

# LiNCHigher School Offer 2021/22

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# Intro to LiNCHigher and Phase 3

## The project

LiNCHigher is funded by the Department for Education via the Office for Students. It's a national programme called OfS UniConnect (formerly called NCOP) and consists of 29 partnerships across the UK. The key objective of the programme is to improve progression through education for students from underrepresented backgrounds or demographics, and forms part of the Governments levelling up and social mobility agenda. We achieve this

by working with schools, colleges, young people's key influencers and community groups to improve knowledge and awareness about Higher Education (HE), improve students' confidence and resilience, support with study skills and contextualising subject knowledge, with an overarching belief that no matter your background or where you come from, that you can progress onto HE and achieve great things!

## The story so far

LiNCHigher is a consortium consisting of Higher Education and Further Education institutions across Lincolnshire, as well as the County Council. We work with a wide range of partner organisations, both local and national. To date we work and support 51 schools and colleges in Lincolnshire, helping raise aspirations of young people towards Higher Education, whether this be university study, college, vocational/technical qualifications or Apprenticeships. The project began in January 2017.

The next phase of the LiNCHigher OfS Uniconnect programme

commences on the 1st August 2021. It is the aspiration of the OfS that, subject to funding, the programme will continue through to 2025. Whilst the project nationally has seen a reduction in funding, LiNCHigher's sustainable delivery model in collaboration with partners means that we are still committed to supporting all of Lincolnshire's schools and colleges to raise aspirations. A significant change is we also now have a specific remit to support mature learners (19+) into Higher Education. This document contains information about what the next -phase will look like for LiNCHigher's partner-schools.

## How do we perform?

# 53

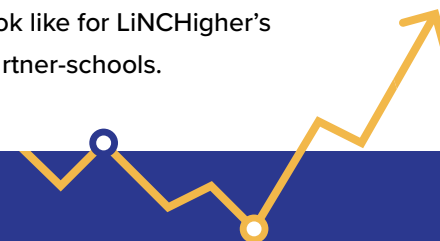
We currently work with 53 schools, colleges and higher Education institutions across Lincolnshire

# 316

In 2019 we delivered 316 activities in various schools and colleges across the county.

# 31,495

Since 2017 we have supported over 31,495 young learners.



# Our commitment to you

- Our programme will be **ambitious**. This means we want to work with all Uniconnect learners at least twice in an academic year, as a minimum. National evaluation now tells us that to have a meaningful impact, schools should do 7 activities, stretching over a minimum of 3 hours of support every academic year to improve aspirations and progression to Higher Education.
- Our programme will provide **balanced** advice, benefits and realities to learners, taking an unbiased approach to IAG. This will ensure that whoever delivers your activities will do so impartially and unbiased to the various pathways and decisions a young person can make.
- Our programme will use research and evaluation to make sure that interventions are **calculated**, effective and impactful.
- Our programme will **directly** target the barriers facing young people's progression through Education. This will include further support for underrepresented learners (e.g. BAME, Care Experienced and EAL) facing additional barriers, identified from your Level 2 dataset. This support will be delivered through our strategic outreach programme.
- Our programme will be **easy** to understand, and make the process of booking activities simple.
- Our programme will be **easy** to navigate, and clearly state where it aligns with other organisations, frameworks such as NERUPI and the CDI, and other statutory requirements such as the Gatsby benchmarks.

AMBITIOUS

BALANCED

CALCULATED

DIRECT

EASY

# The NERUPI Outcomes

In a similar way that schools use Gatsby and Compass+, LiNCHhigher utilise 'NERUPI' to guide which activities we deliver, fund, endorse and support. The NERUPI Framework identifies what types of activities are the most impactful for students. Importantly, we map all of our activities to these outcomes and believe these help to demonstrate and define the purpose and envisaged impact of our programme. These outcomes are defined below:



## KNOW

Develop young people's knowledge and awareness of the benefits of Higher Education.



## CHOOSE

Develop young people's capacity to navigate the Higher Education sector and make informed choices.



## BECOME

Develop young people's confidence and resilience to negotiate the challenges of university life.



## DEVELOP

Develop young people's study skills and capacity for academic attainment.



## UNDERSTAND

Develop young people's understanding by contextualising subject knowledge.

# Gatsby Benchmarks

<p>Gatsby Benchmark</p> <p><b>1</b></p> <p>A stable careers programme</p>	<p>Gatsby Benchmark</p> <p><b>2</b></p> <p>Learning from labour market information</p>	<p>Gatsby Benchmark</p> <p><b>3</b></p> <p>Addressing the needs of every pupil</p>	<p>Gatsby Benchmark</p> <p><b>4</b></p> <p>Linking curriculum learning to career</p>
<p>Gatsby Benchmark</p> <p><b>5</b></p> <p>Encounters with employers and employees</p>	<p>Gatsby Benchmark</p> <p><b>6</b></p> <p>Experiences of workplaces</p>	<p>Gatsby Benchmark</p> <p><b>7</b></p> <p>Encounters with further and higher education</p>	<p>Gatsby Benchmark</p> <p><b>8</b></p> <p>Personal guidance</p>

Whilst we are not targeted to work towards achieving Gatsby benchmarks, we believe LiNCHhigher can play a critical role in supporting your school with achieving some of the benchmarks. Primarily, we support schools and colleges with

achieving Benchmark 7, as well as Benchmarks 2, 3, 4, and sometimes 5 and 8.

In the All School Programme that follows, we have aligned all of our activities to both NERUPI and the Gatsby benchmarks.



# Exploratory Questions

Utilising NERUPI, LiNCHigher implement what is known as a 'Progression Framework'. They are designed to ensure all activities are sustained, effective, and meaningful. This insight has been created by the data collected since January 2017, which has shown that students benefit more from a multi-activity approach which when sustained increases aspiration to progress to Higher Education.

As part of the Progression Framework, LiNCHigher have a series of 'Exploratory Questions'. These are questions mapped against three key phases: Introduce, Develop, and Consolidate, which mirror Ofsted's 'three I's' of Intent, Implement and Impact, which are further split into six key themes. This helps us understand how to enhance support for learners, depending on the aspect that needs addressing and level of student.

## 1

### Knowledge and Awareness of the Benefits of HE

The learner will demonstrate awareness of the academic, social, economic and personal benefits of progressing to Higher Education (NERUPI A).

## 2

### Knowledge and Awareness of the Benefits of Graduate Careers

The learner will demonstrate strong digital skills and be able to use them to access online careers resources and information.

## 3

### Confidence

The learner will link personal circumstances, interests and characteristics with academic and employment aspirations (NERUPI C).

## 4

### Study Skills

The learner will identify skills and capacities they will need to develop to achieve future aspirations (NERUPI D).

## 5

### Contextualised Subject Knowledge

The learner will experience positive learning encounters (NERUPI E).

## 6

### Decision Making

The learner will differentiate between Higher Education Institutions and study opportunities with subject areas (NERUPI B).



#### INTRODUCE:

Questions relate to what learners know and understand about HE, including what the benefits of HE are, what they know of graduate careers, and looks to develop positive encounters with HE and the intention to study there. Activities will look to develop students' knowledge and awareness.



**DEVELOP:** Questions relate to how confident and resilient students are, and how confident they are in their own ability and their opportunities. Also relates to confidence in their own study skills ability and capabilities. Activities will look to develop confidence and resilience, and the capacity for academic success.



**CONSOLIDATE:** Questions relate to students' understanding of why they study certain subjects and the transferable skills they present, and understand the available pathways available to them and how to navigate the market. Activities will look to contextualise subject knowledge, and develop a young person's ability to make informed choices.

To see the full list of Exploratory Questions broken down by Year Group, please contact [linchigher@bishoptg.ac.uk](mailto:linchigher@bishoptg.ac.uk)

# The CDI Framework

To ensure we make our programmes as easy as possible to use, and adaptable for schools, we intend to map our menu of activities to the CDI Framework. This will be available on [www.thefuturefocus.co.uk](http://www.thefuturefocus.co.uk) once completed.

We hope that this will mean schools can pick up our menu, and easily see where activities fit within their Gatsby benchmark and Compass assessments, whilst using the CDI Framework and NERUPI to understand if the activities are meeting their intended Learning outcomes.

The CDI's Career Development Framework describes the six career development skills that people need to have positive careers. The CDI explains these as:

***“These six skills are the learning areas that career development programmes and interventions should focus on. When you are supporting someone with their career you should ask yourself, how can I help them to grow throughout life, explore possibilities, manage career, create opportunities, balance life and work and see the big picture. Each career development activity might develop a different skill, but ultimately individuals need to engage with all of these learning areas.”***

This is exactly the same way NERUPI operates – an individual therefore should engage with all 5 NERUPI Learning Outcomes, and all 6 CDI Learning areas, to be an individual ready to enter Higher Education, and the world of work!



