

Get Ahead: After Application

Presentation: (3) Accessing Support at University

Key Stage: 5

Year: 13 / Y2

Duration: 30+ minutes

Overview / Blurb: Whether it be a one-off or more consistently, many students starting University will require support at some stage. It is important for students to be able to advocate for themselves and any help they might need. This session aims to instil confidence in seeking support, as well as signposting them to the different types of support available.

Learning Objectives: After this session, students will know:

- What support is available at university, and how to access it.
- How to confidently advocate for themselves, and get support in doing this.
- What support might be beneficial for them throughout their studies.

Resources and materials needed:

- Accessing Support at University Powerpoint Presentation
- Pens
- Paper
- Whiteboard, if applicable for the setting

Session Outline:

Slide	Activity
1	Presentation Instructions / Guidance
2 - 3	<p>Impartiality Slide:</p> <p>As a university outreach team we are committed to providing you and your students with impartial support regarding post 18 options. Our objective is to widen access to higher education in general regardless of HE destination for students from backgrounds underrepresented in higher education. We deliver comprehensive programmes of activity in partnership with Uni Connect, Into University, the HAS scheme, and other HE providers We ensure our talks and workshops provide examples from multiple HE providers, with the aim of providing your students with the information they need to support informed decision making We will support your students regardless of chosen pathway and/ or choice of HE provider</p> <p>Session Aims: Students should be able to identify different types of available support, and match the support available to their needs.</p>
4	<p>Activity One: This can be used as a starter activity to get students thinking, both broadly about the differences between their current school/college</p>

	and HE, and what support they might need to help adapt to these changes. These will vary depending on the student and the course, but example answers are in the presentation notes, and can be used to prompt further thinking.
5-6	UCAS Application: If students have not already applied, this is a great opportunity to talk them through adding their support needs to the application. However (more likely) if they have already applied, this is a good time to highlight that each University has their own Student Support team, and they should contact that team at their firm choice.
7-8	Your Support, Your Choice: Here we highlight some of the potential benefits of accessing support in HE, and particularly of contacting services before they start. However, it is really important to highlight that it is completely up to the student if and when they disclose any support needs – they are in charge.
9-19	True or False – Accessing Support: This group activity further explores how accessing support works, and mythbusts common misconceptions i.e. that students need a diagnosed disability/health condition to access support. Examples of universities that offer support can be found in the notes, but these are not exhaustive – every university will have some kind of similar support, but details differ between institutions.
20	Support Available at University: Title Slide
21	Activity Two: Students can complete this individually or in pairs/small groups, before feeding back to the class (if appropriate). Their answers will be helpful to keep in mind as different types of support services are explored.
22-26	Support at University: These slides detail different types of support available – they are all available at UEA, but more examples are in the presentation notes. Please make students aware that these types of support are available at most universities, but they may be called different things. Encourage students to research what is available at their firm choice.
27	Activity Three: Using their list from Activity Two, ask students to match the ‘problem’ to the best support available. There will likely be multiple services available that would help with each problem – this is intentional, and should be re-iterated to students, so they know they have many different ways to approach a problem.
28-29	Summary Slide: This provides a quick summary of what has been covered, and encourages students to research support at their firm choice as a take-home activity.