The school is asked to identify school students who meet one or more of the following criteria:-

- the student must have the potential to proceed into HE
- low income family background
- no parental experience of HE
- In Care
- disability
8. **Resources for raising aspirations, awareness and the motivation to achieve “higher” with WP profile students**

If engaging with work to widen participation to Higher Education in schools, there are lots of resources available that can be used to

- Create classroom/group based tasks
- Support individual students
- Raise awareness amongst school students and staff

This section aims to “get you started” by pointing you to useful exercises and activities that you could put into your “tool kit”. Resources can be easily adapted to different age groups and contexts.

To find lots of ideas on activities to use in schools go to:-

**Aimhigher**  
The Aimhigher Practitioner’s Website has a range of support materials. [http://www.aimhigher.ac.uk/sites/practitioner/communications/resource_materials.cfm](http://www.aimhigher.ac.uk/sites/practitioner/communications/resource_materials.cfm) Page 9 has a list of this year’s publications.

**All about u**  
[www.allaboutu.org.uk](http://www.allaboutu.org.uk)  
An online student finance learning tool for 16-19 year olds by UNIAID, The Students’ Charity.

**Apprenticeships**  
[www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)  
A Learning and Skills Council-funded website promoting apprenticeships to students and businesses.

**BBC Aimhigher**  
The BBC’s own website aimed at those thinking of going to university.  
(Note: [www.bbc.co.uk/schools/websites](http://www.bbc.co.uk/schools/websites) contains lots of materials and ideas for all age ranges on all topics. The section relating to Ages 4 to 11 years is particularly useful to those SAS students working in the primary sector. Go in as a teacher and follow the links to other sites.)

**Care in Careers**  
[www.careincareers.co.uk](http://www.careincareers.co.uk)  
Developed as a result of an ESF project, this website gives information on a range of careers in health and social care.

**Careers in Health**  
[www.careersinhealth.org.uk](http://www.careersinhealth.org.uk)  
Provides information for those interested in a career in the health sector and for those who are unsure about the different options available within the sector.
How to order Aimhigher resource materials

To order free copies of any of the Aimhigher materials listed below, please call the Aimhigher hotline on **0800 587 8500** and quote the appropriate reference code.

**Resources for Schools (suitable for 13 to 16 year olds)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Code</th>
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<tbody>
<tr>
<td>Get into Higher Education: Teaching materials for Years 9 to 11. Also available online at <a href="http://www.teachernet.gov.uk/aimhigher">www.teachernet.gov.uk/aimhigher</a></td>
<td>TEACHERS07</td>
</tr>
<tr>
<td>Aimhigher roadshow DVD for 13-16 year olds.</td>
<td>PREGCSEDVD08</td>
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**Resources for FE (suitable for 16 to 19 year olds)**

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<th>Item</th>
<th>Code</th>
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<tr>
<td>Get into Higher Education: Tutors’ resource materials. Also available online at <a href="http://www.teachernet.gov.uk/aimhigher">www.teachernet.gov.uk/aimhigher</a></td>
<td>TUTORS07</td>
</tr>
<tr>
<td>Aimhigher roadshow DVD for FE students.</td>
<td>FEDVD08</td>
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**Information Booklets**

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<th>Item</th>
<th>Code</th>
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<tr>
<td>Don’t stop doing what you love: Information about HE for pre-GCSE students</td>
<td>PRE1608</td>
</tr>
<tr>
<td>Your Future, Your Choice: Post-16 guide to HE</td>
<td>16PLUS08</td>
</tr>
<tr>
<td>Make your dreams a reality: A guide to returning to HE</td>
<td>RETURNERS08</td>
</tr>
<tr>
<td>Help your child into Higher Education: Parent’s guide to HE</td>
<td>PARENT08</td>
</tr>
<tr>
<td>How to get financial help as a student</td>
<td>FINANCE08</td>
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<tr>
<td>Information about financial help for part-time students in Higher Education</td>
<td>PTFLYER08</td>
</tr>
<tr>
<td>Thinking it through: A guide to HE</td>
<td>HEGUIDE08</td>
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All booklets are available in Braille, audio and large print. The Parent’s booklet and the Student Finance booklet can also be ordered in: Arabic, Bengali, Chinese, Gujarati, Punjabi, Somali and Urdu.
Careers Portal  
www.careers-portal.com  
Information regarding jobs, applications, CVs and courses.

