

Level 3 Options - Workshop

Session overview

This session introduces students to level 3 options and how making specific choices can affect their future plans.

The session can be run as a 60-75 min workshop or delivered as a 20 min assembly talk.

[Click here for assembly lesson plan](#)

Gatsby benchmark 3: Knowledge of HE level 3 options and pathways.

Session resources

PCs, laptops or tablets

Internet access

Whiteboard/Flipchart/ Pens

Prizes / Timer / Prospectuses

Aim 1

To understand what is meant by level 3.

Aim 2

To be able to identify the different HE options/routes.

Aim 3

To understand the differences in Level 3 and HE routes.

Downloadable session files



[Presentation \(ppt\)](#)

[Interactive worksheet](#)

[Video](#)

[Evaluation](#)

[Advisor support document](#)

[Matrix score sheet](#)

[Editable Word docs](#)

[Additional printable docs](#)

Differentiation

Ask tutor to group students prior to session to maximise learning – not necessarily by the route the students wish to take. Ensure to describe qualifications at all levels and not just level 3; not all students will be studying at this level. Also, work-based qualifications may start at lower levels.

All students learn at different paces and have different abilities. If students are not taking part in the group activity, give them the individual pathway/action plan activity to complete.

Key vocabulary

level 3 / further education (FE)
higher education (HE) / post-16
vocational / academic
work-based / competency-based
transferable skills

Content and Timings	Description	Resource
Introduction (5 mins)	<p>Introduce yourself and ambassadors. Safety and safeguarding briefing. Explain to students session learning objectives. Discuss the students choices so far.</p>	PPT 1-3
Pathways explanation (5 mins)	<p>PowerPoint slides introducing level 3 qualification routes.</p> <p>It is a good idea to involve the SAs within this explanation as they can tell the students what pathway they took.</p> <p>Provide a brief breakdown for each pathway before giving them the activity.</p> <p>Try not to go into too much detail and just use the level of information on the slides because we want them to research and present the details.</p> <p>Slide 15 is a UCAS progression pathways video. Play this if you have time.</p>	<p>PPT 4 - 14 Worksheet page 1</p> <p>PPT 15</p>
Activity: Create posters (10 mins)	<p>Use slide 16 to explain this activity to the class. Keep slide 17 on the screen for students to use as a reference.</p> <p>Group students into six groups for each qualification on the slides.</p> <p>Get students to research and create a poster on their given qualification using the slide questions to guide them.</p> <p>There may be resistance if students are given a pathway they are not choosing, but this is good because it gets them to consider other pathways.</p> <p>Get them to name their team and to give each person a role, e.g Project Manager, Presenter, Researcher, Assessor, Designer.</p>	<p>PPT 16-17</p> <p>Flip chart paper & pens</p> <p>Prospectus</p> <p>6 tablets minimum for group activity.</p> <p>Careerpilot website - 'qualifications' section. Or google pathways.</p>

Content and Timings	Description	Resource
<p>Activity: Present posters and peer review (25 mins)</p>	<p>Each group should then present their posters to the rest of the group. 3 mins each. Set a timer.</p> <p>OPTIONAL Give each team a Matrix score sheet to peer review the other teams' posters. (they can cross out their team's qualification as they will not peer review themselves).</p> <p>Use the 'Level 3 Options – supporting doc' to elaborate on their posters and provide feedback. Help all teams to peer review each presentation.</p> <p>The teacher and IO/CO will have the final say on the winners who will win a prize (go prepared with something).</p>	<p>PPT 17 & timer</p> <p>Matrix score sheet</p> <p>Level 3 options – IO supporting doc.</p> <p>Prize (highlighter, pens, erasers etc.)</p>
<p>What next? (5-10 mins)</p>	<p>Explain how the UCAS tariff system works</p> <p>Talk the students through the example paramedic pathway slide to show them the steps they would need to take in order to pursue this career.</p> <p>If there is time in the session, get the students to complete their own pathway activity to complete their own personal journey. This can be for the end of the session if they have time, but otherwise to take home and give them an action to complete. Ask tutor in the room to give a completion date.</p> <p>Wrap up the activity and present the next couple of slides. Students should identify where and who to get further support after the session. Encourage students to ask some questions.</p>	<p>PPT 18</p> <p>PPT 19</p> <p>PPT 20-21</p> <p>Level 3 Options – My Own Pathway activity</p> <p>FE Prospectuses</p> <p>Internet – FE providers</p>
<p>Summarise</p>	<p>Make sure work is saved and logged off correctly.</p> <p>Safeguarding de-brief.</p> <p>“Any questions or concerns that have come up during this session, just speak to one of us on the way out or speak to your tutor”.</p> <p>Ask them to feedback verbally if they feel more confident.</p>	



Content and Timings	Description	Resource
Further reading / suggested links or extension activities:	<p>It is important that students discuss their thoughts and choices with their parents, a tutor, or someone in student services etc.</p> <p>Please make sure you signpost students to ongoing planning and conversations. Use the Sites We Like postcards or signpost to our website.</p>	<p>Student Stories Sites We Like Qualifications Chart Find Your Career Events & Activities</p>
Notes	<p>For the Assembly (20-25 minutes):</p> <p>There is a little more detail added onto the Assembly presentation slides. If you would like to deliver just one pathway for an assembly just hide the slides you do not need.</p>	