

# Sheldon Sixth Form

Mr Spiers  
Miss Frater  
@sheldonsixthform

# This evening

Applying to university – Charlie, University of Bath

Applying for apprenticeships – Mr Spiers

Entering Year 13, well-being and key dates ahead – Miss Frater



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# Part 1 : Applying to university



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# University of Bath – Charlie

- Why choose university?
- Course choice and research – first priority
- Student finance
- <https://www.natwest.com/life-moments/students-and-graduates/student-living-index.html>
- <https://www.unitasterdays.com/university-support-for-parents/parents-guide-to-university-brochure/>



# Why choose university study?

**Career prospects**

**Academic  
knowledge**

**Transferable skills**

**Self development**

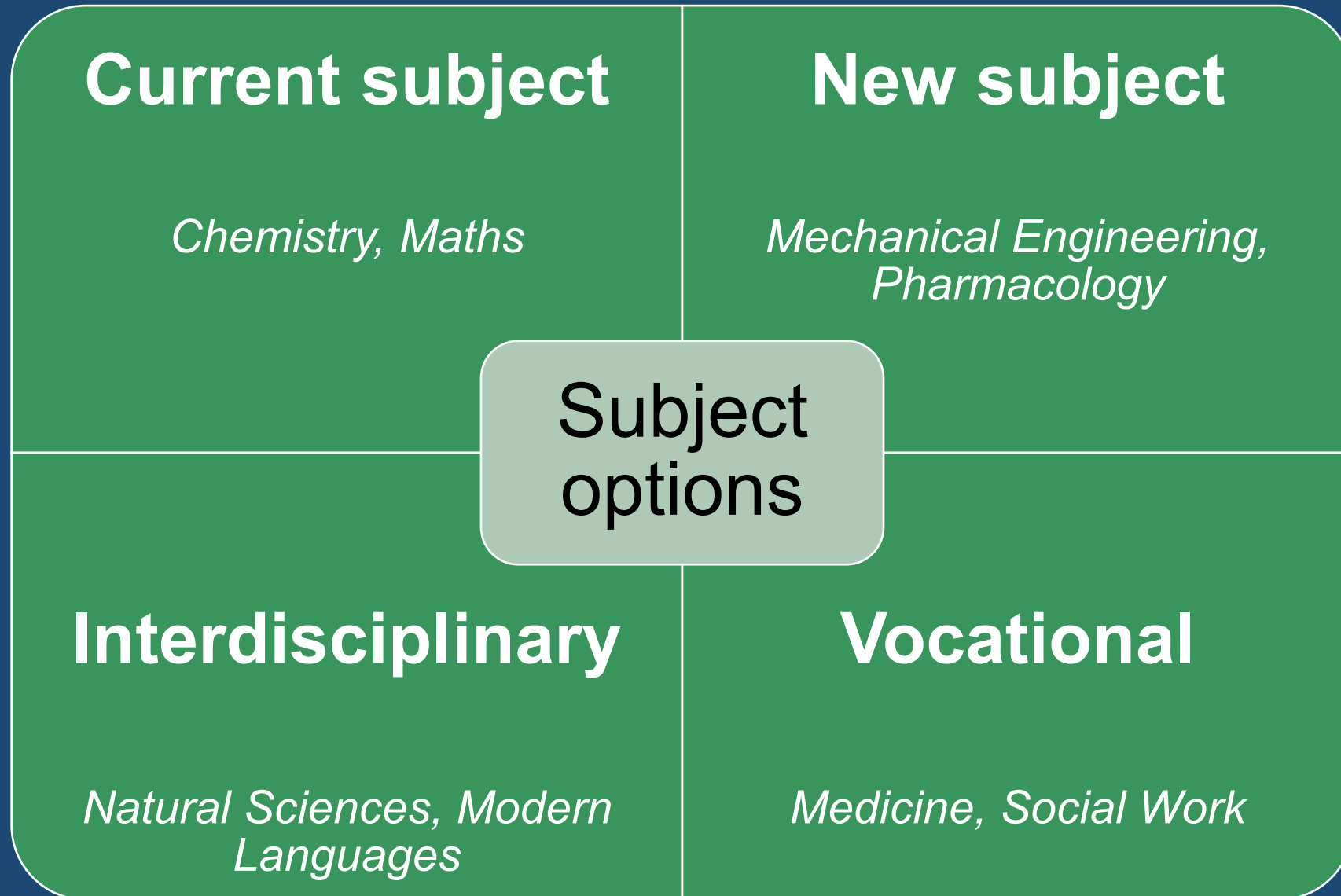


# Choosing a subject

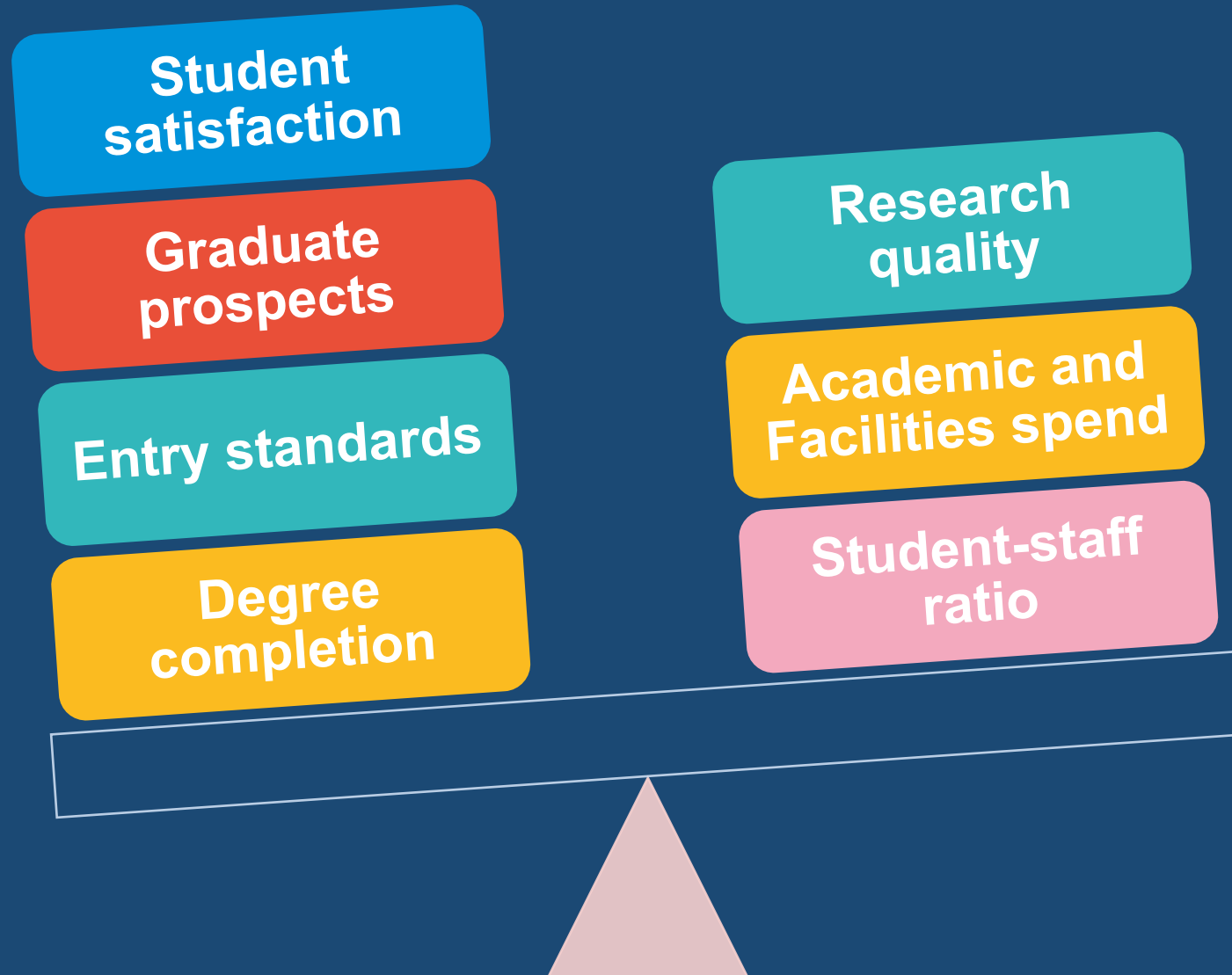
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# What can you study?



