



This work is being carried out as part of the Office for Students' National Collaborative Outreach Programme.

# futureme higher education ambassador workshops

2018/19

# welcome

## Welcome to the FutureMe Higher Education Ambassador Workshop Booklet 2018-19

Within this booklet you will find the full range of sessions available to your identified NECOP students, aimed at enabling their understanding of higher education through interactive and relatable sessions.

All FutureMe activities have been developed in line with the NECOP Regional Progression Framework and cover one or more of the following themes:

- 1 Introducing higher education
- 2 Routes to further and higher education
- 3 Attainment and how this supports progression
- 4 Financial support for further and higher level study
- 5 Applying to further and higher education
- 6 Transition to further and higher education

Activities have been individually aligned to best practice frameworks, including the Gatsby Good Career Benchmarks, Career Development Institute Framework and the PSHE Association requirements.

You should work with your designated NECOP Project Coordinator to determine which of the FutureMe Higher Education Ambassador workshops will best meet your school priorities and the needs of your students. This will form part of the NECOP delivery planning process that you will undertake with support from your NECOP Project Coordinator.

**We hope you and your students find the workshops engaging and worthwhile!**

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# year 9

## higher education ambassador workshops

04

05

topic	description	gatsby benchmark	cdi framework	regional progression framework	pshe association
<b>Introduction to FutureMe and HE</b>	Introductory session outlining what FutureMe is and how the programme aims to support students' choices. Higher education will be explored, outlining the general aspects of student life and the differences between school and higher level qualifications.	<ul style="list-style-type: none"> <li>3. Addressing the needs of each pupil</li> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>4. Exploring careers and careers development</li> <li>10. Making the most of careers information</li> <li>14. Identifying choices and opportunities</li> <li>15. Planning and deciding</li> </ul>	<p><b>Phase:</b> Introductory</p> <ul style="list-style-type: none"> <li>LO1. Introducing higher education</li> <li>LO2. Routes</li> <li>LO6. Transition</li> </ul>	<p><b>Social:</b> Willingness to participate in a variety of communities and social settings</p> <p><b>Spiritual:</b> Use imagination and creativity</p>
<b>Discovering FutureMe</b>	Interactive, creative workshop using 'Build to Express' LEGO, to encourage students to recognise their individual strengths, preferences and future goals. *This session will be adapted for larger groups.	<ul style="list-style-type: none"> <li>3. Addressing the needs of each pupil</li> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>1. Self-awareness</li> <li>2. Self-determination</li> <li>11. Preparing for employability</li> </ul>	<p><b>Phase:</b> Introductory</p> <ul style="list-style-type: none"> <li>LO6. Transition</li> </ul>	<p><b>Social:</b> Use a range of social skills; Participate</p> <p><b>Spiritual:</b> Enjoy learning about oneself; Use imagination and creativity to overcome issues</p> <p><b>Literacy:</b> Speaking and listening</p>
<b>Career Connections</b>	Students within this session will expand on their knowledge of careers, identifying key occupations and further job roles which support these. Students will also consider which roles require a degree on entry level and which roles may be enhanced with higher level qualifications.	<ul style="list-style-type: none"> <li>2. Learning from careers and labour market information</li> <li>4. Linking curriculum learning to careers</li> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>4. Exploring careers and career development</li> <li>6. Understanding business and industry</li> <li>7. Investigating jobs and LMI</li> <li>11. Preparing for employability</li> </ul>	<p><b>Phase:</b> Introductory</p> <ul style="list-style-type: none"> <li>LO1. Introducing higher education</li> <li>LO2. Routes</li> <li>LO3. Attainment</li> </ul>	<p><b>Moral:</b> Investigate moral and ethical issues</p> <p><b>Cultural:</b> Understand, accept and respect diversity</p>
<b>Get Real - Finance Scenario Game</b>	Provided with a potential job description, students will be challenged to apply for the role and complete a range of tasks to experience living within the means of their scenario. Students will reflect on their ability to manage their money and what they perceive as an essential or desirable purchase.	<ul style="list-style-type: none"> <li>2. Learning from careers and labour market information</li> <li>4. Linking curriculum learning to careers</li> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>1. Self-awareness</li> <li>3. Self-improvement as a learner</li> <li>7. Investigating jobs and labour market</li> <li>13. Developing personal finance capability</li> <li>15. Planning and deciding</li> </ul>	<p><b>Phase:</b> Introductory</p> <ul style="list-style-type: none"> <li>LO1. Introducing higher education</li> <li>LO2. Routes</li> <li>LO3. Attainment</li> <li>LO4. Finance</li> </ul>	<p><b>Social:</b> Participate; Appreciate diverse viewpoints</p> <p><b>Moral:</b> Understand consequences; Offer reasoned views</p> <p><b>Spiritual:</b> Use imagination and creativity; Enjoy learning about oneself; Reflect</p> <p><b>Literacy:</b> Speaking and listening</p> <p><b>Numeracy:</b> Problem solving; Organising finances/ understanding financial sustainability</p>
<b>The Choice is Yours</b>	Using the Buzz Quiz, this session aims to support students in their future decision making based on personal preferences. This session is designed to support the GCSE options process and highlight where these subjects can take students in the future.	<ul style="list-style-type: none"> <li>3. Addressing the needs of each pupil</li> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>1. Self-awareness</li> <li>2. Self-determination</li> <li>3. Self-improvement as a learner</li> <li>14. Identifying choices and opportunities</li> <li>17. Managing changes and transitions</li> </ul>	<p><b>Phase:</b> Introductory</p> <ul style="list-style-type: none"> <li>LO2. Routes</li> <li>LO6. Transition</li> </ul>	<p><b>Social:</b> Appreciate diverse viewpoints</p> <p><b>Spiritual:</b> Explore beliefs and experience; Enjoy learning about oneself, others and the surrounding world; Reflect</p> <p><b>Literacy:</b> Speaking and listening</p>