## The Six Learning Areas

### Grow throughout life

Grow throughout life by learning and reflecting on yourself, your background, and your strengths.



### Explore possibilities

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.



### Manage Career

Manage your careers actively, make the most of opportunities and learn from setbacks.



### Create Opportunities

Create Opportunities by being proactive and building positive relationships with others.



### Balance Life and work

Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.



### See the big picture

See the big picture by paying attention to how the economy, politics and society connect with your own life and career.



# NERUPI/Programme Self Assessment

Below you will find a NERUPI Self-Assessment tool. This is designed to help you understand which activities you should prioritise for your students in your school. This is how to use it:

1. Before each question, ask 'do my students in Year Group X have...?'
2. Critically answer that question.

3. Once you have answered the five questions, you will understand which Learning outcomes should be prioritised in your LiNCHigher schools programme, and which NERUPI logos to look out for!

4. You will also see some examples of what activities may be offered to match the requirement of your school, though these are in the school offer in more detail.

on the school – it is more to develop a better understanding of the wider barriers and challenges facing your students, and what solutions need implementing, and so it is best to be critical than to under-estimate. We would suggest that if you find that in your answer, for over 50% of your learners you would answer 'No', that you answer that whole question as a 'No'.

## How to critically answer the questions?

Our advice is to be very critical in your assessments of 'good or positive'. This is not a reflection

## Do my students in Year Group X have..?





# The Programme: LiNCHigher Partner Schools

Since 2017, LiNCHigher has supported schools with different approaches to outreach programmes. Based on what we have learned, and the feedback from schools, our approach in 2021 is a hybrid of what we believe to be the best components of our programmes; offering the simplicity of a core programme of activities; whilst giving schools the freedom and flexibility of choice to ensure the programme is well-suited to their school and goes straight to the core of where learners need the support most.

## Guide to using this Programme: Bookings

To simplify our activity booking process, you can view all the activities available to your school and make bookings directly via the Future Focus website:

[www.thefuturefocus.co.uk](http://www.thefuturefocus.co.uk)

Once the booking is confirmed, you will receive confirmation of this, including who will be delivering the activity. This email may not come direct from LiNCHigher, but instead from one of our partner institutions.

As a LiNCHigher partner school, you will have direct line to and support of a designated School Liaison Officer. Therefore, you

have the option to complete the booking document, return to your School Liaison Officer, with dates and any other specifics such as time restraints, and the School Liaison Officer will book those activities in. You will then also receive confirmation of your booking via email including who will be delivering the activity. This can be completed all at once, or at regular points throughout the year.

School Liaison Officers are situated within our consortia partners, which is a slight change to previous years. This is to aid with



advancing the sustainability of the project and the legacy of support that will be available to schools post-OfS Uniconnect. Our focus on, and commitment to, sustainability is reflected throughout this document.

Any teacher, tutor, or member of staff within your school can book activities with us, and we will always ensure the careers lead/ designated contact is informed of any bookings made.

If your school generally uses Carousel/MAD/Drop Down Days, most activities can be adapted to fit within that format. All activities will be pitched and delivered appropriately to suit the year group involved, so

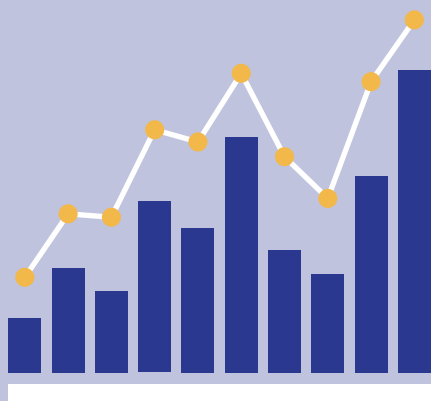
whilst some activity titles do overlap in the All programme catalogue, they will be differentiated depending on the learning outcomes for that year group. If activities you would like are not listed in a specific year group you wish to support please let your School Liaison Officer know as we may be able to facilitate.

All virtual activities can be delivered via a multitude of platforms, including MS Teams, Zoom, Google Classroom, Skype, Webex, LiNCHigher Learning and more. Activities can be shortened or extended to suit timetables, and/or broken down into smaller, multiple sessions.

# Strategic Engagement

## What is strategic engagement?

A significant change to the project in 2021 is implementation of 'Strategic Engagement'. This strand of the project will work to break down barriers for young people from other underrepresented groups (detailed below). This is in addition, and not currently replacing, the postcode metric for determining a 'Uniconnect target student' (POLAR 4).



## The groups

Young people which fall under the strategic engagement arm of the project will be determined by the project partners, taking into account the local context. Current underrepresented student groups nationally are:

- **Ethnic Minority Learners, which includes EAL students, and Gypsy, Roma, Traveller students.**
- **Care Experienced Learners.**
- **Learners from a Service/Military Family Background.**
- **White Working Class Students, specifically males, identified through deprivation measures such as FSM, IMD or IDACI.**
- **Adult Learners.**
- **Learners with a disability.**
- **Estranged students.**
- **Refugees.**



## Identifying strategic learners

Through our data collection, we will be asking schools to identify students who fall within the above groups. This is what we call 'Level 2 data'. The collection of learner data, which includes the above information, is collected under the lawful basis of Public Task under GDPR.

By identifying these students, LiNCHhigher will be able to better understand the scope of the provision

that is required across the county, and for which student groups. LiNCHhigher will work with consortia partners to support schools in accessing targeted activities specific to these groups.

This will result in additional activities and support for your school and for your learners, and may lead to additional funding to support these learners, and the Level 2 data is key to that.



# Partner Schools

## Why us?

The Office for Students and the Department for Education has asked LiNCHigher to select schools in Lincolnshire we feel would most benefit from the additional support and interventions our programme can provide. We have chosen to work even more intensely with a smaller number of partner schools in 2021. This is so that we can guarantee an even greater level of focus and impact in support and

activities we deliver, as we progress through the project.

We have chosen your school for a number of reasons:

We are tasked by the DfE and the OfS to work with UniConnect eligible students across Lincolnshire. Your school has a large number of Uniconnect-eligible students, coming from target postcodes. These learners are those identified as less likely to progress to HE, even when GCSE attainment

is on par with their peer group. Evaluation has shown that eligible students engaged in our programme are significantly more likely to progress to HE.

Your school has engaged with the project previously. By reducing the number of partner schools, we are able to provide a more intensive offer to the smaller number of partner schools, but it also means we have to make sure we have high engagement (over 2 activities per academic year, for each Uniconnect learner), in order to meet DfE's expectations, and to continue to demonstrate the value for money that DfE are getting from OfS Uniconnect.

Subject to DfE confirmation, and funding consultations, we expect to work with your school as a partner school until the end of the academic year 2024-2025. From the academic year 2022/23, DfE will prescribe which schools must work with OfS Uniconnect. We do not currently know the criteria they will use, but based on your Level 2 data from last year, we do expect your school to continue to be one of our target schools until the end of the project.

Later on in this document, you will find a section that explicitly outlines what partner schools are entitled to access above what the other schools in Lincolnshire can access.

# Partner School commitment to us

In order for the partnership between LiNCHigher and your school to be successful there are specific commitments and obligations we will be asking target schools to agree to through 2021/22. These include

## DATA

The school will provide us with a full data set of students from Year 9-13. This includes what we previously referred to as 'Level 2 data', meaning the data we would expect is: Name, Postcode, Legal Gender, Year Group, Ethnicity, FSM-eligibility, LAC-status, Disability (including SEN) and student school email address (for learner accounts on Future Focus & LiNCHigher).

This would all be protected under a data sharing agreement between LiNCHigher and the school.

The school will provide destinations data on request, as well as identifying students in Year 11 at risk of NEET, and Year 13s who have not applied for Higher Education,

so they can be supported with additional interventions.

The school will provide timely attendance registers following all activities.

## Activities

The school will book at least 2 activities, or the equivalent of 6 hours of activities which ever is greater, for all Uniconnect students, across the academic year. This is a minimum standard, and additional activities would be encouraged. Activities are not limited to just Uniconnect students, but the minimum expectation is that all Uniconnect-eligible students will benefit from the 2+/6 hrs activities. A certain threshold, agreed with your



LiNCHigher School Liaison Officer, will be from the target school-specific activities.

Activation of accounts, and engagement in LiNCHigher Learning will be expected.

## Contact and Access

The school will provide access for target learners to our activities, with the expectation that within an academic year, we will work with 100% of the Uniconnect target students twice or more.