# Reputation: rankings



# Reputation: The Russell Group



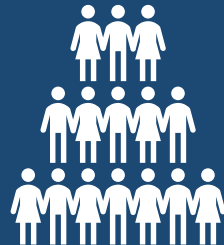
# Course attributes

Course content



Teaching and  
assessment style

Size of cohort



Placements/Study  
Abroad



## Student Maintenance Loan amounts 2025/26

Where you live and/or study	Maximum Maintenance Loan
Living with your parents/carers	£8,877
Living away from home, studying outside London	£10,544
Living away from home, studying in London	£13,762
Living and studying abroad	£12,076



Maintenance loan – means tested

## Repayments

	Monthly income before tax	Approx monthly repayment
	£2,083	£0
£27,500	£2,291	£18.75
£30,000	£2,500	£37.50
£32,500	£2,708	£56.25
£35,000	£2,917	£75

*Figures per year of study*





# Part 2: Applying for apprenticeships



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# Apprenticeships

## What is an apprenticeship?

- A combination of work-based training and classroom learning
- An opportunity to earn a wage whilst working alongside experienced staff
- Training towards nationally recognised qualifications with 20% of your time spent at a local college or university

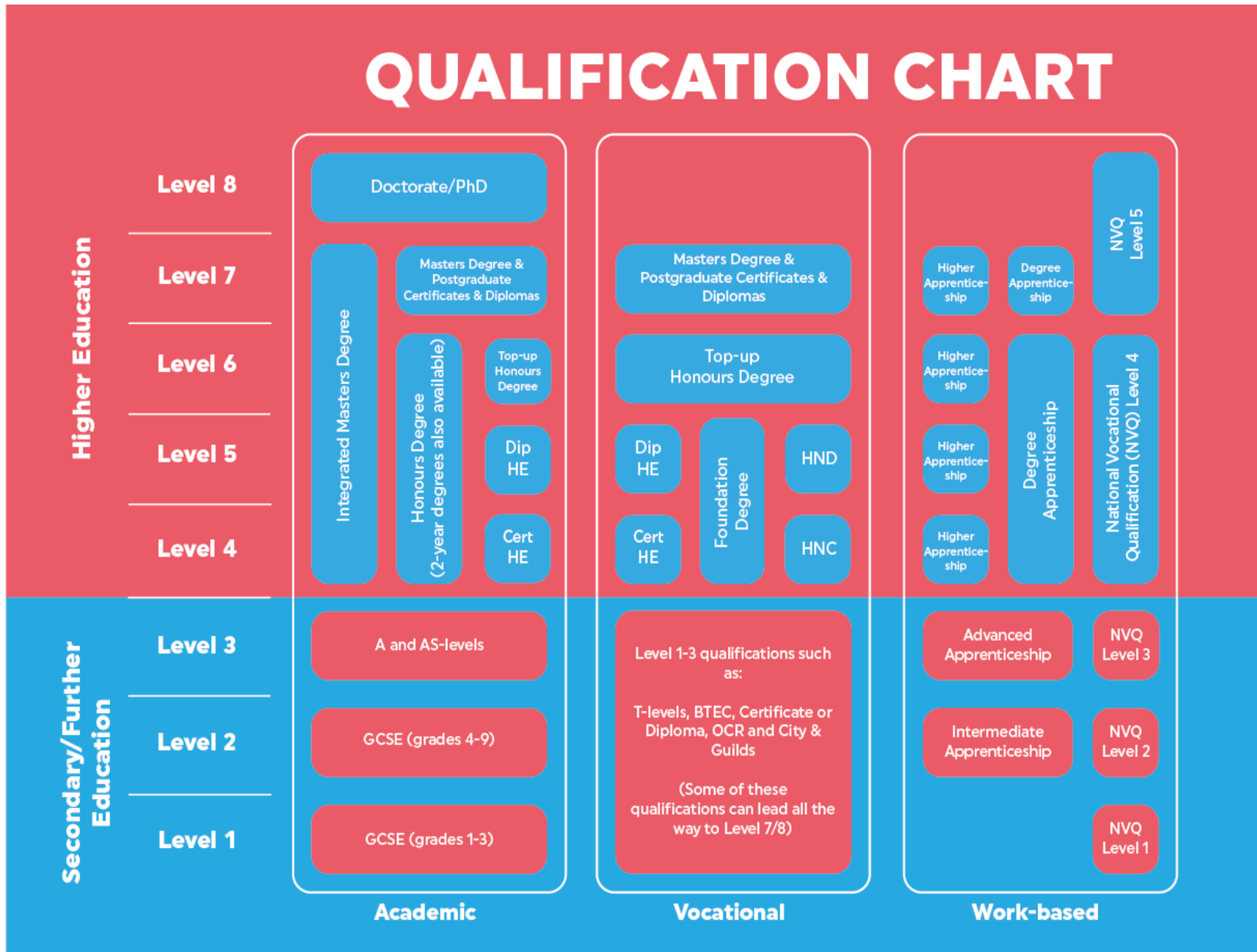
# How will my time be divided?

