



# COACH MANUAL

COACHING PROGRAMME FOR YEAR 12 & 13 STUDENTS

# WELCOME TO FUTURE FRONTIERS

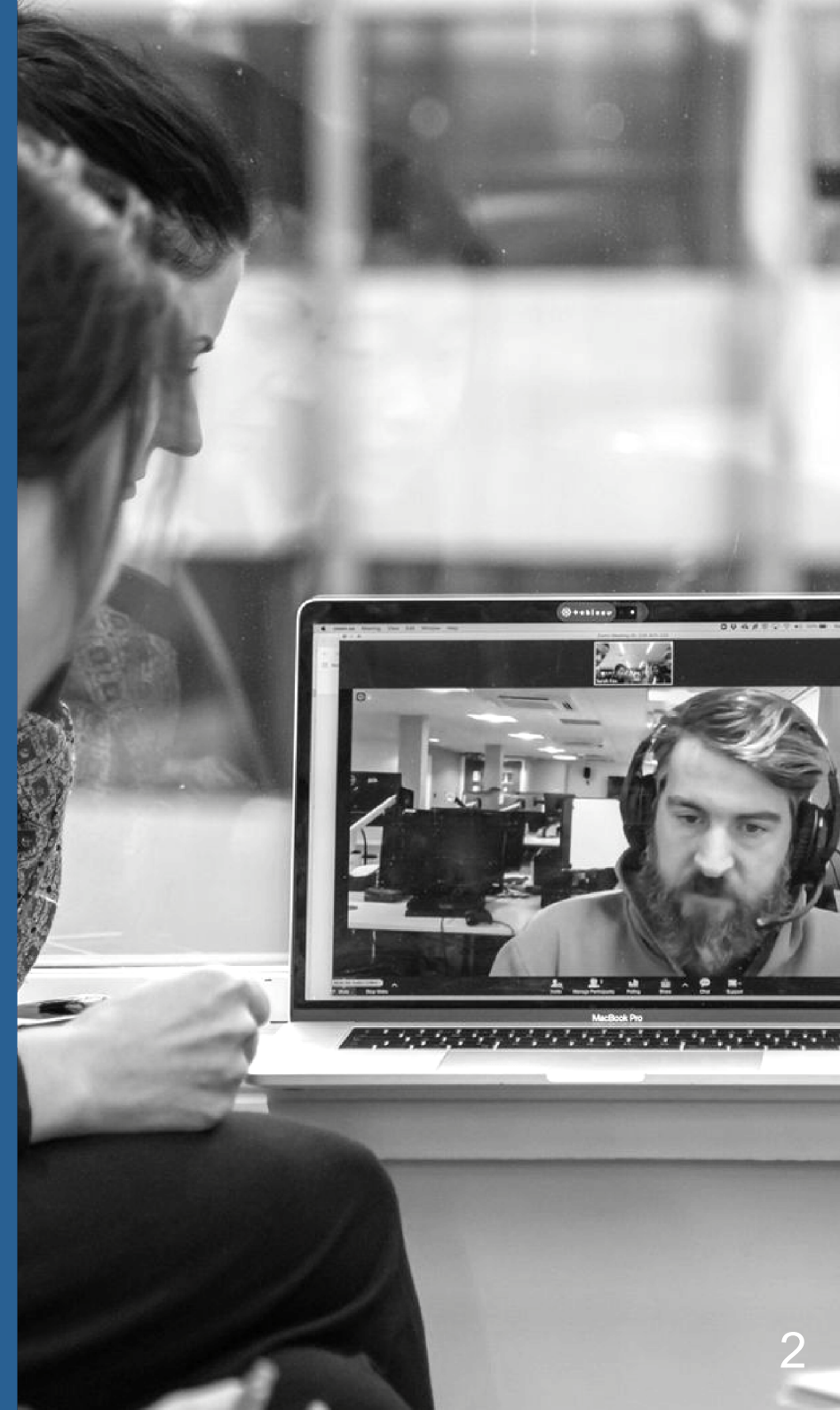
By volunteering your time and energy, you are joining a movement that inspires young people from all backgrounds to reach their full potential at school.

The need for this work is more prevalent than ever in these uncertain times. With your support, your pupil will be better equipped to enter the next stage of their educational and career journey with the knowledge, skills, and awareness needed to achieve their dreams.

We thank you for your passion and commitment to our mission and hope you find this experience contributes to your personal and professional growth as well.

We wish you all the best as you start upon your journey with Future Frontiers.