Support with distribution of information to parents and carers, and encourage parental involvement in activities and parent and carer-specific events.

The school will provide access to other members of staff who may be able to support with the programme, such as HoYs.

SLT to engage with LiNCHigher management team to help gather insight into the programme, and help improve the provision over time.

## Research and Evaluation

The school will engage in LiNCHigher evaluation, including the annual CFE learner survey (with minimum 75% completion rate), activity surveys, and wider evaluation required by the project such as focus groups, and HESA consent for Year 13 and eligible students.

# Guide to using this Programme

Below is a key to highlight what activities would be most impactful based on the years of evidence and evaluation conducted by LiNCHigher and the UniConnect partnerships nationally. This is a guide though, as all activities can be delivered in any term.

 **September-December**     **April-July**




 **January-April**     **Can be delivered at any time**

Any activity which is followed by a '\*\*' indicates where this activity is only available to LiNCHigher's Target schools, which are the schools with the largest number of Uniconnect-funding-eligible students.

As explained above, when would this activity be best delivered? Some may have more than one graduation cap to indicate multiple 'best-terms'. Ticking these boxes, will also indicate that you would like the activity arranging.

Logistical information which will always follow this format (more info is available on request):  
Length/Group Sizes/Delivery Method

Session title

Activity Title	Description	Logistics	NERUPI Learning Outcome and Gatsby Benchmarks	Book me in for this
<b>Goal Mapping</b>	The session looks at what goal mapping is, where they are now and where they want to be, establishing SMART goals and setting a goal!	<ul style="list-style-type: none"> <li>1 hour.</li> <li>Up to a Full Year Group, but most effective to class-size groups.</li> <li>In-Person or virtual.</li> </ul>	3, 7  	
<b>GCSE Options Support (where relevant)</b>	Explore what GCSE Options students should pick, how best to decide, whilst exploring the benefits of different subjects (eg. the EBACC).	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group.</li> <li>In-Person or Virtual</li> </ul>	2, 3, 4, 7   	

Information about the session – more info is available on request.

NERUPI learning outcome and Gatsby benchmark.

# Year 7 and 8

Whilst we still do not provide funding for Year 7 and 8 students, we agree with schools that the earlier the work starts, the greater the impact that we can have, and so we now offer a suite of support for Year 7 and 8 learners.

Our Year 7 and 8 programmes are designed to introduce learners to the concept of FE and HE, with the intention to give learners a sense of 'place' in Higher Education, and raise aspirations towards Higher Education early on. We have not mapped these activities against NERUPI, as NERUPI only

starts measuring outcomes from Year 9 onwards. These can be delivered at any time across Year 7 and 8.

We want to begin early in creating the impression of potential, within learners, and to embed a culture of high aspirations within the year groups. We are also keen to hear from schools, and those working with Years 7 and 8, which activities may be most beneficial, so we can incorporate them into our future offer.

Activity Title	Description	Logistics	NERUPI Learning Outcome and Gatsby Benchmarks	Book me in for this
<b>Introductions to FE and HE</b>	Introduce learners to what FE and HE is, get them excited about one day being an FE and HE learner, and look at what they will do to get there!	<ul style="list-style-type: none"> <li>• 1 hour</li> <li>• Up to a Full Year Group, but most effective to class-size groups</li> <li>• In-Person or Virtual</li> </ul>	7	
<b>Ambassador Q and A</b>	We will invite a panel of ambassadors to talk about their journey through education and eventually into FE and HE, and give students the chance to ask them what that is like.	<ul style="list-style-type: none"> <li>• 1 hour</li> <li>• Up to a Full Year Group, but most effective to class-size groups</li> <li>• In-Person or Virtual</li> </ul>	7	
<b>Campus Tours and Talks</b>	Introduce students to what life would be like as an FE and HE student with tours and taster days around campuses, with extra support from LiNCHigher and partners to explain what they are looking at!	<ul style="list-style-type: none"> <li>• Varies: bespoke to school</li> <li>• Full Year Groups, bespoke to school</li> <li>• Some in-person, some virtual only</li> </ul>	7	
<b>Virtual Talks including Motivational Speakers</b>	Utilising LiNCHigher Learning and LiNCHigher Live, we can start raising aspirations of learners with our bank of virtual talks, including from motivational speakers!	<ul style="list-style-type: none"> <li>• Varies</li> <li>• Full Year Groups</li> <li>• Virtual</li> </ul>		

# Year 7 and 8 continued

Activity Title	Description	Logistics	NERUPI Learning Outcome and Gatsby Benchmarks	Book me in for this
<b>Apprenticeships Talk</b>	Introduce what an apprenticeship is, why you might do one in the future, and the kinds of careers that offer apprenticeships.	<ul style="list-style-type: none"> <li>• 1 hour</li> <li>• Class Size Groups</li> <li>• In-Person, with IT access</li> </ul>	7	
<b>Career Mapping</b>	Workshop where we discuss aspirations and student's dream career, and begin to look at how we can get there, and which educational pathways may get us there!	<ul style="list-style-type: none"> <li>• 1 hour</li> <li>• Class Size Groups</li> <li>• In-Person, with IT access</li> </ul>	7	
<b>GCSE Options Support (where relevant for Year 8 learners)</b>	Explore what GCSE Options students should pick, how best to decide, whilst exploring the benefits of different subjects (e.g. the EBACC).	<ul style="list-style-type: none"> <li>• 1 hour</li> <li>• Up to a Full Year Group</li> <li>• In-Person or Virtual</li> </ul>		
<b>Schools Enterprise Initiative</b>	Half of the group are taken into a classroom to listen to a PowerPoint and take part in an activity whilst the other half are taken for a campus tour then swap over.	<ul style="list-style-type: none"> <li>• Half Day</li> <li>• Small Groups</li> <li>• In-Person</li> </ul>	7	
<b>Alternative Routes To Your Future</b>	Explore the many different routes that can lead to Higher Education including technical training and apprenticeships.	<ul style="list-style-type: none"> <li>• 2 hours</li> <li>• Full Year Group, or class size groups</li> <li>• Virtual or face to face</li> </ul>		
<b>Skills and Strengths Awareness</b>	Students will begin to develop their understanding of their strengths and how they like to learn – practical or academic.	<ul style="list-style-type: none"> <li>• 2 hours</li> <li>• Full Year Group, or class size groups</li> <li>• Virtual or face to face</li> </ul>		
<b>Subject Masterclasses/ Taster Sessions/ Roadshows</b>	Masterclasses in subjects that can be tailored to each school – these could be provided by Colleges and/or Universities across the curriculum.	<ul style="list-style-type: none"> <li>• Typically 1 hour</li> <li>• Full Year Group</li> <li>• In-Person or Virtual (including on campus)</li> </ul>	7	

# Year 9



Activity Title	Description	Logistics	NERUPI Learning Outcome and Gatsby Benchmarks	Book me in for this
<b>Intro to Higher Education (and LiNCHigher)</b>	Introduce learners to some of the key elements of Higher Education to enthuse them about their future!	<ul style="list-style-type: none"> <li>30 minutes-1 hour</li> <li>Full Year Group</li> <li>In-Person or Virtual</li> </ul>	7	
<b>Goal/Career Mapping</b>	The session looks at what goal mapping is, where they are now and where they want to be, establishing SMART goals and setting a Goal! Can be adapted to be more careers focussed.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group, but most effective to class-size groups</li> <li>In-Person or Virtual</li> </ul>	4, 7	
<b>GCSE Options Support (where relevant)</b>	Explore what GCSE Options students should pick, how best to decide, whilst exploring the benefits of different subjects (e.g. the EBACC).	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group</li> <li>In-Person or Virtual</li> </ul>	4, 7	
<b>KS4/GCSE Preparation</b>	How can students make the most out of their GCSE years, including keeping positive mindsets, good study habits and strong work ethic to get the outcomes they deserve to achieve!	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group, but most effective to class-size groups</li> <li>In-Person or Virtual</li> </ul>	4, 7	
<b>First Steps Programme</b>	<p>BGU programme for supporting underrepresented learners consists of two stages:</p> <ol style="list-style-type: none"> <li>1) In-school talk about Higher Education</li> <li>2) On campus visit with interactive activities about Higher Education and study skills</li> </ol> <p>2 part programme, to a group of 20-30 eligible students*.</p>	<ul style="list-style-type: none"> <li>1 hour session, followed by a campus visit</li> <li>*Eligibility depends on various criteria which can be identified through your Level 2 data</li> </ul>	7	 Some dates are determined by BGU
<b>Motivational Speaker*</b>	Motivational talk to inspire your students – themes differ depending on presenter, and your LiNCHigher officer will be able to provide advice and support about the most effective speaker for your school and students.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group</li> <li>In-Person or Virtual</li> </ul>		