The 20% protected study time you have could be spent in one of three different ways:

- Distance - studying remotely, away from your place of employment (e.g. the Open University)
- Blended - studying one day per week in a partner college or university
- Block - studying at college or university for several consecutive days less frequently



# QUALIFICATION CHART



# Apprenticeship Qualifications

Apprenticeship Levels		Equivalent
2	Intermediate	Five GCSE passes at grades 9-4
3	Advanced	Two A level passes
4, 5, 6 & 7	Higher	Foundation degree and above
6 & 7	Degree	Bachelor's or Master's degree





# Examples of Sectors & Industries Offering Apprenticeships

- ❖ Creative, media, arts, and digital technologies – advanced, higher, degree
- ❖ Information and communication technology – advanced, higher, degree
- ❖ TV production and broadcasting – advanced, higher, degree
- ❖ Business management, administration, law, and financial services – advanced, higher, degree
- ❖ Construction, planning, and the built environment – advanced, higher, degree
- ❖ Engineering and manufacturing – advanced, higher, degree
- ❖ Health and care – advanced, higher, degree
- ❖ Life and industrial sciences – higher, degree
- ❖ Retail and commercial enterprise – advanced, higher
- ❖ Agriculture, horticulture, and animal care – advanced, higher
- ❖ Public sector/public services – advanced, higher
- ❖ Education and training – advanced
- ❖ Leisure, travel, and tourism – advanced

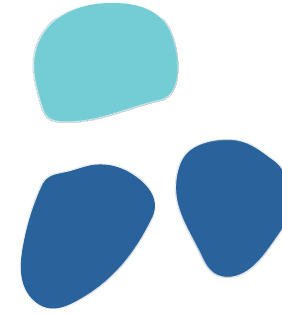


# What's the difference?

Undergraduate Degree	Higher / Degree Apprenticeship
Access to £9,535 per year tuition fee loan + means-tested maintenance loans	All training is paid for by the university or the Government
Gain a level 6 qualification	Gain a level 4-7 qualification
Usually full-time study (some part-time options)	A minimum of 20% protected study time during contracted work hours
Apply through UCAS	Apply through employer
Unpaid (with access to bursaries, scholarships and loans for living costs)	Paid
Get the 'university experience'	Go straight into the world of work
Learn in lectures and independent study	Learn on the job



# The Benefits



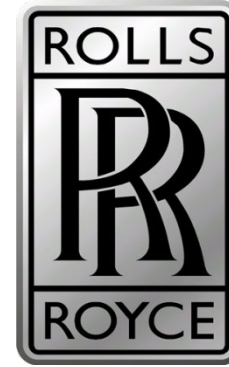
- Earn while you learn
- Gain nationally recognised qualifications
- All the benefits of being a paid employee including paid holidays
- Gain soft skills that employers want
- Avoid tuition fees and student loans
- Supported by a dedicated tutor
- More workplace experience compared to students who take an academic route
- Gain higher level management skills





# Things to Consider

- Lower pay than a standard job
- Number of apprenticeships available varies by location
- Apprenticeships advertised on a rolling basis when vacancies become available
- Apprenticeships are competitive because anyone can apply, including existing employees
- Will not have the 'university experience' that many people value
- No access to student financial support



Sainsbury's



JAGUAR



# The Unifrog tools

## Exploring pathways

Careers library

Subjects library

Know-how library

MOOC

## Searching for opportunities

UK universities

US universities

European universities

Oxbridge

Apprenticeships

College/ Sixth Form

Canadian universities

Asian universities

Special Opportunities

## Recording what you've done

Activities

Competencies

Interactions

## Drafting application materials

Personal Statement

CV / Resumé

Teacher References

Common App Essay

## Making applications

Post 16/18 Intentions

Locker

Applications list

# Sixth Form notes – every fortnight

- **Search** <https://amazingapprenticeships.com/vacancies/>
- **Search and sign up for alerts at** <https://www.findapprenticeship.service.gov.uk/>
- <https://www.getmyfirstjob.co.uk/>
- Pathway CTM: <https://pathwayctm.com/student-register/>
- Uptree: <https://uptree.co/a/signup/student/>
- Springpod: <https://space.springpod.com/sign-up>
- Zero Gravity: <https://app.zerogravity.co.uk/>
- Check out the emails forwarded from **My Great First Job** for lots of great opportunities too!
- **Free virtual job simulations**, ranging from 2-8 hours to complete and covers lots of different areas:  
<https://www.theforage.com/simulations>