Thank you, and good luck!



# USING THIS MANUAL

During each session, you and your pupil will work through the Activity Handbook, which details each activity to complete. You will upload the Activity Handbook onto Vedamo to use with your pupil.

This Coaching Manual has been designed to supplement the Activity Handbook. The initial few pages cover some key information from training. There is then a page or two dedicated to each session, with top tips for delivering the activities successfully.

We recommend you have this manual open at the relevant page on a separate tab or device, or print it out for your reference during sessions.

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# PROGRAMME OVERVIEW

The Future Frontiers programme aims to achieve the following four outcomes for pupils. By the end of the programme, our young people will have:

1. Discovered a career or sector that **inspires them**.
2. Mapped out a detailed progression plan that is **ambitious and realistic and plays to their strengths**.
3. Developed the knowledge to make informed decisions, at key transition points, including their next step which we call their "**aspirational destination**".
4. Built **belief in their ability** to achieve their goals.

Below is an overview of the full coaching programme.

## 1 Discover

Pupils reflect on what matters to them and motivates them and discover careers that align with these.



## 2 Explore

Pupils dig deeper into their top sector so they can make an informed decision when selecting their top career.



## 3 Connect & Achieve

Pupils explore the pathways that are going to lead them towards their top careers. They will also prepare for their Expert conversation.



## 4 Connect & Achieve

Pupils hear from a Sector Role Model in their desired field, learn how to create a strong application and create a development plan of next steps to put them on the path to success post-programme.



# CAREER COACHING MODEL

We use the **CLEAR framework** to guide our volunteers on effective coaching techniques that they can apply to **their** interactions with their pupils.

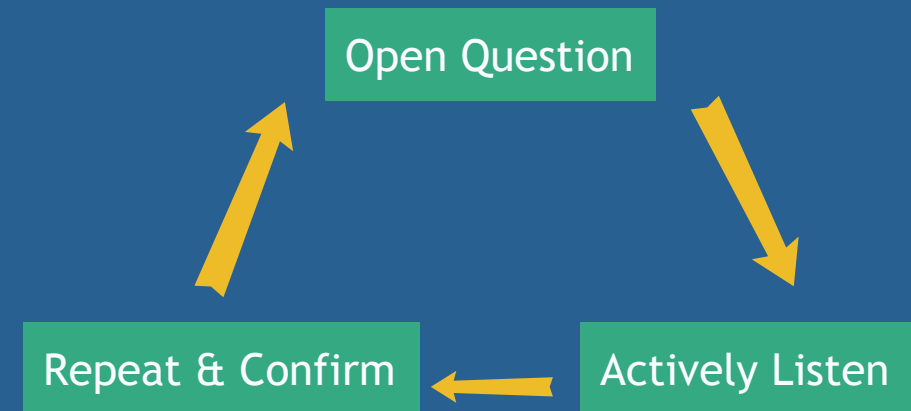
**C** ontract - agree on outcomes and establish what the coachee, your pupil, wants to gain from the conversations

**L** isten - actively listen to the coachee, mirroring their language to encourage reflection

**E** xplore - work together to think about what the coachee can do given their priorities and motivations

**A** ction - set goals and determine steps the coachee can take to achieve their aspirations

**R** evuew - reflect on the contract and actions determined



Much of the work you do with your pupil will focus on the **listening** and **exploring** parts of this framework.

The best way to guide these parts of your conversations is to use an open questioning loop, where you ask an open question, demonstrate active listening, repeat and confirm what your pupil has said and use it as a basis to ask another question. If you would like to learn more about this coaching model, visit [this site](#).

# SAFEGUARDING

Any time you are working with a young person, you are put in a position of trust that must be upheld at all times. At Future Frontiers, we prioritise the safety and security of all the pupils on our programme and as a representative of our organisation we expect you to mirror those values.

## Your role

As a volunteer it is vital that you ensure you are always operating within the safeguarding policy, which includes not putting yourself in a position where you might interact with any pupils unsupervised or unrecorded. The expectation is that you maintain professional boundaries with your pupils. This includes, but is not limited to, **the strict prohibition** of the following:

- sharing personal information (including social media handles, personal email addresses, and phone numbers)
- contacting your pupils outside of the programme sessions
- implying you can act as a confidant

## Reporting concerns

If you suspect that your student is being subjected to any form of abuse (including physical, emotional, sexual, neglect or online abuse), you are obliged to report it as soon as possible. Please record your concerns based on facts and immediately afterwards, notify your Programme Manager or [safeguarding@futurefrontiers.org.uk](mailto:safeguarding@futurefrontiers.org.uk) who will instruct you to complete a Safeguarding Concerns Form.