topic	description	gatsby benchmark	cdi framework	regional progression framework	pshe association
<b>What if? Higher Education</b>	Using 'Thinking Hats', students will identify and reflect upon the barriers to higher education and consider how they could address concerns they may have previously had.	<ul style="list-style-type: none"> <li>2. Learning from careers and labour market information</li> <li>3. Addressing the needs of each pupil</li> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>1. Self-awareness</li> <li>4. Exploring careers and career development</li> <li>8. Valuing equality, diversity and inclusion</li> <li>14. Identifying choices and opportunities</li> <li>15. Planning and deciding</li> </ul>	<p><b>Phase:</b> Introductory/ Development</p> <ul style="list-style-type: none"> <li>LO1. Introducing higher education</li> <li>LO2. Routes</li> <li>LO4. Finance</li> </ul>	<p><b>Social:</b> Appreciate diverse viewpoints</p> <p><b>Spiritual:</b> Use imagination and creativity to overcome issues</p> <p><b>Literacy:</b> Speaking and listening</p>
<b>What if? Student Finance</b>	A research and debate based session, exploring the argument for student finance. Students will be encouraged and guided to formulate an argument for and against based on available information.	<ul style="list-style-type: none"> <li>2. Learning from career and labour market information</li> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>13. Developing personal financial capability</li> <li>14. Identifying choices and opportunities</li> <li>15. Planning and deciding</li> </ul>	<p><b>Phase:</b> Introductory/ Development</p> <ul style="list-style-type: none"> <li>LO2. Routes</li> <li>LO4. Finance</li> </ul>	<p><b>Social:</b> Appreciate diverse view points; Participate; Resolve conflicts</p> <p><b>Moral:</b> Understand consequences; Offer reasoned views</p> <p><b>Spiritual:</b> Use imagination and creativity</p> <p><b>Literacy:</b> Speaking and listening</p> <p><b>Numeracy:</b> Using percentages; developing financial knowledge</p>
<b>Get Real - Finance Scenario Game</b>	Provided with a potential job description, students will be challenged to apply for the role and complete a range of tasks to experience living within the means of their scenario. Students will reflect on their ability to manage their money and what they perceive as an essential or desirable purchase.	<ul style="list-style-type: none"> <li>2. Learning from careers and labour market information</li> <li>4. Linking curriculum learning to careers</li> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>1. Self-awareness</li> <li>3. Self-improvement as a learner</li> <li>7. Investigating jobs and labour market</li> <li>13. Developing personal finance capability</li> <li>16. Planning and deciding</li> </ul>	<p><b>Phase:</b> Introductory/ Development</p> <ul style="list-style-type: none"> <li>LO1. Introducing higher education</li> <li>LO2. Routes</li> <li>LO3. Attainment</li> <li>LO4. Finance</li> </ul>	<p><b>Social:</b> Participate; Appreciate diverse viewpoints</p> <p><b>Moral:</b> Understand consequences; Offer reasoned views</p> <p><b>Spiritual:</b> Use imagination and creativity; Enjoy learning about oneself; Reflect</p> <p><b>Literacy:</b> Speaking and listening</p> <p><b>Numeracy:</b> Problem solving; Organising finances/ understanding financial sustainability</p>
