

## Go Further Project - Information for School Partners

The Go Further project has been developed by Greater Manchester Higher, a partnership of universities and colleges working together to provide high quality outreach activities for local schools and colleges as part the National Collaborative Outreach Programme (NCOP). Go Further trains and supports current HE students to deliver careers related activities to groups of year 10 learners in NCOP priority schools.

### **What does the project offer?**

Interactive sessions delivered by trained Go Further Student Ambassadors.

Sessions designed for a group of around eight to ten learners.

Up to ten sessions for each group of learners.

Activities to help develop decision making skills, knowledge of post 16 options, transition skills and self awareness.

Timing, content and duration of sessions negotiated with your school.

Project activities that have been developed with input from young people.

### **Which learners might benefit?**

Aimed at year 10 learners.

Participants must be living in an NCOP target area.

Suitable for those with potential to progress to HE.

Eligible learners will take part in an introductory workshop during which they can sign up or opt out.

Opportunities to support multiple groups of learners over the year may be available.

### **How will the project support the school's agenda?**

Aims to raise learner aspirations and confidence.

Will enhance the school's CEIAG offer.

Brings in external sources of information to help ensure learners understand the breadth of opportunities on offer.

Encourages learners to make good post 16 choices, increasing the likelihood of a positive transition at year 11.

Covers topics to help learners succeed right now, for example revision techniques and activities to support wellbeing.

## What support will the school need to provide?

- Identify Year 10 learners who may benefit from the project and encourage them to attend the Go Further induction session.
- Work with a Graduate Advisor to arrange and host a Go Further induction for interested learners.
- Work with a Graduate Advisor and matched Student Ambassador to agree the content and timing of Go Further sessions (sessions are described overleaf).
- Brief matched Student Ambassador about the school and the Go Further participants.
- Provide a suitable space for Go Further sessions. This needs to be somewhere quiet but with supervision nearby. A classroom often feels too impersonal, a careers resource area is usually ideal.
- Ensure Student Ambassadors have access to resources needed for activities wherever feasible (described in more detail overleaf).
- Nominate a contact for Student Ambassadors to liaise with during their time at the school.
- Feedback on progress to Graduate Advisors and Hub Managers as required.

The table below outlines the ten sessions that make up the Go Further project. We expect all learners to receive the six core sessions and hopefully many more will also receive the four additional sessions. The table below shows a recommended order for the sessions. It also shows what resources Student Ambassadors need for each session. Most sessions will require a whiteboard and pens and many use online video, which could be done through a single laptop or PC. So having a room with these in situ is preferred. Additional session one requires access to an online careers tool, so is best delivered in an IT room or room with access to laptops and printing facilities.

| Session title                         | Session reference | Overview of session  | Required resources  |
|---------------------------------------|-------------------|--|---|
| <b>Knowing me, knowing you</b>        | Core 1            | The first meeting and a chance to for learners and the Student Ambassador to get to know each other and to start to develop a positive learning environment for the weeks to come. | Whiteboard and pens.<br>A4 paper.<br>Colouring pens/pencils.                            |
| <b>My bag4life</b>                    | Additional 1      | A self awareness session to explore learners' interests, skills and qualities using a fun online tool.   | IT equipment to enable learners to complete the icould Buzz Quiz and print off results. |
| <b>Life after year 11</b>             | Core 2            | Exploring learners' options after GCSEs, including activities to encourage learners to research the opportunities available.   | Whiteboard and pens.<br>IT with internet access or careers materials (optional).        |
| <b>Courses and qualifications</b>     | Additional 2      | A more detailed look at post 16 options, including a closer look at qualification types and how to choose a course if you want to go onto HE.                                      | Web based or hard copy careers resources for research or<br>Access to the internet.     |
| <b>Intro to HE</b>                    | Core 3            | A chance to look at the HE options open to young people, including a myth busting warm up and a look at local provision.   | Whiteboard and pens.<br>Access to the internet to show online video.                    |
| <b>ATM – it's All about The Money</b> | Additional 3      | A session about funding HE study, including activities to help learners understand the differences involved in living at home or independently.                                    | Whiteboard and pens.<br>Access to the internet to show online video.                    |
| <b>Decisions, decisions</b>           | Core 4            | A session to look at decision making strategies and help learners understand what is involved in making a good career decision.  | Whiteboard and pens.  |
| <b>How to be an ace student</b>       | Core 5            | Discussion and activities about study skills, with activities to practice using different techniques.  | Whiteboard and pens.<br>Access to the internet to show online video.                    |
| <b>Five ways to feeling good</b>      | Additional 4      | A fun session about wellbeing with a focus on five ways to feeling good.   | Whiteboard and pens.<br>Access to the internet to show online video (optional).         |
| <b>Moving on</b>                      | Core 6            | A session to reflect on the project, with activities to create a positive vision for the future and think about some SMART objectives.   | Paper (Flipchart or A4).<br>Coloured pens/pencils.                                      |

## Go Further Student Ambassadors

Ambassadors working on the Go Further project will be recruited and selected from our HE partners, this will include Universities and Colleges of Further Education. All Ambassadors will be studying at HE level.

Ambassadors will be matched to schools based on practical factors, such as availability and geographical mobility. Schools with particular preferences (for example, schools wishing to work with a student from a particular discipline) may discuss this with their Graduate Advisor or Hub Manager.

All Ambassadors will be required to undertake a Disclosure and Barring Service Check (DBS) to ensure their suitability for working with young people.

Ambassadors will be provided with standard session plans and materials for each of their sessions, to ensure high quality and consistency across the project. Most Ambassadors will have prior experience in working on similar activities and all will undergo training for the role. Their training includes:

- Small group work skills
- Techniques for engaging young people
- Post 16 learning opportunities
- Safeguarding – roles and responsibilities
- Dealing with challenges of the role & asking for help

Support for Student Ambassadors will be provided by Graduate Advisors, who will be in regular contact with Ambassadors working in local schools.

## Project delivery dates

The Go Further project is set to commence in Autumn 2017. Each school is invited to take part in the six to ten week project across a single term. If schools wish to repeat the project with additional learners this may be possible but cannot be guaranteed. Learners need to take part in a Go Further induction, delivered by Graduate Advisors prior to their commencement on the project.

| Academic year 2017-18 | Earliest start date              | Latest end date                    |
|-----------------------|----------------------------------|------------------------------------|
| Autumn term           | w/c 2 <sup>nd</sup> October 2017 | w/c 11 <sup>th</sup> December 2017 |
| Spring term           | w/c 8 <sup>th</sup> January 2018 | w/c 19 <sup>th</sup> March 2018    |
| Summer term           | w/c 23 <sup>rd</sup> April 2018  | w/c 2 <sup>nd</sup> July 2018      |

## To sign up for the Go Further Project contact your hub manager:

|                                      |                               |   |
|--------------------------------------|-------------------------------|---|
| Bury, Bolton, Rochdale<br>Manchester | Elin Stewart<br>Chris Delaney | elin.stewart@boltoncc.ac.uk<br>cdelaney@tmc.ac.uk |
| Oldham, Stockport, Tameside          | Vicky Sinfield                | vicky.sinfield@tameside.ac.uk                     |
| Salford and Trafford                 | Andrea Dapoto                 | andrea.dapoto@salfordcc.ac.uk                     |
| Wigan                                | Colin Stanfield               | c.stanfield@wigan-leigh.ac.uk                     |

Or complete the following expression of interest form: [http://bit.ly/GMH\\_school\\_signup](http://bit.ly/GMH_school_signup)