If you have any questions about whether or not your concern requires further action, please contact the Safeguarding Officer or your Programme Manager.

You can find a complete copy of our Child Protection Policy online. You have been asked to confirm that you agree and understand our safeguarding policy and you have been sent our Code of Conduct. Given the nature of our work, we will take any transgressions seriously and may ask a coach to leave a programme if deemed necessary.


If you have any questions about what the expectations are, please email your Programme Manager.



### DO

- ensure you have read and understood the safeguarding policy and code of conduct
- report anything that makes you uncomfortable (even if you think it might get them in trouble)
- maintain professional boundaries
- be vigilant to signs of abuse

### DO NOT

- swear in front of your pupils
  - discuss your personal life with your pupils
  - engage with your pupil on social media
  - connect with your pupil outside of the remit of the programme or afterwards
  - imply to your pupil you can keep anything confidential for them
- 



# THE COACH PORTAL

You have access to our Coach Portal, which provides information on preparing for sessions, supporting resources and our Sector Role Model bank. Before each session, we ask you to log on and watch our short training videos.

You can access the Coach Portal [here](#).

**Password:** ffcoach

You may also need to access the Pupil Portal with your pupils which you can access [here](#).



# RESOURCE PAGE

See below some useful resources for both you and your pupil's research:

## Careers Information



General knowledge on careers and sectors

- [National Careers Service](#)
- [Aspire-](#) Guide to post-18 options.

## Exploring Pathways



Information on routes into different careers

- [Career Pilot](#) - Explore job sectors and job profiles.
- [Careermap-](#) Search and apply for apprenticeships and early career opportunities.
- [Unifrog](#) - Create a profile and explore pathways.

## Universities



University courses and pathways information

- [UCAS-](#) Information on university programmes and tips on selecting a uni and applying.
- [Which ? University-](#) Information on university programmes with profiles that include entry requirements and what the student life is like.
- [The Complete University Guide](#)

## Apprenticeships



Information on apprenticeship opportunities

- [Apprenticeships](#) Information on apprenticeship opportunities in your area.
- [WhiteHat-](#) Matching apprentices with companies and helping with the application process.



# COMMUNICATIONS PLANNER PART 1 OF 3

Use the following table to track what communications to send to your pupils each week

When	Communication	Info	Resources Needed
Onboarding- before the programme starts	Contact Programme Manager to complete onboarding process	<ol style="list-style-type: none"> <li>1. Make sure your DBS check is completed</li> <li>2. Let your Programme Manager know in writing that you have read and understood the safeguarding policy.</li> </ol>	<u>DBS information</u>  <u>Safeguarding policy.</u>
Once your Programme Manager has introduced you to your pupil	Introductory email to your pupil	<ol style="list-style-type: none"> <li>1. Introducing yourself</li> <li>2. Encouraging them to complete the survey and independent research</li> <li>3. Planning your initial tech test session</li> </ol>	<u>Initial email to Pupil template</u> (feel free to edit)
Before tech test session	Email reminder to pupil	<ol style="list-style-type: none"> <li>1. Remind pupil when your planned 15 minute tech test session is</li> <li>2. Send pupil the Vedamo link</li> <li>3. Remind them to complete the initial pupil survey</li> </ol>	<u>Initial pupil survey.</u>
Before Session 1	Email reminder to pupil	<ol style="list-style-type: none"> <li>1. Remind pupils when the session is</li> <li>2. Remind pupil of the Vedamo link</li> <li>3. Direct them to the independent research work required for this session</li> </ol>	Independent Research for pupils- before session 1

# COMMUNICATIONS PLANNER PART 2 OF 3

Use the following table to track what communications to send to your pupils each week

When	Communication	Info	Resources Needed
Before Session 2	Email reminder to pupil	<ol style="list-style-type: none"> <li>1. Remind pupils when the session is</li> <li>2. Remind pupil of the Vedamo link</li> <li>3. Direct them to the independent research work required for this session</li> </ol>	Independent Research for pupils- before session 2
Before Session 3	Email reminder to pupil	<ol style="list-style-type: none"> <li>1. Remind pupils when the session is</li> <li>2. Remind pupil of the Vedamo link</li> <li>3. Direct them to the independent research work required for this session</li> </ol>	Independent Research for pupils- before session 3
Before Session 4	Send pupil email to Sector Role Model	<p>Your pupil will have sent you their email to the SRM, please pass this on to them (remember to NOT include your pupil in this, but ensure the SRM knows that it has been written by the pupil).</p>	Independent Research for pupils- before session 4
Before Session 4	Email reminder to pupil	<ol style="list-style-type: none"> <li>1. Remind pupils when the session is</li> <li>2. Remind pupil of the Vedamo link</li> <li>3. Direct them to the Independent Research work required for this session</li> </ol>	Independent Research for pupils- before session 4