# Part 3: Entering Year 13, well-being and dates ahead



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# Context

- Entering final term of Year 12 and soon to be role models for the new Year 12s joining us
- First set of mocks done – next set will be in Year 13 Term 1
- Understandably, many of the year group have had wobbles and challenges this year – continuing to build their resilience and self-advocacy for support and advice is so important
- We want students going into the summer with as positive a mindset as possible, ready to return to Year 13 with confidence

# Post mocks support

- **Outstanding** - continue as is
- **Tier 1 - doing well** - continue as is with universal provision and support
- **Tier 2 - targeted actions** - one subject in particular needs extra intervention (managed by subject teachers / Heads of Faculty)
- **Tier 3 - centralised actions** - concern in more than one subject / no improvement despite previous support - interventions centrally coordinated (managed by us)
- **Tier 4 - intensive actions** - significant concerns in more than subject - need for substantial interventions (managed by us)

We're asking students to approach this positively and honestly – we will be taking actions to help them because we want them to do as well as possible!

# Self-care checklist – do / check these things first!

## Have I:

- had enough sleep?
- had some healthy food? (especially breakfast)
- had plenty of water? (and not loads of energy drinks)
- done some exercise / physical activity?
- spent some time outdoors / in nature?

- Plan to be on time
- Plan to attend every lesson
- Plan your study time
- Try meditation
- Try tidying your room / study space
- Surround yourself with 'radiators' not 'drains'
- Connect with friends / family

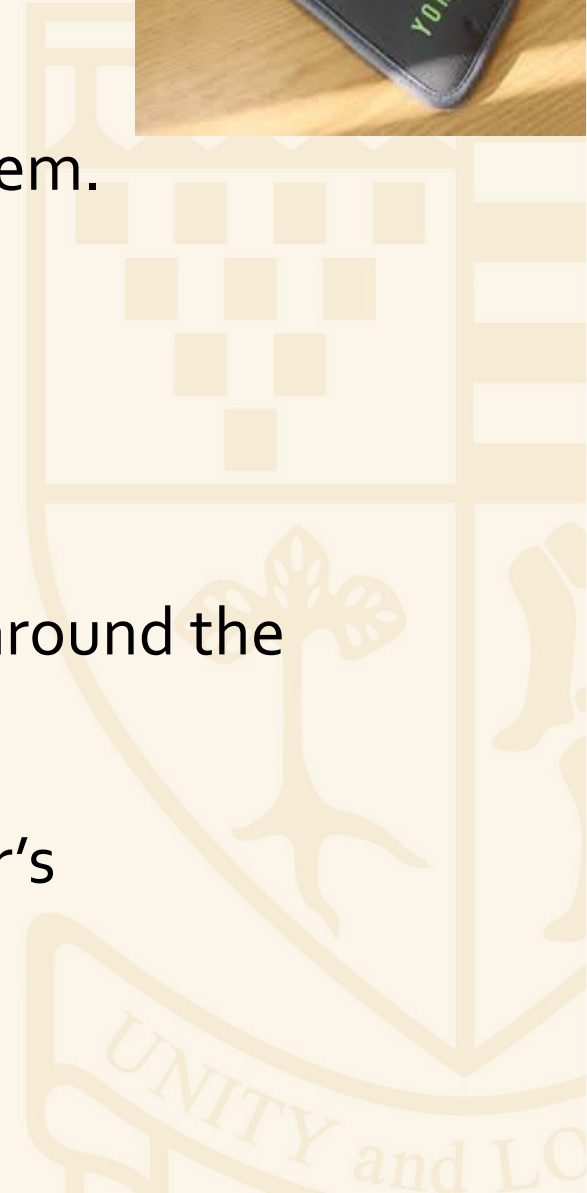
# Have I taken a break from my phone / social media?