KNOW



CHOOSE




























BECOME



PRACTICE



UNDERSTAND

Activity Title	Description	Logistics	NERUPI Learning Outcome and Gatsby Benchmarks	Book me in for this
<b>Subject Masterclasses/ Roadshows</b>	Masterclasses in subjects that can be tailored to each school – these could be provided by Colleges and/or Universities across the curriculum.	<ul style="list-style-type: none"> <li>Typically 1 hour</li> <li>Full Year Group</li> <li>In-Person or Virtual</li> </ul>	4, 7   	
<b>LiNCHigher Learning</b>	All students will have access to our renowned online training platform that can be accessed via Future Focus. Workshops can be delivered that look at best use of the platform, and to help getting students logged on!	<ul style="list-style-type: none"> <li>Varies</li> <li>Full Year Group, but most effective to class size groups</li> <li>In-Person, in a room with computer access</li> </ul>	4, 7     	 
<b>LiNCHigher Award</b>	This is a self-directed award, similar to DofE, that students complete. Wrap around workshops and additional information is available from your LiNCHigher officer.	<ul style="list-style-type: none"> <li>Depends on individual student</li> <li>All learners</li> <li>Predominantly online</li> </ul>	7  	
<b>Campus Visits*</b>	Campus visits to our FECs and HEIs for your learners, which are interactive, and provide an understanding of what life would be like in an FEC/HEI! Transport bursaries only available to certain schools.	<ul style="list-style-type: none"> <li>Full Day</li> <li>Depends on institution and activities</li> <li>In-Person (but virtual alternatives available)</li> </ul>	7  	
<b>Enterprise Challenge*</b>	Full day event taking on an ‘Enterprise Challenge’ set by a business. Students work in small groups and develop key skills such as teamwork, leadership, innovation and creativity, before putting their ideas to the panel at the end of the day! This can also be delivered as a ‘My Perfect University Challenge’.	<ul style="list-style-type: none"> <li>Full Day</li> <li>All Learners</li> <li>In-Person</li> </ul>	 	 
<b>HE Talks and Study Skills</b>	Though both often delivered to older year groups, these can be suitably adapted for Year 9 students. Information about the different HE Talks and the Study Skills workshop can be found in the programmes for other year groups.	30 mins – 1 hour Full Year Groups generally though some may be best suited to class size groups In-Person or Virtual	7   	



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Activity Title	Description	Logistics	NERUPI Learning Outcome and Gatsby Benchmarks	Book me in for this
<b>Employer Engagement and Work Experience Support</b>	Support with achieving Gatsby benchmarks 5 and 6 in collaboration with the Enterprise Advisor Network.	<ul style="list-style-type: none"> <li>Varied times</li> <li>Varied Group Sizes</li> <li>In-Person or Virtual</li> </ul>	5, 6  	
<b>Apprenticeships Talk</b>	This workshop addresses what they are, how to access them, and what types are available particularly in Higher Education.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Full Year Group, or class size groups</li> <li>In-Person or Virtual</li> </ul>	7  	
<b>Vocational pathways</b>	A more specific talk looking at vocational routes through education, including T-Levels for pre-Year 11s, and HNCs/HNDs and technical higher qualifications at HE Level.	<ul style="list-style-type: none"> <li>30 mins-1 hour</li> <li>Full Year Group, or class-size groups</li> <li>In-Person or Virtual</li> </ul>	7 	
<b>Labour Market Information (LMI) Workshop</b>	Workshop about the Lincolnshire labour market, including delving into the world of work – looking at what the growth sectors in Lincolnshire are, what some jobs of the future could be, and how we can use LMI in our education journey!	<ul style="list-style-type: none"> <li>1 hour</li> <li>Class Size Groups, IT access preferred</li> <li>In-Person</li> </ul>	2  	
<b>Employability Skills</b>	Help students develop their employability – this can be general employability, or explore specific themes such as: - CVs - interpersonal skills -interview skills -online branding	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group</li> <li>In-Person or Virtual</li> </ul>	4 (possibly 5)  	
<b>Skills and Strength Awareness</b>	Students will begin to develop their understanding of their strengths and how they like to learn – practical or academic.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group</li> <li>In-Person or Virtual</li> </ul>	7 	



Activity Title	Description	Logistics	NERUPI Learning Outcome and Gatsby Benchmarks	Book me in for this
<b>Intro to Higher Education (and LiNCHigher)</b>	Introduce learners to some of the key elements of Higher Education to enthuse them about their future!	<ul style="list-style-type: none"> <li>30 minutes-1 hour</li> <li>Full Year Group</li> <li>In-Person or Virtual</li> </ul>	7	
<b>Goal/Career Mapping</b>	The session looks at what goal mapping is, where they are now and where they want to be, establishing SMART goals and setting a Goal! Can be adapted to be more careers focussed.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group, but most effective to class-size groups</li> <li>In-Person or Virtual</li> </ul>	4, 7	
<b>Employability Skills</b>	Help students develop their employability – this can be general employability, or explore specific themes such as: - CVs - interpersonal skills - interview skills - online branding	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group</li> <li>In-Person or Virtual</li> </ul>	4 (possibly 5)	
<b>Study Skills</b>	This workshop looks at starting the process of developing study skills. It will focus on study techniques, and effective revision techniques and habits.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group, but most effective to class-size groups</li> <li>In-Person or Virtual</li> </ul>		 
<b>First Steps Programme</b>	BGU's programme for supporting underrepresented learners consists of two stages: 1) In-school talk about revision skills 2) On campus visit with interactive activities about Higher Education and study skills 2 part programme, to a group of 20-30 eligible students*.	<ul style="list-style-type: none"> <li>1 hour session, followed by a campus visit</li> <li>*depends on various criteria which can be identified through your Level 2 data</li> </ul>	7	 Some dates are determined by BGU
<b>Motivational Speaker*</b>	Motivational talk to inspire your students – themes differ depending on presenter, and your LiNCHigher officer will be able to provide advice about the most effective speaker for your school and students.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group</li> <li>In-Person or Virtual</li> </ul>		



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Activity Title	Description	Logistics	NERUPI Learning Outcome and Gatsby Benchmarks	Book me in for this
<b>Subject Masterclasses/Roadshows</b>	Masterclasses in subjects that can be tailored to each school – these could be provided by Colleges and/or Universities across the curriculum.	<ul style="list-style-type: none"> <li>Typically 1 hour</li> <li>Full Year Group</li> <li>In-Person or Virtual</li> </ul>	4, 7	
<b>LiNCHigher Learning</b>	All students will have access to our renowned online training platform that can be accessed via Future Focus. Workshops can be delivered that look at best use of the platform, and to help getting students logged on!	<ul style="list-style-type: none"> <li>Varies</li> <li>Full Year Group, but most effective to class size groups</li> <li>In-Person, in a room with computer access</li> </ul>	4, 7	 
<b>LiNCHigher Award</b>	This is a self-directed award, similar to DofE, that students complete. Wrap around workshops and additional information is available from your LiNCHigher officer.	<ul style="list-style-type: none"> <li>Depends on individual student</li> <li>All learners</li> <li>Predominantly online</li> </ul>	7	
<b>Campus Visits*</b>	Campus visits to our FECs and HEIs for your learners, which are interactive, and provide an understanding of what life would be like in an FEC/HEI! Transport bursaries only available to certain schools.	<ul style="list-style-type: none"> <li>Full Day</li> <li>Depends on institution and activities</li> <li>In-Person (but virtual alternatives available)</li> </ul>	7	
<b>Enterprise Challenge*</b>	Full day event taking on an 'Enterprise Challenge' set by a business. Students work in small groups and develop key skills such as teamwork, leadership, innovation and creativity, before putting their ideas to the panel at the end of the day! This can also be delivered as a 'My Perfect University Challenge'.	<ul style="list-style-type: none"> <li>Full Day</li> <li>All Learners</li> <li>In-Person</li> </ul>	 3, 4, 7 (and possibly 5)	 
<b>HE Talks</b>	Though both often delivered to older year groups, these can be suitably adapted for Year 10 students. Information about the different HE Talks can be found in the programmes for Years 12 and 13.	<ul style="list-style-type: none"> <li>30 mins – 1 hour</li> <li>Full Year Groups generally though some may be best suited to class size groups</li> <li>In-Person or Virtual</li> </ul>	7	