# COMMUNICATIONS PLANNER PART 3 OF 3

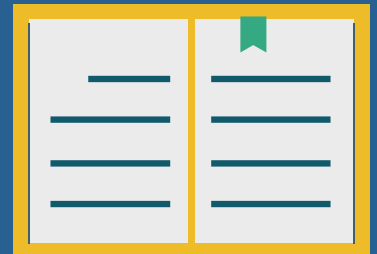
Use the following table to track what communications to send to your pupils each week

When	Communication	Info	Resources Needed
After Session 4	Final email to pupils	<ol style="list-style-type: none"> <li>1. Thank your pupil for taking part and say a few encouraging words about their journey</li> <li>2. Encourage them to complete the final evaluation survey</li> <li>3. Reiterate some main points from their development plan that they could be working on over the next 6 months</li> <li>4. Wish them luck in the future</li> </ol>	<u>Final email to Pupil template</u> (feel free to edit)
After Session 4	Complete evaluation survey	Please complete the evaluation survey so that we can gather feedback from you that will improve our programme in the future	<u>Coach evaluation survey.</u>

# GETTING STARTED

We suggest you do the following to prepare for your first session:

1. Make sure you have introduced yourself to your pupil via email, agreed on a session date and time and sent them your unique room link.
2. Familiarise yourself with the Vedamo platform. Watch the video tutorial that walks you through how to set your first session up. This includes using the Vedamo platform and how to navigate the first few minutes with your pupil.
3. Read through the Session 1 activities in the Pupil Handbook.
4. Read through the Session 1 guidance in this Coaching Handbook on Page 15.
5. Send your pupil their resources and ask them to do the first task before Session 1.



Remember you can email your Programme Manager with any questions before your first session.

# INTRODUCTORY CALL



We recommend arranging a 5-10 minute test call with your pupil before Session 1.

## Arrange Test Call

1

Once you have been introduced to your pupil over email, arrange a time to have a 5/10 minute introductory phone call over Vedamo. Use this time to make sure all tech is working and you know how to navigate the platform together.

## Say hello!

2

Remember that it is likely the first few minutes could be a little awkward for the student (and you!) Do spend the first 5 minutes or so having a general chat with your pupil. You could ask them about what they are studying, what they're looking forward to on the programme, how they are finding social-distancing etc., as well as telling them a bit about yourself.

## Organise the dates for your four sessions

3

Discuss with your pupil when your four sessions should be. Ideally, you will pick a similar time each week which may be easier for both you and your pupil to remember. Please bear in mind that some pupils will require sessions on set days each week, we will let you know if this is the case for your pupil.

# SESSION 1: DISCOVER

Discovering your pupil's interests and motivations



Make sure your pupil has completed their Unifrog test before starting the session.

## GOALS:

- Gain a greater understanding of your pupil's personality, interests, motivations and skills.
- Consider what matters to your pupil in a fulfilling career.

## ACTIVITIES:

1. What do you want to achieve?
2. What have you already thought about?
3. What motivates you?
4. Strengths and skills

## Before you start...

Remember that it is likely the first few minutes could be a little awkward for the student (and you!) Do spend the first 15 minutes or so having a general chat with your pupil. You could ask them about what they are studying, what plans their school have in place for home learning, how they are finding social-distancing etc., as well as telling them a bit about you.



## ACTIVITY 1: WHAT DO YOU WANT TO ACHIEVE?

- By getting pupils to think about what they want to achieve and their current position, you can make the most out of the time you have together. This can also help focus your pupil and help you when thinking about what is best to cover in each session.
- Feel free to keep returning to this and make sure the programme is still feeling relevant and useful for your pupil.
- Is there anything that is not on the list they would like to get out of this? What parts of the programme can you focus on to ensure they go away having achieved their goals?



## ACTIVITY 2: WHAT HAVE YOU ALREADY THOUGHT ABOUT?

- If your pupil has some career or pathways ideas already, this is your opportunity to break down what they already know and start to think about how you can fill in any gaps in their knowledge.
- Ask questions to help your pupil identify why they are interested in those particular jobs or post-18 routes, and understand their influences.  
e.g. ask them if they have spoken to someone who does that job and what they know about what that job involves.