Connexions  
www.connexions.gov.uk  
The Government’s support service that provides integrated advice, guidance and access to personal development opportunities for young people aged 13 to 19.

DfES Student Support  
www.dfes.gov.uk/studentsupport  
Provides information to students, parents, advisors and administrators of student support.  
www.dfes.gov.uk/aimhigher  
Raising aspirations through Aimhigher.

Disability  
www.disability.gov.uk  
Information and advice on all disabilities.

Fast Tomato  
www.fasttomato.com  
An interactive web-based careers and educational guidance system for students in years 9 – 13.

Foundation Degree  
www.foundationdegree.org.uk  
A first port of call for finding out about the new employer-related higher education qualifications.

Full On! Magazine  
www.fullonmag.co.uk  
A free magazine delivered to 13-16 year olds in schools across the UK.

Hero  
www.hero.ac.uk  
Provides information on UK universities and colleges.

Gr8 Choice  
www.gr8choice.org  
This is the Aimhigher Peninsula Programme’s own website aimed at raising aspirations and awareness for school pupils in the SW Peninsula. It contains lots of information, games, case studies in an interactive format.

GradSouthwest  
www.gradsouthwest.com  
GradSouthwest is not just a directory of part time work and volunteering opportunities for HE students in the South West. It also provides some useful case studies of students and graduates illustrating their route into HE, experience of HE and what has happened to them since graduation.
InterStudent
www.interstudent.co.uk
A complete guide to student resource.

Job Centre Plus
www.jobcentreplus.gov.uk
A site which provides help with finding a job.

Learn Direct
www.learndirect.co.uk
Provides post-16 learning resources, especially for those with few or no qualifications.

Learn and Work
www.learnandwork.org
Provides a simple useful information on vocational opportunities in general. It highlights different jobs / careers at all levels and also shows pathways and routes through vocational training, qualifications and learning. There are lots of very good simple leaflets that can be downloaded. Follow link learnandwork.org/Working and Learning. Click on right hand box ‘More information’. Go into Employment Sectors for the leaflets.

Miss Your Mum
www.missyourmum.com
Provides advice about leaving home.

National Union of Students
www.nusonline.co.uk
Information regarding the National Union of Students.

Open Days
www.opendays.com
Provides information on HE open days.

Push
www.push.co.uk
A site to help find the right university.

Student Survivor
www.studentsurvivor.org.uk
An online game in which young people are challenged to create and keep their student happy, fed, watered, clean, studious and in the money.

Study South West
www.gr8choice.org
A general guide to HE study opportunities in the South West Peninsula (Devon, Cornwall and Somerset). Go to “where can I?” and you will find the link in the paragraph “It's always an option to study locally”.

Support 4 Learning
www.support4learning.org.uk
Provides information regarding student finance, funding and benefits.

**UK Course Finder**  
[www.ukcoursefinder.com](http://www.ukcoursefinder.com)  
An online questionnaire to help find the right subject.

**UNIAID**  
[www.uniaid.org.uk](http://www.uniaid.org.uk)  
A charity helping young people overcome financial hurdles to higher education – includes Student Survivor virtual game.

**University Options**  
[www.universityoptions.co.uk](http://www.universityoptions.co.uk)  
A guide to moving into HE.

**Virgin Student**  
[www.virginstudent.com/theguide](http://www.virginstudent.com/theguide)  
A site which offers information regarding course and college choices.

**Youth Information**  
[www.youthinformation.com](http://www.youthinformation.com)  
A site providing an information tool kit for young people.

- To inspire you, there are some ideas of basic activities that could be adapted and used in Section 10.
9. **Widening Participation activities, workshops and special projects – some ideas to get you started**

These are just a skeleton outline of the sort of things that can be done as a widening participation activity / workshop / special project whilst in schools. These ideas can be taken and moulded to meet the needs and age groups of school students.