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Activity Title	Description	Logistics	NERUPI Learning Outcome and Gatsby Benchmarks	Book me in for this
<b>Employer Engagement and Work Experience Support</b>	Support with achieving Gatsby benchmarks 5 and 6 in collaboration with the Enterprise Advisor Network.	<ul style="list-style-type: none"> <li>Varied times</li> <li>Varied Group Sizes</li> <li>In-Person or Virtual</li> </ul>	5, 6  	
<b>Apprenticeships Talk</b>	This workshop addresses what they are, how to access them, and what types are available particularly in Higher Education.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Full Year Group, or class size groups</li> <li>In-Person or Virtual</li> </ul>	7  	
<b>Vocational pathways</b>	A more specific talk looking at vocational routes through education, including T-Levels for pre-Year 11s, and HNCs/HNDs and technical higher qualifications at HE Level.	<ul style="list-style-type: none"> <li>30 mins-1 hour</li> <li>Full Year Group, or class-size groups</li> <li>In-Person or Virtual</li> </ul>	7 	
<b>Work Experience Preparation and Benefits of Work Experience</b>	This can be one talk, or two separate talks, which cover how to make the most of, and prepare for, your work experience, and also how to reflect positively on your work experience, whether you enjoy it or not (looking at the benefits).	<ul style="list-style-type: none"> <li>1 hour workshops</li> <li>Full Year Group, but best in class-size groups</li> <li>In-Person or Virtual</li> </ul>	 	 Before work experience
<b>Labour Market Information (LMI) Workshop</b>	Workshop about the Lincolnshire labour market, including delving into the world of work – looking at what the growth sectors in Lincolnshire are, what some jobs of the future could be, and how we can use LMI in our education journey!	<ul style="list-style-type: none"> <li>1 hour</li> <li>Class Size Groups, IT access preferred</li> <li>In-Person</li> </ul>	2  	
<b>Post-16 Options Talk</b>	Start exploring what your options are for your post-16 education – this will explore what the academic and vocational pathways, what an apprenticeship is, and equip learners to make informed and inspired choices.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Class Size Groups or Full Year Group</li> <li>In-Person or Virtual</li> </ul>	7  	

# Year 10 cont



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Activity Title	Description	Logistics	NERUPI Learning Outcome and Gatsby Benchmarks	Book me in for this
<b>Managing Change And Transition</b>	Develop the skills to manage change and embrace transition.	<ul style="list-style-type: none"> <li>1 hour session/Varied group sizes/In-Person or Virtual</li> </ul>	7 	Some dates are determined by BGU 
<b>Mock Interview Support</b>	If you host mock interviews, we can support as volunteers. We will prioritise staff fully trained to conduct interviews and who are happy to provide feedback and career advice as part of their attendance.	<ul style="list-style-type: none"> <li>Varied times</li> <li>Varied Group Sizes</li> <li>In-Person</li> </ul>	7 	

# Year 11



Activity Title	Description	Logistics	NERUPI Learning Outcome and Gatsby Benchmarks	Book me in for this
<b>Intro to Higher Education (and LiNCHigher)</b>	Introduce learners to some of the key elements of Higher Education to enthuse them about their future!	<ul style="list-style-type: none"> <li>30 minutes-1 hour</li> <li>Full Year Group</li> <li>In-Person or Virtual</li> </ul>	7	
<b>Goal/Career Mapping</b>	The session looks at what goal mapping is, where they are now and where they want to be, establishing SMART goals and setting a Goal! Can be adapted to be more careers focussed.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group, but most effective to class-size groups</li> <li>In-Person or Virtual</li> </ul>	4, 7	
<b>FE Options</b>	Workshop to explore what the various FE Options are to students, exploring the benefits of the various pathways, and how to make a decision.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group but could be delivered to class sizes in computer room</li> <li>In-Person or Virtual</li> </ul>	7	 
<b>Exam Skills</b>	Support with skills required in exams, such as time management, and prioritising questions,. This workshop also focusses on the preparation and follow up to exams e.g. on diet, sleep and hydration.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group, but most effective to class-size groups</li> <li>In-Person or Virtual</li> </ul>		 Just before exams
<b>Study Skills</b>	Working in great conjunction with the workshop above, this focusses more specifically on study skills that will help maximise success in exams. It will focus on study techniques, and effective revision techniques and habits, particularly helpful for Year 11s approaching assessments.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group, but most effective to class-size groups</li> <li>In-Person or Virtual</li> </ul>		 Around their trial exams
<b>Motivational Speaker*</b>	Motivational talk to inspire your students – themes differ depending on presenter, and your LiNCHigher officer will be able to provide advice and support about the most effective speaker for your school and students.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group</li> <li>In-Person or Virtual</li> </ul>		

# Year 11 cont



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Activity Title	Description	Logistics	NERUPI Learning Outcome and Gatsby Benchmarks	Book me in for this
<b>FE Application Support (incl interview skills)</b>	More direct support around making FE applications – this could be on specific elements such as interviews or making an application, or a general workshop.	<ul style="list-style-type: none"> <li>30 minutes-1 hour</li> <li>Full Year Group (though could be targeted)</li> <li>In-Person or Virtual</li> </ul>	7	
<b>Welcome to NCS</b>	An intro talk to what the NCS is and why students might choose to be involved in the NCS Summer Programmes.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Full Year Group</li> <li>In-Person or Virtual (preference for in-person)</li> </ul>		
<b>LiNCHigher Learning</b>	All students will have access to our renowned online training platform that can be accessed via Future Focus. Workshops can be delivered that look at best use of the platform, and to help getting students logged on!	<ul style="list-style-type: none"> <li>Varies</li> <li>Full Year Group, but most effective to class size groups</li> <li>In-Person, in a room with computer access</li> </ul>	4, 7	
<b>LiNCHigher Award</b>	This is a self-directed award, similar to DoE, that students complete. Wrap around workshops and additional information is available from your LiNCHigher officer.	<ul style="list-style-type: none"> <li>Depends on individual student</li> <li>All learners</li> <li>Predominantly online</li> </ul>	7	
<b>Campus Visits*</b>	Your LiNCHigher Officer will be able to facilitate campus visits to our FECs and HEIs for your learners, which are interactive, and provide an understanding of what life would be like in an FEC/HEI! Transport bursaries only available to certain schools.	<ul style="list-style-type: none"> <li>Full Day</li> <li>Depends on institution and activities</li> <li>In-Person (but virtual alternatives available)</li> </ul>	7	
<b>HE Talks/Subject Masterclasses/ Roadshows</b>	These can be suitably adapted for Year 11 students. Information about the different HE Talks can be found in the programmes for Years 12 and 13.	<ul style="list-style-type: none"> <li>30 mins – 1 hour</li> <li>Full Year Groups generally though some may be best suited to class size groups</li> <li>In-Person or Virtual</li> </ul>	7	





Activity Title	Description	Logistics	NERUPI Learning Outcome and Gatsby Benchmarks	Book me in for this
<b>Employer Engagement and Work Experience Support</b>	Support with achieving Gatsby benchmarks 5 and 6 in collaboration with the Enterprise Advisor Network.	<ul style="list-style-type: none"> <li>Varied times</li> <li>Varied Group Sizes</li> <li>In-Person or Virtual</li> </ul>	5, 6  	
<b>Apprenticeships Talk</b>	This workshop addresses what they are, how to access them, and what types are available particularly in Higher Education.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Full Year Group, or class size groups</li> <li>In-Person or Virtual</li> </ul>	7  	
<b>Vocational pathways</b>	A more specific talk looking at vocational routes through education, including T-Levels for pre-Year 11s, and HNCs/HNDs and technical higher qualifications at HE Level.	<ul style="list-style-type: none"> <li>30 mins-1 hour</li> <li>Full Year Group, or class-size groups</li> <li>In-Person or Virtual</li> </ul>	7 	
<b>Labour Market Information (LMI) Workshop</b>	Workshop about the Lincolnshire labour market, including delving into the world of work – looking at what the growth sectors in Lincolnshire are, what some jobs of the future could be, and how we can use LMI in our education journey!	<ul style="list-style-type: none"> <li>1 hour</li> <li>Class Size Groups, IT access preferred</li> <li>In-Person</li> </ul>	2  	
<b>Transition into FE Workshop</b>	A talk that looks at how to manage the transition into Further Education – how to handle the change and what support services there are when you arrive. This is also great to alleviate fears or concerns of parents/carers!	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group, but most effective to class-size groups</li> <li>In-Person or Virtual</li> </ul>	7 	
<b>Employability Skills</b>	Help students develop their employability – this can be general employability, or explore specific themes such as: - CVs - interpersonal skills -interview skills -online branding	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group</li> <li>In-Person or Virtual</li> </ul>	 	