<b>Think Outside of the Slide</b>	This session aims to support students to overcome their concerns relating to presenting and speaking in public. Our HE Ambassadors will share tips on how to increase confidence in communication and allow students the opportunity to pitch to their fellow classmates!	<ul style="list-style-type: none"> <li>3. Addressing the needs of each pupil</li> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>1. Self-awareness</li> <li>2. Self-determination</li> <li>3. Self-improvement as a learner</li> <li>11. Preparing for employability</li> </ul>	<p><b>Phase:</b> Introductory/ Development</p> <ul style="list-style-type: none"> <li>LO1. Introducing higher education</li> <li>LO2. Routes</li> <li>LO5. Applying</li> <li>LO6. Transition</li> </ul>	<p><b>Social:</b> Use a range of social skills; Appreciate diverse viewpoints</p> <p><b>Moral:</b> Offer reasoned views</p> <p><b>Spiritual:</b> Use imagination and creativity</p> <p><b>Literacy:</b> Speaking and listening; Presentation skills; Writing to persuade</p>
<b>How to Ace Your Revision!</b>	This workshop supports GCSE preparation by helping students identify their preferred revision techniques and signpost to useful tools which will complement their preference. This workshop also emphasises the importance of sleep, dealing with stress and generally how to best prepare students for upcoming exams.	<ul style="list-style-type: none"> <li>3. Addressing the needs of each pupil</li> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>1. Self-awareness</li> <li>2. Self-determination</li> <li>3. Self-improvement as a learner</li> <li>14. Identifying choices and opportunities</li> <li>17. Managing changes and transitions</li> </ul>	<p><b>Phase:</b> Development</p> <ul style="list-style-type: none"> <li>LO3. Attainment</li> <li>LO6. Transition</li> </ul>	<p><b>Moral:</b> Understand consequences</p> <p><b>Spiritual:</b> Explore beliefs and experience; Enjoy learning about oneself; Reflect</p> <p><b>Numeracy:</b> Use of tables to plan and display information</p>
<b>Get CV Ready</b>	Students will explore the benefits of gaining volunteering opportunities/work experience and how this can impact on students' future applications. This session will also signpost students to where they can find volunteering opportunities/work experience.	<ul style="list-style-type: none"> <li>2. Learning from career and labour market information</li> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>1. Self-awareness</li> <li>3. Self-improvement as a learner</li> <li>11. Preparing for employability</li> <li>14. Identifying choices and options</li> </ul>	<p><b>Phase:</b> Introductory/ Development</p> <ul style="list-style-type: none"> <li>LO2. Routes</li> <li>LO5. Applying</li> </ul>	<p><b>Spiritual:</b> Explore beliefs and experience; Enjoy learning about oneself, others and the surrounding world</p> <p><b>Literacy:</b> Speaking and listening</p>