Key tips for ensuring it goes as well as possible

1. Remember the key objectives within the Widening Participation agenda are to:
   - broaden horizons
   - raise aspirations
   - give positive encouragement to Aim Higher.

2. Make sure that the instructions are clear. If pupils can possibly misunderstand, they will. Time spent trying to explain the procedure, again and yet again, is time wasted. Written instructions on a handout or OHP indicate that the exercise has been planned in advance and engenders confidence. (Of course, there is also scope for spontaneous ones, too.)

3. Make sure that the outcomes of the exercise will be relevant to the learning even if it does not “go well”. Exercises are usually open-ended, so you have to work with whatever they produce.

4. Always give value to pupils’ efforts. This may take the form of comments and using the ideas in a plenary session, but it is a strange feature of the culture of workshops that even sophisticated pupils are likely to feel that their effort has not been worthwhile unless it has received positive recognition from you.

- **Activity 1**
  **Aim of Activity:** To enable pupils to be creative and discuss the value of belonging to a group and to explore issues of diversity/difference etc.
  **Activity:** What is the meaning of ‘Belonging’
  Randomly place pupils in small groups. Get the pupils to cut out images / pictures out of magazines that represent to them the condition of belonging. Have the pupils create a poster to display these. Ask the pupils to share their thoughts with the other groups.

- **Activity 2**
  **Aim of Activity:** To get pupils thinking about what is needed to get certain jobs
  **Activity:** Their Dream Job …
  Get your group of 3 or 4 pupils to create a table with 4 rows and 3 columns. In the first row get them to write 3 headers, Job: Five Necessary Skills / Qualities: How to get those skills. Share the outcomes in group discussion.
Activity 3
Aim of Activity: - To ascertain their hopes and fears of going to “big school” and to get their peers to come up with solutions to the fears. To show them that hopes and fears are normal for any big transition in their life by sharing your experience of going from school to university.

Activity: -
Get your group in to 3’s or 4’s and ask them to write down on a piece of paper 3 hopes about going into year 7 and 3 fears about going into year 7. Write your own feelings for your transition from school to university. Ask each group to share their thoughts with the others. Pick out one or two of the hopes and one or two of the fears and actively discuss with the whole group, sharing your own.

Activity 4
Aim of Activity: - To find out the perception of pupils on what certain people do in life as their job.
NB Could use Gr8choice profiles. www.gr8choice.org

Activity: - Which person has which job!? 
Ask the pupils to form groups of 3 people and each group is to have paper, pen and a handout of photos of people from 1 – 10 and a list of related jobs 1 – 10. Give them a time limit of approximately half and hour to match up each photo with a job. Openly discuss with the whole group why they have put that person with that particular job! Open up a discussion on stereotyping and its dangers.

Activity 5
Aim of Activity: - To visualise their future career pathway from their age now to their, say, mid-20s.

Activity: - Life Mapping. Ask each pupil to draw a line from left to right on their landscape paper. The line can be straight or curved, ask them to be as creative as possible. Their age now should be written at the beginning of the left hand side of the paper and their age in the future points at the right hand side of the paper. Instruct the pupils to make strategic times along the line they feel are important to them e.g. passing driving test, going on holiday. Get the pupils to represent these times with either drawings or by sticking on pictures from the magazines. Openly discuss with them key points on their maps and encourage broader and higher aspirations. If there is time, use case-studies from resource list to reinforce your points.

Activity 6
Aim of Activity: - To actively encourage young people to share their opinions and understand that everyone’s opinion should be heard.

Activity: - Debate “Everybody should go to University”
Split the group into two fractions one for this argument and the other against. Actively encourage them to openly discuss this statement. Depending on the age of the group, preparation time in advance would make this activity more useful.
- **Activity 7**
  **Aim of Activity:** To raise awareness of those with disabilities
  **Activity:** Split pupils into groups of 4 / 5 and ask them to map a route around their school for someone with a:
  - physical disability
  - visual disability.

