Aimhigher...
greater manchester

Information, Advice and Guidance for progression to Higher Education

Jo Wiggans
Director

Who says IAG is inadequate?

- Sir Martin Harris – report on access to selective universities
- Alan Milburne – report on access to the professions
- Several reports on higher level skills
- And now Browne

What are the issues?

Browne review says:

Students need access to high quality information, advice and guidance in order to make the best choices

Browne recommends

Early intervention pre GCSE choices

Role of guidance is to '*encourage talented pupils from all backgrounds to make more applications to higher education, and in particular to selective institutions*

…every school … required to make individualised careers advice available to its pupils. … certified careers professionals…respected and valued.

Also IAG needed for adults especially given the expansion in part-time HE options

The role of IAG

- Raise aspirations
- Provide information
- Educate for
  - Opportunity awareness
  - decision-making skills
- Individualised guidance

Plugging the IAG gap

- Information and staff development for IAG staff
- Information and staff development for teaching staff
- Information and encouragement for parents and other influencers
- IAG ‘para-professionals’ provide personalised support to Aimhigher learners – referrals to IAG staff

Keeping up with the changes in higher education

- New HE provision – part-time courses, foundation and other 2 year degrees
- Changing entry requirements – beyond the brochure
- Fees, financial support and bursaries and scholarships
- Differentiation between institutions and between courses
- Changing admissions processes – use of contextual data

WP cohorts are different!

- Need earlier interventions
- Need experiences
- Need support to field questions from peers, parents, teachers
- Need conversations over time to maintain ambition
- Need us to have faith in them

Don’t wait

- For them to ask the questions
- For parents to show them the way
- For schools to know about university options
- Until they have fixed their horizons …

Aimhigher approaches

- Some work in primary schools – look to your futures
- Y8/Y9 on campus choices events – focus on the HE options that GCSE choices open up.
- Y8/Y9 focus on importance of Maths and English and Science
- Y10/11 focus on achievements a
- Y12 focus on choices and research skills
- Y13 focus on applications

Methods

- Campus visits Y8/9/10 (maybe primary too)
- Summer schools Y10 and Y12
- Aimhigher Associates and Aimhigher student ambassadors – Y8 to Y12
- Aimhigher Graduate Officers based in local authorities
- Aimhigher special strands – Looked After Children, Apprentices, Healthcare professions
- Employer-led events – NHS, Law firms, Creative industries, bio-sciences…

Support to hit the target

Campus visits/open days

Parent sessions

Money information – at all stages

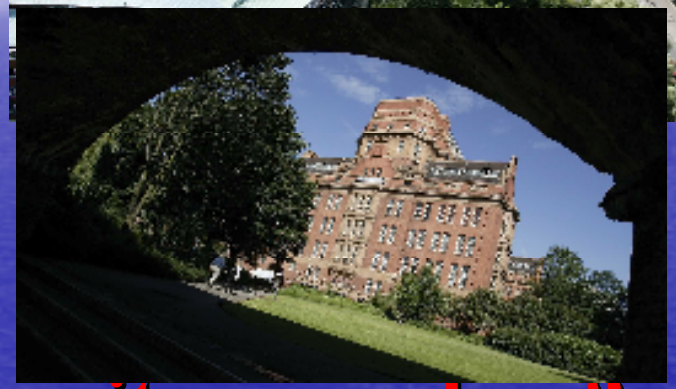
Personal statements

References

Work experience, careers

Whose responsibility?

HE heritage		No HE heritage
	Aspirations	
Family and friends		Aimhigher activities
	Familiarity	
Students you know		Aimhigher associates
	Belief	
Teachers		Graduate Officers/teachers
	IAG	
Professional guidance staff		Professional guidance staff



Who goes to University open days?

What can universities do?

- Inform teachers – on campus
- Provide accurate entry grade predictions
- Provide full information on bursaries and scholarships
- Do things for parents

Browne again…

Institutions have a responsibility to help students make the right choices as well.

Institutions should be free to focus on activities that may be more effective in improving access. These may include: outreach to schools that do not typically send students to higher education…summer schools… targeted activity that meets the goal of widening access in their own student population