# year 11

## higher education ambassador workshops



08

09

topic	description	gatsby benchmark	cdi framework	regional progression framework	pshe association
<b>Create FutureMe</b>	Students will develop their ability to recognise positive skills and attributes in themselves to incorporate into a personal statement or job application. This session is an ideal look at how to apply for post 16 options, with practical advice.	7. Encounters with further and higher education	<ul style="list-style-type: none"> <li>1. Self-awareness</li> <li>2. Self-determination</li> <li>10. Making the most of career information, advice and guidance</li> <li>11. Preparing for employability</li> <li>16. Handling applications and interviews</li> </ul>	<p><b>Phase:</b> Development</p> <ul style="list-style-type: none"> <li>LO3. Attainment</li> <li>LO5. Applying</li> <li>LO6. Transition</li> </ul>	<p><b>Social:</b> Use of a range of social skills</p> <p><b>Spiritual:</b> Use imagination and creativity; Enjoy learning about oneself; Reflect</p> <p><b>Literacy:</b> Speaking and listening</p>
<b>Revision Techniques</b>	This workshop supports students in understanding the kind of activities that will make their revision more effective. Starting with a quiz to identify individual learning preferences, the session progresses on to specific techniques that students can use to help them remember more and feel more motivated! The workshop finishes with an opportunity to reflect on what makes successful learners.	<ul style="list-style-type: none"> <li>3. Addressing the needs of each pupil</li> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>1. Self-awareness</li> <li>3. Self-improvement as a learner</li> <li>17. Managing changes and transitions</li> </ul>	<p><b>Phase:</b> Development</p> <ul style="list-style-type: none"> <li>LO3. Attainment</li> <li>LO6. Transition</li> </ul>	<p><b>Spiritual:</b> Enjoy learning about oneself; Reflect</p>
<b>Student Life Hacks - The Basics</b>	Students will be provided with a realistic insight into student life and how to budget effectively to make the most out of their money. This workshop will introduce students to the basics of managing money and what they can do now to prepare for the future.	7. Encounters with further and higher education	<ul style="list-style-type: none"> <li>1. Self-awareness</li> <li>13. Developing personal capability</li> </ul>	<p><b>Phase:</b> Introductory/ Development</p> <ul style="list-style-type: none"> <li>LO4. Finance</li> </ul>	<p><b>Moral:</b> Understanding consequences</p> <p><b>Spiritual:</b> Enjoy learning about oneself</p> <p><b>Literacy:</b> Speaking and listening</p> <p><b>Numeracy:</b> Use of money; Developing financial capability through problem solving</p>



