APPLY LESSON PLAN

Helping you support young people as they progress through their learning and enabling them to achieve positive outcomes.

UCAS Progress

Overview:

Learners use the www.ucasprogress.com website to search for and save courses that they are interested in and then apply for these courses through the system. This lesson is designed to go through the application process and it is assumed that learners will have gone through Search prior to this lesson. A search lesson plan is also available.

Duration:

One 60 minute lesson ideally in the early part of the autumn term of Year 11.

Learning outcomes:

- Learners are able to investigate on their own opportunities for learning.
- To enhance learners' awareness of pre- and post-16 learning opportunities and save courses that they might like to study.
- Complete the Profile section.
- Apply to Providers they would like to study at.

Resources:

- ICT suite/classroom with internet access.
- Access to the usernames and passwords for the learners if not already given.
- *Getting started with Search and Apply* leaflet.

STEPS	ACTIVITY	RESOURCES	SUGGESTED TIME
1	**Set lesson in context** Explain purpose, aims and outcomes.		2 mins
INTRODUCTION			
2	**Explanation of Apply** Brief summary of Search again and then explanation of Apply and what learners can do in the system.		5 mins
3	**Walk through of Apply** Demonstrate to learners the key features of Search and Apply including: - Know how to save Favourites so that you can log in and find them again. - Explain that courses need to be saved to Favourites page before they can make applications. - Show learners how they can log in using their username and password if they have not already done so.	Can use pre-prepared screen shots or go onto the live site.	15 mins

STEPS:	ACTIVITY	RESOURCES	SUGGESTED TIME
	▪ Explain what they can see once they have logged in and briefly go through each of the tabs with them including: Profile, Applications, Favourites and Account. ▪ Explain what they will be doing during this session.		

DEVELOPMENT

STEPS:	ACTIVITY	RESOURCES	SUGGESTED TIME
4	**Saving courses and filling in their Profile Section** ▪ Encourage learners to search for something they are interested in studying, hopefully they will have already done this in previous sessions or on their own. ▪ Then go through the profile section in more detail describing to the learners what they could put in each of the sections and why it is important to do this and keep the information up to date. They can copy and paste information into this section so you may want to encourage them to bring with them anything that might be useful e.g. a personal statement that they have completed before. ▪ Contact details – explain the fields in this section and why it is important to keep them up to date throughout the application process e.g. so that the provider can keep in touch with them about their application. ▪ Personal information – go through these sections and explain what they need to put into each section and the importance of letting the provider know if they might need extra help etc. ▪ Qualifications – encourage the learners to put in all the qualifications they are studying and give them an example of how to do this. ▪ Work history – encourage learners to put in any experience of work that they have had including part time work that they might be doing. Explain what they can write in the free text box about their role, duties etc. ▪ Personal statement – this section might need to be done in separate lesson due to time taken to complete. Give examples to learners of the areas to write about in this section e.g. relevant skills, knowledge and experience, why they would like to study the course, future career aspirations etc. There is a personal statement worksheet designed by UCAS Progress that can be used here.	Internet access for learners to go on and access the website. *Getting started with Search and Apply* leaflet.	
5	**Making an application** ▪ Go through the process step by step. The learner guide will take them through in detail each of the sections so it would be a good accompaniment to this section. ▪ Step 1: Choose the provider. ▪ Step 2: Choose the courses from the list that they have already saved into their Favourites. ▪ Step 3: Review their choices and submit the application.	*Getting started with Search and Apply* leaflet.	
6	**Plenary** ▪ Teacher asks for feedback about any sections learners need help with or more time on. ▪ Q & A	Feedback forms.	
7	**Next steps** ▪ Encourage learners to go on and access the UCAS Progress website to track how their application is progressing. ▪ Explain that they can message any providers that they have applied to at any time to ask questions.		