### ACTIVITY 3: WHAT MOTIVATES YOU?

- You should find yourself referring back to this activity throughout the programme, as you help your pupil evaluate different careers against what is important to them.
- Probe students to explain why they are selecting certain statements and explain meanings to them if they don't know certain ones.

### ACTIVITY 4: STRENGTHS AND SKILLS

- Encourage your pupils to think of at least two skills to fill in the last column. If they get stuck or have missed an important one, remember to ask them questions about the activities they note in the second column.
- Try to get students thinking about these traits in relation to their employability, as students may not realise that their qualities are valuable in the workplace.
  - e.g. if your pupil has written "co-operative", you could encourage them to think about teamwork as a strength they could bring to the workplace and later ensure they consider roles that involve working with others.

# SESSION 1 DEBRIEF

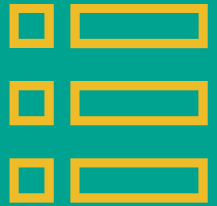
At the end of the session,  
ask your pupil the following questions:

1. We have covered quite a lot in the first session already, can you remember everything we have done?
2. What did you like most about the session?
3. How might some of the questionnaires we did today relate to the working world?
4. How can you apply what you've learnt during today's session to your Independent Research tasks?



# PREPARE FOR NEXT WEEK

Complete the following before your next session...



## Independent Research reminder

1

- Remember to remind your pupil about the work they need to complete for Session 2
- Encourage them to send you their Job Sector notes ahead of the session; feel free to chase them for this the day before.



## Your Research

2

- We suggest you also spend 15-20 minutes doing some basic research on your pupil's top sectors, so you can discuss what you discovered together next session.



## Next Session

3

- Schedule your session time with your pupil and take note when it is.



# SESSION 2: EXPLORE

Exploring careers that match you pupil's interests and motivations



If your pupil has not completed the independent research, don't worry, just discuss sectors of work with them at the beginning of this session



## GOALS:

- Gain more knowledge about your pupil's top job sectors and careers.
- Think about what your pupil needs to know about each career to make an informed decision.
- Reflect on your pupil's research and identify what else they would like to find out.

## ACTIVITIES:

- Activity 1- Career Long List
- Activity 2- Career Profiles
- Activity 3- Preparing for your sector role model call

## REVIEW INDEPENDENT RESEARCH

- Review your pupil's job sector shortlist with them and ask them to explain why they chose the careers they have selected.
- These careers can be carried over onto the Career Long List (Activity 1), depending on if your pupil would like to research them more.

*Some students will not have done the pre-work. If that's the case, be patient and give them time to complete the research. You could, for example, each take a sector and spend 10 minutes completing the research independently, before feeding back. If your student has not completed it, it is likely they will benefit from the additional accountability and structure provided by working alongside you.*

## ACTIVITY 1: CAREER LONG LIST

Don't let your pupil get too bogged down in the details at this stage of the research and focus on the bigger picture of what matters to them more broadly.

- Your pupil will select 6 careers they want to learn about in more detail. They can change their mind about the careers they are interested in, but this will:
  - give them more information about careers that excite them right now;
  - help them develop the research skills they will need throughout their career journey.
- Make sure you encourage your pupil to reflect on careers in relation to all the discussions you had in Session 1 and when reviewing their Independent Research. You can also research their "Related Careers" using Career Pilot/National Careers Service website.



## ACTIVITY 2: CAREER PROFILES

- Your pupil needs to choose their top 3 careers from their Long List - they could be very similar to each other or completely different; both scenarios are fine.
  - These choices are not permanent, but it is useful for them to pick three so that you can practice in depth research.
- Pupils will use the information they have acquired from their Independent Research and discussions with you, to fill out the career profile sheets for each career. Discuss each section in detail, making sure your pupil is evaluating the information they found.
  - Some of the boxes will help with this:
    - Do the skills and qualities match with theirs?
    - Do they find the overview of the role interesting?
    - What do they think of the qualifications needed?
    - Is this achievable for them?
- As a coach, it is important supplement their research with open questions and challenges, referring back to their interests and motivations.