- The wave of evidence continues to build about just how important it is to take breaks from our devices. Partly because of this, you will be aware that Sheldon has committed to becoming a phone-free school

# Sixth Form Mobile Phone Use

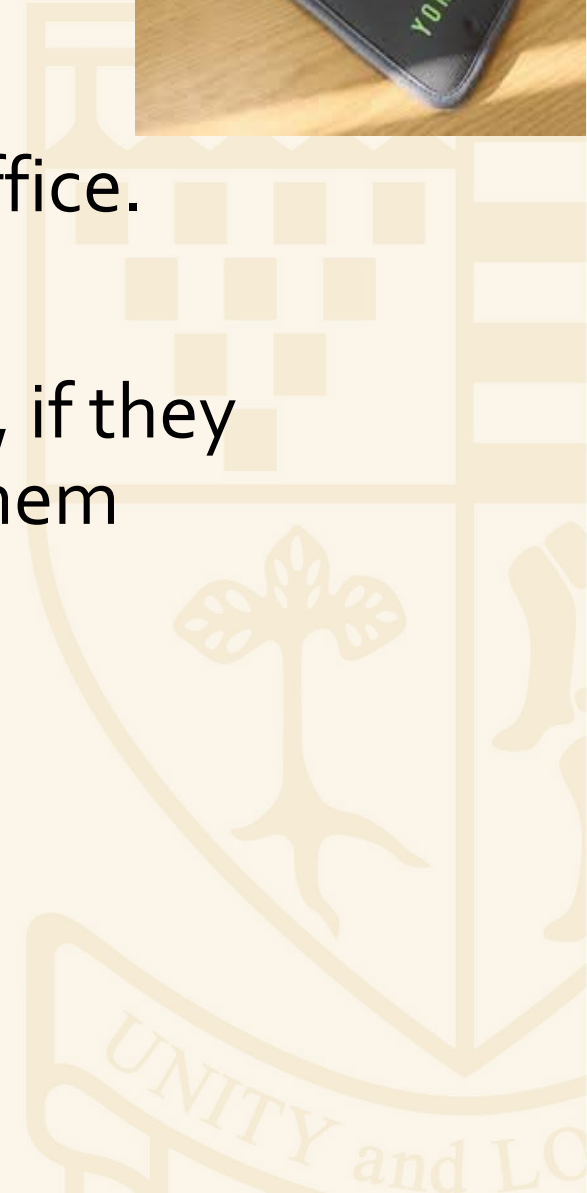


- Sixth Form students are not included in the Yondr pouch system.
- Mobile phones / devices like airpods may be used only in:
  - Sixth Form Common Room
  - Sixth Form Study Room
- If a sixth form student is asked by staff to put a device away around the site, they should follow that instruction immediately please.
- They might use devices in lessons, but this is with the teacher's permission. A phone otherwise should be away and on silent.