# year 12

## higher education ambassador workshops

topic	description	gatsby benchmark	cdi framework	regional progression framework	pshe association
<b>Careers Carousel</b>	Students will be given a practical flavour of a selection of careers and courses on offer at higher education institutions, including; Radio Presenter (Media), Lawyer (Law) and Doctor (Medicine), through a variety of hands on activities delivered in a carousel.	<ul style="list-style-type: none"> <li>4. Linking curriculum learning to careers</li> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>4. Exploring careers and career development</li> <li>7. Investigating work and working life</li> <li>8. Valuing equality, diversity and inclusion</li> <li>9. Learning about careers and the world of work</li> <li>14. Identifying choices and opportunities</li> </ul>	<p><b>Phase:</b> Development/Consolidation</p> <ul style="list-style-type: none"> <li>LO1. Introducing higher education</li> <li>LO2. Routes</li> <li>LO6. Transition</li> </ul>	<p><b>Social:</b> Participate in cooperative activities to resolve problems</p> <p><b>Literacy:</b> Speaking and listening skills; Reading</p> <p><b>Numeracy:</b> Working with charts and tables</p>
<b>Research Skills</b>	This session is a useful follow on from Revision Techniques, as it aims to further students' knowledge of moving on from revising for exams to encouraging students to carry out their own research. Students work in groups to debate an issue and reflect on their research process, exploring areas such as critical analysis of sources. Students are encouraged to think about studying as a process in which they can research areas that interest them, to prepare them for the transition after school and in areas such as the Extended Project Qualification (EPQ) and higher education study.	<ul style="list-style-type: none"> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>1. Self-awareness</li> </ul>	<p><b>Phase:</b> Development/Consolidation</p> <ul style="list-style-type: none"> <li>LO3. Attainment</li> <li>LO6. Transition</li> </ul>	<p><b>Social:</b> Developing a range of social skills; Appreciate diverse viewpoints</p> <p><b>Moral:</b> Offer reasoned views</p> <p><b>Spiritual:</b> Explore beliefs and experience; Respect faiths, feeling and values</p> <p><b>Literacy:</b> Speaking and listening</p>
<b>Exploring Post-18 Routes</b>	An information workshop allowing students to consider the variety of options available in post 18 study, including providing information on higher education courses, apprenticeships and the application process.	<ul style="list-style-type: none"> <li>2. Learning from career and labour market information</li> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>7. Investigating jobs and labour market information</li> <li>10. Identifying choices and opportunities</li> </ul>	<p><b>Phase:</b> Development</p> <ul style="list-style-type: none"> <li>LO2. Routes</li> <li>LO6. Transition</li> </ul>	<p><b>Spiritual:</b> Explore beliefs and experience; Enjoy learning about oneself</p> <p><b>Literacy:</b> Research and sourcing information</p>
<b>Personal Statements</b>	An interactive workshop which allows students to look at the personal statement writing process in more detail. Within this session, our Higher Education Ambassadors will guide students through planning for their statement, in addition to looking at examples in order to reflect on their own writing. This session is also useful for students who aren't considering higher education as it provides useful advice for general applications.	<ul style="list-style-type: none"> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>1. Self-awareness</li> <li>2. Self-determination</li> <li>10. Making the most of careers information, advice and guidance</li> <li>11. Preparing for employability</li> <li>16. Handling applications and interviews</li> </ul>	<p><b>Phase:</b> Development</p> <ul style="list-style-type: none"> <li>LO2. Routes</li> <li>LO5. Applying</li> </ul>	<p><b>Social:</b> Use a range of social skills</p> <p><b>Spiritual:</b> Use imagination and creativity; Reflect</p> <p><b>Literacy:</b> Speaking and listening</p>
<b>The Great Big Higher Education Quiz</b>	This is a fun and interactive session looking at different post 18 options. The workshop will address a number of different post 18 options including Apprenticeships, HND/HNC courses and Degree opportunities.	<ul style="list-style-type: none"> <li>3. Addressing the needs of each pupil</li> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>1. Self-awareness</li> <li>4. Exploring careers and career development</li> <li>7. Investigating jobs and the labour market</li> <li>10. Making the most of careers information, advice and guidance</li> <li>14. Identifying choices and opportunities</li> <li>15. Planning and deciding</li> </ul>	<p><b>Phase:</b> Development</p> <ul style="list-style-type: none"> <li>LO2. Routes</li> </ul>	<p><b>Social:</b> Participate</p> <p><b>Spiritual:</b> Explore beliefs and experience; Reflect</p> <p><b>Numeracy:</b> Discussion of costs and finance</p>
<b>Student Life Hacks - Get in the Know</b>	Students will be provided with a realistic insight into student life and how to budget effectively to make the most out of their money. This workshop will introduce students to student finance and the scholarships and bursaries on offer to support their experience through higher education.	<ul style="list-style-type: none"> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>1. Self-awareness</li> <li>13. Developing personal capability</li> </ul>	<p><b>Phase:</b> Development</p> <ul style="list-style-type: none"> <li>LO4. Finance</li> </ul>	<p><b>Moral:</b> Understanding consequences</p> <p><b>Spiritual:</b> Enjoy learning about oneself</p> <p><b>Literacy:</b> Speaking and listening</p> <p><b>Numeracy:</b> Use of money; Developing financial capability through problem solving</p>