- **Activity 8**
  **Aim of Activity:** To research a variety of job opportunities that they may not have thought about
  **Activity:** Write on a small piece of paper a job (e.g. policeman, eye surgeon etc) and place that piece of paper in a balloon. Blow up the balloon and release them into the room. Everyone has to pop a balloon and remove the paper with the job and research how to achieve that job. Ensure sharing of outcomes.

- **Activity 9**
  **Aim of Activity:** To challenge preconceived ideas of a university student
  **Activity:** Get the pupil to draw a university student either with pens or by using pictures cut out form the magazine. You should also encourage them to label and describe their clothes and what they are doing (i.e. skating or smoking etc) and their personality etc. Challenge any stereotypes (using case studies may be useful).

- **Activity 10**
  **Aim of Activity:** To visualise their family (cultural background) with relation to jobs
  **Activity:** Get individual pupils to draw their family tree as far back as they can and label each family member with their job. Add themselves to the bottom three times, one with their dream job and one with their worst nightmare job and the third with an achievable job. Get them to talk about their three choices within their small groups. Try to provide examples of people who have “broken away” from their background to achieve more in life.

- **Activity 11**
  **Aim of Activity:** To openly discuss discrimination and its possible implications to them
  **Activity:** Split the group into 4 / 5 pupils and give them an article on discrimination and ask them to come up with their views on whether or not it is ok for these companies / organisations to do this.
**Activity 12**

**Aim of Activity:** To familiarise young people with what is on offer at a university and use their skills to create a new idea for a degree course

**Activity:** In small groups (perhaps an SAS student with each group). Young people are asked to come up with an idea for a course that is not currently offered at Higher Education Institutions in our part of the South West. This can be absolutely anything. Young people should be encouraged to be as creative as possible. Use Higher Education prospectuses to decide on:

- name of degree course
- main subjects studied in years 1 / 2 /3
- career opportunities
- entry requirements
- which faculty would offer the degree
- design a poster to advertise the new degree course to local school / college students and present your findings to an audience.

**Activity:** Time: 1 hour to prepare their ideas. 30 minutes for presentations (2-3 minutes each team)

**Activity 13**

**Aim of Activity:** To get an individual or group to start exploring what HE is and possibly how it is different from school.

**Pathfinder**

Starting from the bold letter in the centre, move either up, down or sideways (but not diagonally) from letter to letter, in order to find a path which reveals words relating to Higher Education. The end of each word will form the start of the next. All of the letters in the grid will be used once.
Activity 14

What is higher education?

Aim: For students to understand what higher education is about

Get pupils to work in pairs to decide which statements are true and which are false – and to give reasons why they think this.

They can join up with another pair and share their answers.

Go through the answers in a whole class discussion.

Debrief: Two key points to make during this exercise are that higher education is open to all, regardless of background, gender, race etc. and that it can be flexible in terms of how and where you study.

Learning outcome: Pupils understand what higher education is.

1 Higher education is just like staying at school.
   (FALSE. Higher education is not at all like staying on at school. Although you still have to study, it’s not set up in the same way as school. It’s up to you what you study and how much you study.)

2 Higher education is only about getting a degree.
   (FALSE. You can also study for certificates or diplomas, such as a Diploma of Higher Education or a Higher National Certificate (HNC) or Higher National Diploma (HND).

3 If you want to carry on with your education you have to go to a university.
   (FALSE. You can study from home or at specialist colleges – it doesn’t have to be at university. There are colleges of higher education, specialist colleges (such as those for art, music and agriculture) and further education colleges.)

4 Higher education helps you achieve your career ambitions.
   (TRUE. Higher education can definitely help you achieve your career ambitions, by gaining qualifications such as a degree, a Foundation Degree or a Higher National Diploma (HND). The course you take can mean you learn more about the job you want to do, for example, if you take a course in engineering then you will find out about the challenges that an engineer may face. Some courses are more general, such as English Literature or History, which can still allow you to follow lots of different careers.)