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Activity Title	Description	Logistics	NERUPI Learning Outcome and Gatsby Benchmarks	Book me in for this
<b>First Steps Programme</b>	<p>BGU's programme for supporting underrepresented learners consists of two stages:</p> <ol style="list-style-type: none"> <li>1) In-school talk about decision making</li> <li>2) On campus visit with interactive activities about Higher Education and study skills</li> </ol> <p>2 part programme, to a group of 20-30 eligible students*.</p>	<ul style="list-style-type: none"> <li>• 1 hour session, followed by a campus visit</li> <li>• *Eligibility depends on various criteria which can be identified through your Level 2 data</li> </ul>	<p>7</p> 	 <p>Some dates are determined by BGU</p>
<b>Managing Change And Transition</b>	<p>Develop the skills to manage change and embrace transition.</p>	<ul style="list-style-type: none"> <li>• 1 hour</li> <li>• Up to a Full Year Group</li> <li>• In-Person or Virtual</li> </ul>		
<b>Mock Interview Support</b>	<p>If you host mock interviews, we can support as volunteers. We will prioritise staff fully trained to conduct interviews and who are happy to provide feedback and career advice as part of their attendance.</p>	<ul style="list-style-type: none"> <li>• Varied times</li> <li>• Varied Group Sizes</li> <li>• In-Person</li> </ul>	<p>7</p> 	

# Year 12



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Activity Title	Description	Logistics	NERUPI Learning Outcome and Gatsby Benchmarks	Book me in for this
<b>Intro to Higher Education (and LiNCHigher)</b>	Introduce learners to some of the key elements of Higher Education to enthuse them about their options and prepare them for the key decisions approaching them!	<ul style="list-style-type: none"> <li>30 minutes-1 hour</li> <li>Full Year Group</li> <li>In-Person or Virtual</li> </ul>	7	
<b>Post-18 options</b>	Workshop to explore what the various Post-18 Options are to students, exploring the benefits of the various pathways, how to do more research and how to make a decision.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group, but would be most effective/interactive to class-size groups</li> <li>In-Person or Virtual</li> </ul>	7	
<b>University Life (with option of Ambassador Q and A)</b>	A talk about what it is like to go to university, with the option of giving students a chance to ask university students and recent graduates what university is really like!	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group</li> <li>In-Person or Virtual</li> </ul>	7	 
<b>Transition into FE Workshop</b>	A talk that looks at how to manage the transition into Further Education – how to handle the change and what support services there are when you arrive. This is also great to alleviate fears or concerns of parents/carers!	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group, but most effective to class-size groups</li> <li>In-Person or Virtual</li> </ul>	7	
<b>Making the most of Open Days</b>	Talk that explores how to make the most of Open Days that students will be attending. What questions should they ask? What things should they think about? These are all things that will be covered.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group</li> <li>In-Person or Virtual</li> </ul>	7	 Or before UCAS Fair
<b>Motivational Speaker*</b>	Motivational talk to inspire your students – themes differ depending on presenter, and your LiNCHigher officer will be able to provide advice and support about the most effective speaker for your school and students.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group</li> <li>In-Person or Virtual</li> </ul>		



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Activity Title	Description	Logistics	NERUPI Learning Outcome and Gatsby Benchmarks	Book me in for this
<b>Campus Visits/ Open Days/HE Fairs*</b>	Bespoke trips onto campus to our partner institutions and/or trips to scheduled open days, as well as to the Lincoln UCAS Fair. Transport bursaries only available to certain schools.	<ul style="list-style-type: none"> <li>• Full Day</li> <li>• Full Year Group</li> <li>• In-Person or Virtual</li> </ul>	7	
<b>Student Finance/ Budgeting</b>	One workshop combined, or two separate workshops – that covers the key elements of student finance with all the facts and figures, combined with or followed up by a workshop looking at budgeting and managing money.	<ul style="list-style-type: none"> <li>• 1 hour</li> <li>• Full Year Group</li> <li>• In-Person or Virtual</li> </ul>	7	 
<b>Personal Statements</b>	A workshop to support students with drafting, and perfecting their personal statements!	<ul style="list-style-type: none"> <li>• 1 hour</li> <li>• Up to a Full Year Group, but would be most effective/interactive to class-size groups</li> <li>• In-Person or Virtual</li> </ul>	7	
<b>HE in FE</b>	Exploration of what HE pathways look like in a vocational environment – in particular why you might consider studying HE in a College, and how that can lead to the same degree as going to uni.	<ul style="list-style-type: none"> <li>• 1 hour</li> <li>• Up to a Full Year Group</li> <li>• In-Person or Virtual</li> </ul>	7	 
<b>Next Steps Programme</b>	BGU's programme for supporting underrepresented learners consists of two four stages: 1) In-school talk about Higher Education 2) On campus visit experiencing Higher Education and Study Skills 3) In-school talk about research skills 4) On campus visit covering student finance and presentation skills 4 part programme, to a group of 20-30 eligible students*.	<ul style="list-style-type: none"> <li>• 1 hour session, followed by a campus visit</li> <li>• *depends on various criteria which can be identified through your Level 2 data</li> </ul>	7	 Some dates are determined by BGU
<b>Subject Masterclasses/ Roadshows</b>	Masterclasses in subjects that can be tailored to each school – these could be provided by Colleges and/or Universities across the curriculum, with a specific angle on studying them at Higher Education.	<ul style="list-style-type: none"> <li>• Typically 1 hour</li> <li>• Full Year Group</li> <li>• In-Person or Virtual</li> </ul>	4, 7	



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Activity Title	Description	Logistics	NERUPI Learning Outcome and Gatsby Benchmarks	Book me in for this
<b>Employer Engagement and Work Experience Support</b>	Support with achieving Gatsby benchmarks 5 and 6 in collaboration with the Enterprise Advisor Network.	<ul style="list-style-type: none"> <li>Varied times</li> <li>Varied Group Sizes</li> <li>In-Person or Virtual</li> </ul>	5, 6  	
<b>Apprenticeships Talk</b>	This workshop addresses what they are, how to access them, and what types are available particularly in Higher Education.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Full Year Group, or class size groups</li> <li>In-Person or Virtual</li> </ul>	7  	
<b>Vocational pathways</b>	A more specific talk looking at vocational routes through education, HNCs/HNDs and technical higher qualifications at HE Level.	<ul style="list-style-type: none"> <li>30 mins-1 hour</li> <li>Full Year Group, or class-size groups – could be targeted to learners most interested in vocational routes</li> <li>In-Person or Virtual</li> </ul>	7 	
<b>Labour Market Information (LMI) Workshop</b>	Workshop about the Lincolnshire labour market, including delving into the world of work – looking at what the growth sectors in Lincolnshire are, what some jobs of the future could be, and how we can use LMI in searching for graduate careers.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Class Size Groups, IT access preferred</li> <li>In-Person</li> </ul>	2  	
<b>Employability Skills</b>	Help students develop their employability – this can be general employability, or explore specific themes such as: - CVs - interpersonal skills - interview skills - online branding	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group</li> <li>In-Person or Virtual</li> </ul>	4 (possibly 5)  	
<b>Other HE Talks</b>	Any additional HE Talks requested by schools, not currently listed in this offer.		7  	

# Year 13



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Activity Title	Description	Logistics	NERUPI Learning Outcome and Gatsby Benchmarks	Book me in for this
<b>Post-18 Options</b>	Workshop to explore what the various Post-18 Options are to students, exploring the benefits of the various pathways, how to do more research and how to make a decision.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group, but would be most effective/interactive to class-size groups</li> <li>In-Person or Virtual</li> </ul>	7  	
<b>Personal Statements</b>	A workshop to support students with drafting, and perfecting their personal statements!	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group, but would be most effective/interactive to class-size groups</li> <li>In-Person or Virtual</li> </ul>	 	
<b>UCAS Applications</b>	Start to look at the UCAS application process, and how to make a good application. This could be delivered to a class-size groups, and students could log in if they have IT access.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Full Year Group</li> <li>In-Person or Virtual</li> </ul>	 	 
<b>Student Finance/ Budgeting</b>	One workshop combined, or two separate workshops – that covers the key elements of student finance with all the facts and figures, combined with or followed up by a workshop looking at budgeting and managing money.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Full Year Group</li> <li>In-Person or Virtual</li> </ul>	 	 
<b>Choosing a Course and/or Institution</b>	Support with choosing a course or institution – this can be delivered as a ‘lecture’ to a full year group, or to class size groups with research tasks and independent work as part of the activity.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group, but would be most effective/interactive to class-size groups</li> <li>In-Person or Virtual</li> </ul>	 	 
<b>Motivational Speaker*</b>	Motivational talk to inspire your students – themes differ depending on presenter, and your LiNCHigher officer will be able to provide advice and support about the most effective speaker for your school and students.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group</li> <li>In-Person or Virtual</li> </ul>		