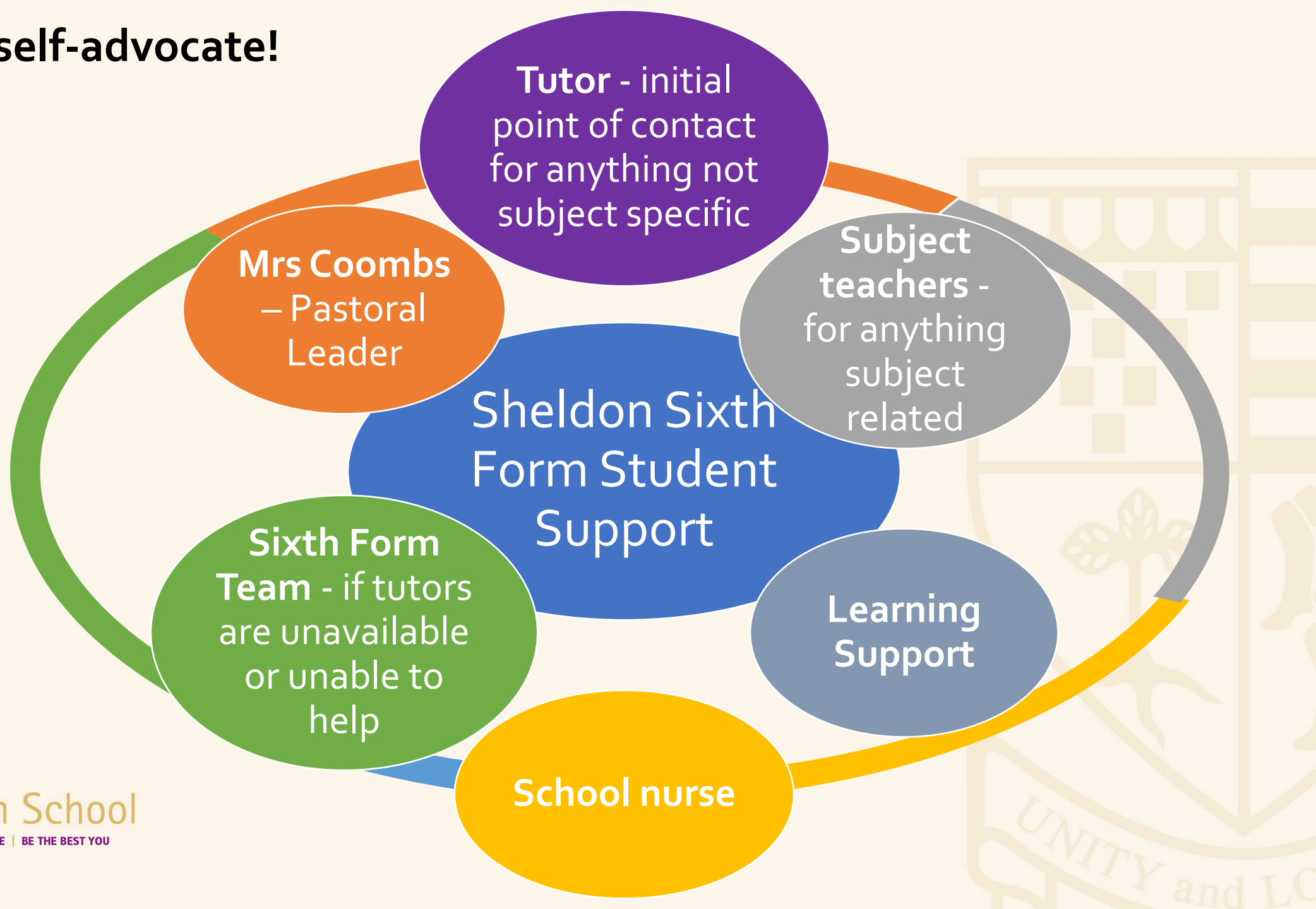


# Sixth Form Mobile Phone Use

- We will have some spare pouches in the sixth form office.
- Students are welcome to use one to help them focus, if they know they struggle to keep their phone away from them otherwise.



# Students can self-advocate!



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# Things that you can do to encourage down time and conversation.....

**Take a walk.** Sometimes taking 20 minutes is as simple as taking a walk, whether it's through nearby countryside, to the shops or around the block with the family dog.

**Go for a drive.** Car journeys are a great opportunity for 20 minutes with your child. Encourage them to leave their phone for a while, turn down the radio and strike up a conversation.

**Ready, set... bake.** Baking is a great way to have fun together.

**Create something together, fix the car together.**

## Things that you can do to encourage down time and conversation

.....

Reassure them that they can talk to you at any time. You could say things like:

You can talk to me, I'm here for you.

If you need to talk to someone else, that's okay too.

If you talk to me about what is worrying you, I can do my best to help.

Even if I don't understand, know that I want to.

We're going to get through this together.


You could also see whether other forms of communication like writing a letter or texting would make it easier for your child to let you know what's going on.

Remember that you know your child. You can tell when it isn't the right time or they aren't in the mood to talk.

# What is '5hrs in...'?

- This is a way of helping students structure and track their use of time in sixth form, when they have to do more independent work outside of lessons.
- This is not just for students wanting to get A\*s / As – it's for everyone!



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## 5 HOURS IN...

**CONSOLIDATE**  
secure new knowledge soon after a lesson

**REACTIVE**  
react to homework your teachers set – get it done!

**PROACTIVE**  
wider reading, watching and listening that deepens and broadens knowledge and understanding

Research shows that the most successful students do between 20 and 25 hours of independent study per week by the end of Year 13. That may seem a lot, but it's something that you will build up to over the course of your A-Levels. In Year 12, you may begin with 15 hours per week. This is roughly 5 hours of independent study per A-Level.

# What is '5hrs in...'?

## Consolidation – 45mins

- e.g. making a mind map, flash cards, talking a topic through with someone immediately after a lesson

## Reactive – 3hrs

- Specific homework tasks set by teacher. For Year 13 this could include specific assignments on Seneca or tasks from Revision Olympics documents (starting Jan 2027)

## Proactive – 1hr 15mins

- Extra tasks, individually chosen from a selection available to students, e.g. wider reading/watching/listening, exam question planning etc. This could include additional independent learning on Seneca.