5 You don’t need to think about higher education until you are in the sixth form or at college
   (FALSE. It’s never too early to start thinking about your future. If there’s a job you’d love to do, you need to start thinking now about the qualifications you will need – so you can make the right choices about what GCSE subjects to take. For example, you may need specific qualifications to be able to get onto a higher education course that will help you get the job you want.)
**A word from the celebrities**

**Aim:** To inspire students to think about positively about higher education.

This activity can be done individually or in pairs. Ask some of the students to read out what these celebrities say about higher education. The students have to draw lines to match the celebrity to the advice. Get them to look for clues.

**Debrief:** Which of these comments do you find most encouraging? Were you surprised by any of the things that were said? How does it make you feel about higher education?

**Learning outcome:** To feel motivated about higher education.

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<th>Celebrities</th>
<th>Comments</th>
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<tr>
<td>Judge Jules (DJ)</td>
<td>“…It’s a pretty cut-throat world out there and the more skills and knowledge you have, the better. Talent can get you so far but by going on to higher education and putting in those extra years, the sky’s the limit!”</td>
</tr>
<tr>
<td>Dani Behr (TV presenter)</td>
<td>“You have to set your sights high and aim for the top, whatever your profession. It should be no different in education.”</td>
</tr>
<tr>
<td>Catherine McQueen (Bond girl &amp; model)</td>
<td>“If you have the motivation &amp; talent to go into higher education, you shouldn’t let anything stop you. What you put in now can bring big rewards later. A good education improves your chances of achieving the exciting job you aspire to, let alone a better salary.”</td>
</tr>
<tr>
<td>Rio Ferdinand (Footballer)</td>
<td>“Even though DJ-ing doesn’t require a university degree, my time at uni was an invaluable experience for me, because it gave me the confidence to achieve my goals and an alternative qualification just in case my music biz aspirations didn’t materialise.”</td>
</tr>
<tr>
<td>Melinda Messenger (Model &amp; TV presenter)</td>
<td>“I’d advise any young person to aim high in everything they do – that includes education because it is always good to have a back up plan. I can’t imagine a time when I don’t want to act, but I know that having my degree means there are always options open to me should that time come. Studying and learning aren’t perceived as glamorous, but if you work hard at school and aim higher you will be opening many doors for yourself.”</td>
</tr>
</tbody>
</table>
10. **Key contacts for Widening Participation Advice**

If you really get stuck on how to incorporate WP into your work in school contact a key contact in the following institutions. Key contacts will always be interested in any original materials you design for use in schools as, if successful, they could be used elsewhere in WP work!

**Institution:** University College Plymouth of St Mark and St John, Derriford Road, Derriford, Plymouth, PL6 8BH  
**Key Contact:** Michelle Austin  
**Telephone:** 01752 777188  
**Email:** maustin@marjon.ac.uk

**Institution:** University College Falmouth, Woodlane, Falmouth, TR11 4RH  
**Key Contact:** Hannah Partington  
**Telephone:** 01326 213764  
**Email:** Hannah.partington@falmouth.ac.uk

**Institution:** University of Exeter, Education Liaison Office, Hailey Wing, Exeter, EX4 4QP  
**Key Contact:** Emma Stephenson  
**Telephone:** 01392 262316  
**Email:** e.stephenson@exeter.ac.uk

**Institution:** University of Plymouth, Mayflower House, Northern Suite, Drake Circus, Plymouth, PL4 8AA  
**Key Contact:** Jayne Stanyer  
**Telephone:** 01752 232322  
**Email:** jstanyer@plymouth.ac.uk

**Aimhigher Peninsula Programme**

**Aimhigher Peninsula Programme Central Office Base:**  
C/O Widening Participation Department, University of Plymouth, Plymouth, PL4 8AA  
**Key Contact:** Martin Robathan/Lyn Strongman  
**Telephone:** 01752 233660  
**Email:** lstrongman@plymouth.ac.uk

**Aimhigher Peninsula Student Ambassador Scheme:** HE Students Scheme to help the programmes work.

**Institution:** University College Plymouth of St Mark and St John, Derriford Road, Derriford, Plymouth, PL6 8BH.  
**Key Contact:** Michelle Austin / Olivia Craig / Grace Adamson  
**Telephone:** 01752 636700 extn 8214  
**Email:** maustin@marjon.ac.uk / ocraig@marjon.ac.uk