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Activity Title	Description	Logistics	NERUPI Learning Outcome and Gatsby Benchmarks	Book me in for this
<b>Transition into HE Workshop</b>	A talk that looks at how to manage the transition into Higher Education – how to handle the change and what support services there are when you arrive. This is also great to alleviate fears or concerns of parents/carers!	<ul style="list-style-type: none"> <li>• 1 hour</li> <li>• Up to a Full Year Group, but most effective to class-size groups</li> <li>• In-Person or Virtual</li> </ul>	7	
<b>HE Study Skills</b>	Activity that explores some of the key study skills required in Higher Education, such as with academic referencing, using data, notetaking, and managing your time.	<ul style="list-style-type: none"> <li>• 1 hour</li> <li>• Up to a Full Year Group, but most effective to class-size groups</li> <li>• In-Person or Virtual</li> </ul>	7	
<b>Non-Applicant Support</b>	Specific support for students who have not yet applied for Higher Education, or who are undecided about future steps.	<ul style="list-style-type: none"> <li>• Depends on support required</li> <li>• Any non-applicant</li> <li>• In-Person or Virtual</li> </ul>		
<b>HE in FE</b>	Exploration of what HE pathways look like in a vocational environment – in particular why you might consider studying HE in a College, and how that can lead to the same degree as going to uni.	<ul style="list-style-type: none"> <li>• 1 hour</li> <li>• Up to a Full Year Group</li> <li>• In-Person or Virtual</li> </ul>	7	 
<b>HE Preparation/ Transition Workshop</b>	Workshop that prepares students for going to Higher Education – addressing things like budgeting, navigating your way around campus/your new home, things to pack and putting some important skills to practice such as making your own bed!	<ul style="list-style-type: none"> <li>• 1-2 hours</li> <li>• Up to a Full Year Group</li> <li>• In-Person</li> </ul>	7	
<b>Exam Skills</b>	A grown up version of Year 11 exam skills – looking at skills required in exams, such as time management, prioritising questions, and focusses on the preparation and follow up to exams e.g. on diet, sleep and hydration.	<ul style="list-style-type: none"> <li>• 1 hour</li> <li>• Up to a Full Year Group, but most effective to class-size groups</li> <li>• In-Person or Virtual</li> </ul>		 Before Exams



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Activity Title	Description	Logistics	NERUPI Learning Outcome and Gatsby Benchmarks	Book me in for this
<b>Employer Engagement and Work Experience Support</b>	Support with achieving Gatsby benchmarks 5 and 6 in collaboration with the Enterprise Advisor Network.	<ul style="list-style-type: none"> <li>Varied times</li> <li>Varied Group Sizes</li> <li>In-Person or Virtual</li> </ul>	5, 6	
<b>Apprenticeships Talk</b>	This workshop addresses what they are, how to access them, and what types are available particularly in Higher Education.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Full Year Group, or class size groups</li> <li>In-Person or Virtual</li> </ul>	7	
<b>Vocational pathways</b>	A more specific talk looking at vocational routes through education, HNCs/ HNDs and technical higher qualifications at HE Level.	<ul style="list-style-type: none"> <li>30 mins-1 hour</li> <li>Full Year Group, or class-size groups – could be targeted to learners most interested in vocational routes</li> <li>In-Person or Virtual</li> </ul>	7	
<b>Labour Market Information (LMI) Workshop</b>	Workshop about the Lincolnshire labour market, including delving into the world of work – looking at what the growth sectors in Lincolnshire are, what some jobs of the future could be, and how we can use LMI in searching for graduate careers.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Class Size Groups, IT access preferred</li> <li>In-Person</li> </ul>	2	
<b>Employability Skills</b>	Help students develop their employability – this can be general employability, or explore specific themes such as: - CVs - interpersonal skills - interview skills - online branding	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group</li> <li>In-Person or Virtual</li> </ul>	4 (possibly 5) DWP, YMCA	
<b>Campus tour</b>	Your LiNCHigher Officer will be able to facilitate campus visits to our FECs and HEIs for your learners, which are interactive, and provide an understanding of what life would be like in an FEC/HEI! Transport bursaries only available to certain schools.	<ul style="list-style-type: none"> <li>1 hour</li> <li>Up to a Full Year Group</li> <li>In-Person or Virtual</li> </ul>	7	
<b>HE Talks</b>	Any additional HE Talks requested by schools, not currently listed in this offer.	<ul style="list-style-type: none"> <li>Dependent on talk and school</li> </ul>	7	



# ASK Apprenticeships

Activity Title	Description	Logistics	NERUPI Learning Outcome and Gatsby Benchmarks	Year Group	Book me in for this
<b>Assemblies</b>	We deliver Year 10s Assemblies the assemblies are tailored to each year group, with local LMI information and current vacancies	<ul style="list-style-type: none"> <li>Varied times</li> <li>Varied Group Sizes</li> <li>In-Person or Virtual</li> </ul>	2,5 and 7, depending on content/presenter  	Years 10-13	
<b>Workshops</b>	We offer a range of Workshops for each year group	<ul style="list-style-type: none"> <li>1 hour</li> <li>Full Year Group, or class size groups</li> <li>In-Person or Virtual</li> </ul>	2,5 and 7, depending on content/presenter   	Years 10-13	
<b>Employer Talks</b>	We can bring in Employers to give a presentation to the year group	<ul style="list-style-type: none"> <li>30 mins-1 hour</li> <li>Full Year Group, or class-size groups – could be targeted to learners most interested in vocational routes</li> <li>In-Person or Virtual</li> </ul>	2,5 and 7, depending on content/presenter  	Years 10-13	
<b>YAANs</b>	We can bring Young Apprentices into workshops, presentation or employer talks to discuss why they chose the route of Apprenticeships	<ul style="list-style-type: none"> <li>1 hour</li> <li>Class Size Groups, IT access preferred</li> <li>In-Person</li> </ul>	2,5 and 7, depending on content/presenter  	Years 10-13	
<b>Teacher CPD</b>	Upskilling session for Staff/Career Leader around T Levels, Traineeships and T Levels	<ul style="list-style-type: none"> <li>Teacher CPD</li> </ul>	2,5 and 7, depending on content/presenter	Staff	
<b>Parents events, workshops and presentations</b>	Helping parents understand the route of Apprenticeships, supporting their sons and daughters	<ul style="list-style-type: none"> <li>Parents events</li> <li>Workshops and presentations</li> </ul>	2,5 and 7, depending on content/presenter	Parents and Carers	



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# The Desert Rats

Activity Title	Description	Logistics	NERUPI Learning Outcome and Gatsby Benchmarks	Year Group
<b>Team Building Activities</b>	Fun team building activities (can cater for indoors but preferably outdoors) including Q+A session about life in the army. Can be tailored to encompass school life skills ie resilience, listening or getting active.	<ul style="list-style-type: none"> <li>Physical, face to face</li> <li>All day approx. 60-80 students, ½ day approx. 20-40 students</li> </ul>	5  	 Years 7-13
<b>STEM Activities</b>	Activities to explore STEM careers, specifically in the armed forces.	<ul style="list-style-type: none"> <li>1 hour, but flexible</li> <li>Full Year Group, or class size groups</li> <li>In-Person or Virtual</li> </ul>	4   	 Years 7-13
<b>Career Presentations</b>	We can bring in Employers to give a presentation to the year group on different aspects of careers education!	<ul style="list-style-type: none"> <li>30 mins-1 hour, but flexible</li> <li>Full Year Group, or class-size groups In-Person or Virtual</li> </ul>	5  	 Years 7-13
<b>Mock Interviews</b>	If you host mock interviews, we can support as volunteers.	<ul style="list-style-type: none"> <li>Time depends on school</li> <li>Class Size Groups, IT access preferred</li> <li>In-Person, or virtual</li> </ul>	5   	 Years 11-13
<b>CV Workshops</b>	Workshop to specifically look at how to write an effective CV.	<ul style="list-style-type: none"> <li>Time depends on school</li> <li>Class Size Groups, IT access preferred</li> <li>In-Person, or virtual</li> </ul>	5  	 Years 11-13
<b>Other activities</b>	The Desert Rats have a comprehensive programme of activities, which can be found on the Future Focus website!	<ul style="list-style-type: none"> <li>Dependent on activity</li> </ul>	Dependent on activity	 Years 7-13