# year 13

## higher education ambassador workshops

12

13

topic	description	gatsby benchmark	cdi framework	regional progression framework	pshe association
<b>Beyond the Personal Statement</b>	Students will gain insight into the stages following the completion of a higher education application. Areas covered include key dates to consider when applying for finance, choosing your firm and acceptance offers, in addition to further information about clearing and adjustment.	<ul style="list-style-type: none"> <li>3. Addressing the needs of each pupil</li> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>3. Self-determination</li> <li>14. Identifying choices and opportunities</li> <li>15. Planning and deciding</li> <li>16. Handling applications and interviews</li> <li>17. Managing changes and transitions</li> </ul>	<p><b>Phase:</b> Consolidation</p> <ul style="list-style-type: none"> <li>LO1. Introducing higher education</li> <li>LO5. Applying</li> <li>LO6. Transition</li> </ul>	<p><b>Spiritual:</b> Use imagination and creativity; Reflect</p> <p><b>Literacy:</b> Speaking and listening</p>
<b>Student Life Hacks - Secrets to Success</b>	Students will be provided a realistic insight into student life and how to budget effectively to make the most out of their money. This workshop will help students to understand next steps with regard to student finance, as well as give them some insider knowledge about how to make their money go further when studying their higher education course.	<ul style="list-style-type: none"> <li>3. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>3. Self-awareness</li> <li>13. Developing personal capability</li> </ul>	<p><b>Phase:</b> Development/Consolidation</p> <ul style="list-style-type: none"> <li>LO4. Finance</li> </ul>	<p><b>Moral:</b> Understanding consequences</p> <p><b>Spiritual:</b> Enjoy learning about oneself</p> <p><b>Literacy:</b> Speaking and listening</p> <p><b>Numeracy:</b> Use of money; Developing financial capability through problem solving</p>
<b>Home or Away</b>	Students will be provided with information on the advantages of moving away and staying at home for higher education. Students will have the opportunity to reflect on what environment would best suit them.	<ul style="list-style-type: none"> <li>7. Encounters with further and higher education</li> </ul>	<ul style="list-style-type: none"> <li>1. Self-awareness</li> <li>14. Identifying choices and opportunities</li> <li>15. Planning and deciding</li> <li>17. Managing changes and transitions</li> </ul>	<p><b>Phase:</b> Consolidation</p> <ul style="list-style-type: none"> <li>LO1. Introducing higher education</li> <li>LO6. Transition</li> </ul>	<p><b>Spiritual:</b> Explore beliefs and experience; Enjoy learning about oneself</p> <p><b>Numeracy:</b> Use of tables to display information; Discussion of budgeting and finances</p>



## what do we need to deliver futureme activities?

All staff who deliver sessions on behalf of FutureMe will bring all resources for their event and will aim to make the activity as easy as possible for you to set up.

However we will need some assistance with the following:

### Room Setup

HE Ambassador workshops are suitable to be delivered in a classroom to enable students to work collaboratively around tables to complete their interactive tasks.

If you would like a workshop delivered to a full year group in an assembly, please do let your Project Coordinator or Higher Education Ambassador know so they can plan accordingly.

### Group Sizes

FutureMe HE Ambassador workshops can be delivered to individual class sizes as well as full year groups. When planning your activity, please do let your Project Coordinator or Higher Education Ambassador know how many will be in attendance in order to plan resources appropriately.

### Staff Support

School staff arranging a FutureMe session are asked to ensure that students arrive promptly and that staff remain on hand in the event of any queries/ or issues which may arise.

### Equipment

We ask that all rooms have a laptop/computer access, projector, internet access and sound where possible.

If there are circumstances when this isn't possible, please discuss this with your Project Coordinator who will be able to discuss alternative solutions.

### Student Engagement

Whilst we understand that not all students will wish to progress to higher education, we request that all students identified for participation in FutureMe activities are fully informed of what they will be participating in and why they have been identified to take part.

Should any students be unable to attend a session as planned, please inform your Project Coordinator as soon as possible as this may affect the delivery of the scheduled activity.







## contact us

For more information about the North East Collaborative Outreach Programme and FutureMe, please visit us online or contact us:

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This work is being carried out as part of the Office for Students' National Collaborative Outreach Programme.