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FIVE STAR QUALITY

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# Where to find '5hrs in ...' documents / links

- Teams
- ePraise
- Some subjects will share links to Padlet
- Some subjects will print sheets for students
- Some subjects will email them to students
- All the '5hrs in...' documents are on the website:

<https://www.sheldonschool.co.uk/sixth-form/curriculum/5-hours-in/>



**Sheldon Sixth Form** 5 HOURS IN...

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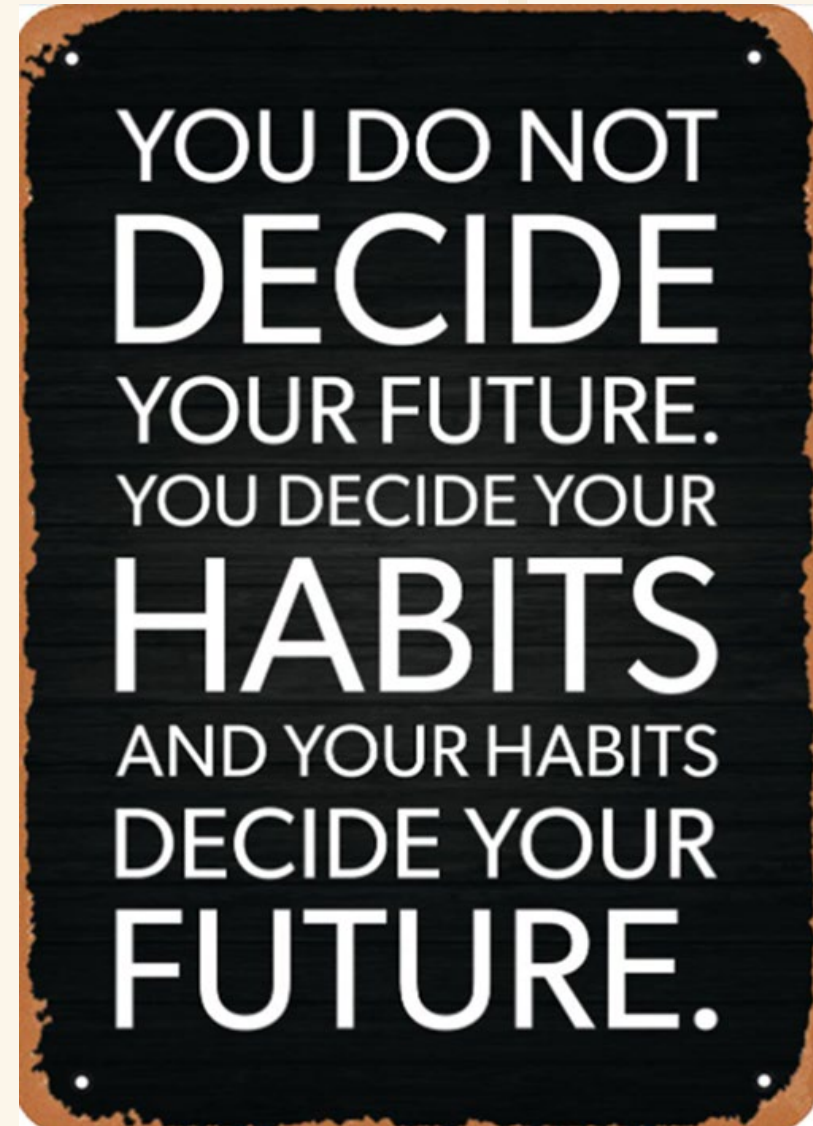
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# 5hrs in... planning routines / building habits

- **I will...** revise key terms from unit 1
- **At...** 1055 for the whole of lesson 3
- **In...** the Study Room
  
- **I will...** write a practice essay about...
- **At...** 9am
- **In...** my bedroom after breakfast



# Coming up this term

- **11<sup>th</sup> June** - UCAS fair in Winchester
- **22<sup>nd</sup> and 23<sup>rd</sup> June** - Open Mornings
- **24<sup>th</sup> June** - Open Evening
- **26<sup>th</sup> June** - Fun Run in the afternoon
- **Week of 6<sup>th</sup> July** - Work experience week – no lessons timetabled
- **15<sup>th</sup> July** - Cotswold Country Park & Beacg Park day trip

# Year 13 - overview

- **15<sup>th</sup> October** - UCAS early entrants' deadline
- **End of Sept** - Mocks Set 1
- **December (week before end of term)** - internal UCAS deadline
- **Early January** - UCAS deadline for equal consideration
- **End of Jan – Feb** - Mocks Set 2
- **May** - Leavers' day and start of public exams
- **Tuesday 29<sup>th</sup> June** - Year 13 ball
- **Thursday 12<sup>th</sup> August** - A Level results day

## Some other reminders / FAQs:

- Gap years and deferring
- Predicted/target grades
- 16-19 bursary
- Sixth Form notes
- Lanyards
- Parking
- @sheldonsixthform