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# NHS Talent Academy

Activity Title	Description	Logistics	NERUPI Learning Outcome and Gatsby Benchmarks	Year Group
<b>Career Talks - professionals</b>	Careers talks from professionals within the NHS, working in the Health care sector, in the Allied Health Professions, and in support roles.	<ul style="list-style-type: none"> <li>• Varied times</li> <li>• Varied Group Sizes</li> <li>• In-Person or Virtual</li> </ul>	5  	 Years 9-13
<b>Careers Talks - general</b>	General careers talks, linked into careers within the NHS.	<ul style="list-style-type: none"> <li>• Varied times</li> <li>• Varied Group Sizes</li> <li>• In-Person or Virtual</li> </ul>	5   	 Years 9-13
<b>Mock Interviews</b>	If you host mock interviews, we can support as volunteers.	<ul style="list-style-type: none"> <li>• Dependent on school</li> </ul>	5   	 Years 9-13
<b>Work Experience</b>	Work Experience within the NHS – opportunities can be found on the Lincolnshire Talent Academy website.	<ul style="list-style-type: none"> <li>• Depends on placement</li> </ul>	6   	 Years 10-13
<b>Aspiring programmes</b>	Events ran by the Talent Academy for set age groups to apply for.	<ul style="list-style-type: none"> <li>• Depends on programme</li> </ul>	5, sometimes 6  	 Various programmes for different year groups
<b>On-demand activities</b>	The NHS Talent Academy can provide bespoke solutions for schools, depending on what activity the school would like.	<ul style="list-style-type: none"> <li>• Dependent on school</li> </ul>	Dependent on activity	 Years 9-13



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# Activities unique to partner schools

To better illustrate the additional support you will receive as partner schools, please see below the activities that are unique to you. Based on our evaluation, these activities are higher impact, and we would encourage you to book these as a priority above the All School programme you can also access.

Activity Title	Description	Year Group	Who delivers this, who LiNCHigher have used in the past?
<b>Motivational Speaker</b>	Motivational talk to inspire your students – themes differ depending on presenter, and your LiNCHigher officer will be able to provide advice and support about the most effective speaker for your school and students.	Years 9-13	Paul Hughes, Luke Staton, Stephen Seki, David Hyner, Gemma Oaten, Kamal Hyman
<b>Specialist Trips (including campus visits)</b>	Transport bursary for bespoke trips, including to bespoke campus visits arranged with your LiNCHigher officer, or extra-curricular aspiration raising trips.	Years 9-13	This will be school led. Bespoke campus visits will be to the partnership's Colleges and Universities.
<b>Enterprise Challenge</b>	Full day event taking on an 'Enterprise Challenge' set by a business. Students work in small groups and develop key skills such as teamwork, leadership, innovation and creativity, before putting their ideas to the panel at the end of the day! This can also be delivered as a 'My Perfect University Challenge'.	Years 9-11	The Inspirational Learning Group
<b>UCAS Fairs/HE Fairs</b>	Transport bursary for trip to scheduled open days, and the Lincoln UCAS Fair.	Year 12	N/A
<b>Exam Skills/Study Skills (with third party provider)</b>	Looks at maximising exam success by exploring skills required in exams, such as time management, prioritising questions, and focusses on the preparation and follow up to exams e.g. on diet, sleep and hydration.	Years 10-13	MADE Training, MAD4Life, Stretch Development
<b>Summer School</b>	Residential summer school places.	Years 10 and 12 (historically)	TBC
<b>CPD</b>	Funded CPD with third party provider opportunities, including Career Mark.	Staff	ONNO, Complete Careers

You will also be the schools involved in LiNCHigher's mentoring programme. As a partner school, your LiNCHigher Officer will provide funding to run these activities. You will also receive further financial support in return for the support you provide to the project. In addition, all delivery costs for activities

will be fully funded. You will be able to work with your LiNCHigher Officer to utilise your funding, and they will be able to propose a combination of activities. It can also be used to run unique projects/activities – these can be discussed with the LiNCHigher team.

# Overarching Support: LiNCHigher Partner Schools

In addition to the programme that will be co-designed between your school and your School Liaison Officer, there is also overarching support and resources that is available to you. These are initiatives, programmes and activities that wraparound the core outreach provisions, and supplement the wider programme. The various initiatives include:

- **FUTURE FOCUS:**  
[www.thefuturefocus.co.uk](http://www.thefuturefocus.co.uk).  
- Includes Access to the Teacher Staff Room, and delivery of workshops that support utilisation of Future Focus.
- **LINCHIGHER LEARNING:**  
[www.linchigherlearning.co.uk](http://www.linchigherlearning.co.uk)
- **LINCHIGHER AWARD:**  
[www.thefuturefocus.co.uk/students/linchigher-awards/](http://www.thefuturefocus.co.uk/students/linchigher-awards/)
- **LINCHIGHER LIVE:**  
[www.thefuturefocus.co.uk/students/linchigher-live/](http://www.thefuturefocus.co.uk/students/linchigher-live/)  
- Mentoring (target schools and strategic engagement-eligible schools).  
- 1-1 Careers Interviews and/or 1-1 HE Support (target schools and strategic engagement-eligible schools).
- **ATTENDANCE AT CAREERS FAIRS:** and support in arranging additional exhibitors.
- **PARENTAL ENGAGEMENT:** support with parent and carer events.
- **MENTAL HEALTH AND WELLBEING WORKSHOPS:** more info will be available in September.
- **'STRATEGIC OUTREACH':** working with wider groups of underrepresented students.
- **WIDER ENGAGEMENT AND SIGNPOSTING TO OTHER PROJECTS:** such as to opportunities with the DWP, LCC, GLEP, CEC, NCS, NHS, SCiP Alliance.
- **TERMLY SHOWCASE OF NEW ACTIVITIES (OCTOBER, FEBRUARY AND MAY):** from our partners.
- **COUNTY WIDE EVENTS:** any county-wide initiatives and opportunities.
- **STAFF CPD:** Level 3 Careers Information and Advice qualifications, Complete Careers Conference, Cultural Minority Training, HE-specific CPD, LiNCHigher Learning/Future Focus, and more on request.

## Parent and Carer Support

Parents and carers are key influencers for young people's decision making when it comes to education. They have a particularly strong influence on learner's career choices and ultimately whether they progress to HE or FE. As a result, we wish to ensure we are supporting parents and carers as their young person continues their journey through education. We also want to support parents and carers who themselves may be considering going into Higher Education and taking up opportunities provided by the Lifetime Skills Guarantee:

- Parent/Carer specific resources via a Parent/Carer Zone on the Future Focus website.
- Attendance at pre-arranged parent and carer events.
- Attendance at bespoke parent and carer events such as Options Evening, Post-16 Open Evening, HE Information Evening. LiNCHigher can also deliver talks to parents and carers.
- LiNCHigher and our partners can also deliver more bespoke evenings such as around exams and how best to help their child revise, Pathways evenings, and anything else the school may think is beneficial to raising aspirations of parents and carers.
- Parent and Carer Campus Visits.
- Regular email updates to parents and carers to be circulated via Parent Mail (or alternative platforms).
- Attendance at parent evenings from partners.

To book or enquire about parent and carer support, please speak to your LiNCHigher Officer, or email [linchigher@bishopg.ac.uk](mailto:linchigher@bishopg.ac.uk).

# CPD

A key element of our mission is for a sustainable programme, with long term value to schools. One way to develop longevity and legacy is providing CPD & support for teachers, and wider school staff. We can offer bespoke CPD on a range of topics:

- TRAINING SPECIFIC TO NQTS AND TEACHER TRAINEES:**  
*looking at how staff can embed careers (in the curriculum) and raising aspirations in the lessons from the start of their careers.*  
*To also provide a wider understanding into the careers landscape, and the Higher Education sector.*
- FUTURE FOCUS AND LiNCHigher LEARNING:**  
*If you want staff to embed the two platforms into their lessons, we can show them how.*  
*- We work very closely with the Careers and Enterprise Company and Greater Lincolnshire LEP, who can provide CPD on: the Lincolnshire Labour Market, the Gatsby benchmarks, and careers in the curriculum.*  
*- Specialised training to support teachers in effectively identifying and working with specific underrepresented groups.*
- CPD ON ALL ASPECTS OF HIGHER EDUCATION, INCLUDING:**  
*- The UCAS Process.*  
*- Personal Statements.*  
*- Higher Education in an FE environment (to raise awareness)*  
*- Apprenticeships.*  
*- Helping students choose a course or institution.*  
*- Study Skills and Exam Skills.*  
*- CPD on effective practice based on LiNCHigher Evaluation.*  
*- Additional topics may be available, if schools have bespoke needs.*

To book or enquire about CPD opportunities, please speak to your LiNCHigher Officer, or email [linchigher@bishopg.ac.uk](mailto:linchigher@bishopg.ac.uk).



To learn more about our partners, please visit [www.thefuturefocus.co.uk](http://www.thefuturefocus.co.uk)