## ACTIVITY 3: PREPARING FOR YOUR SECTOR ROLE MODEL CONVERSATION

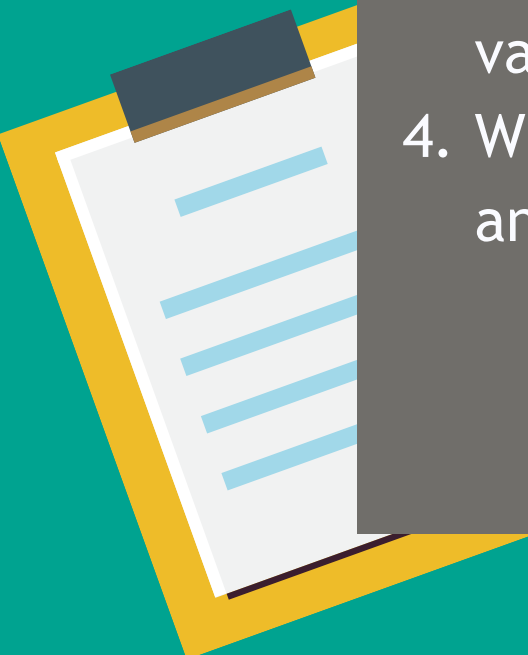
Giving your pupil insight from somebody working in one of their top careers, or pursuing a pathway they are interested in, is hugely valuable.

Discuss with your pupil who they would like to speak to. When they have decided, prepare some questions to ask them. Discuss the suggestions and encourage your pupil to think of other questions that they specifically want to ask. Make sure these are open questions.

# SESSION 2 DEBRIEF

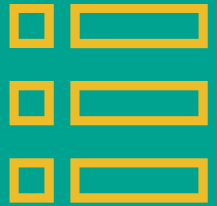
At the end of the session,  
ask your pupil the following questions:

1. Let's walk through the session. What was the first thing we did? Then what?
2. How did you feel trying to make your career sector shortlist?
3. What activities did you find the most valuable today? Why?
4. What do you need to do between now and the next session to be prepared?



# PREPARE FOR NEXT WEEK

Complete the following before your next session...



## Independent Research reminder

1

Ask your pupil to refer to their resources and complete the two Pathways activities (the table and Unifrog shortlist) before session 3.



## Your Research

2

Session 3 will be looking at these pathways in more detail, so you might want to spend 15 minutes researching to help with these discussions.



## Next Session

3

- Schedule your session time with your pupil and take note when it is.



# SESSION 3: CONNECT & ACHIEVE

Investigating pathways options to achieve pupil's top career



## GOALS:

- Help your pupil choose a right-fit pathway.
- Help your pupil research and evaluate different university and/or apprenticeship courses.
- Help your students prepare for their Expert conversation.

## ACTIVITIES:

- Activity 1- Choosing a Pathway
- Activity 2- Choosing a Subject (University)
- Activity 3- Choosing a Provider/course
- Activity 4- Provider/course profiles
- Activity 5- Preparing for your Expert Conversation

## GOOD TO KNOW:

- You may have direct experience of choosing, applying to and completing a university course of apprenticeship programme. You are welcome to share your experiences of this process and answer any questions students might have. Just remember, if sharing your personal opinion, make sure students know this is just one viewpoint.
- It is important to remain impartial when discussing the two pathway options here and not to encourage students to take one route over the other. Instead, if a student is unsure, you can:
  - Make sure they have a detailed understanding of the facts. Completing the activities in this session will help with this, as they will explore a range of actual university and apprenticeship courses and reflect on these.
  - Ask them coaching questions to help them reach their own conclusions. The probing questions on this page might be helpful, but do add your own.

Which factors are the most important to you?

What appeals to you about this route?

Forget what other people might think. Where do you think that you will feel most fulfilled?

What other information would you want to help you make a decision?

Is there a way that [dis/advantage] might actually be an [advantage/disadvantage]?

What doors might open for you?  
What doors might close?

Why do you think you have that view? What might have influenced you?

If you made the final decision to take x route today, how might you feel tomorrow? Why?

## ACTIVITY 1: CHOOSING A PATHWAY

- Ask your pupil to tell you three things that they learned/found interesting during the Pathways Webinar and how they felt about the different pathways.
- Then ask them to explain what they found out about the two pathways in their Independent Research.
- Did this research change their mind/strengthen their preference of one or make them more unsure about both?
  - If they are unsure and like both pathways, they can research both further throughout the programme. Pathways are not set in stone, although there is often a clear route relating to their top careers.

## ACTIVITY 2: CHOOSING A SUBJECT (University)

- Your student only needs to complete this activity if they are considering University.
- Use the prompt questions in their handbook to help them evaluate their options and make sure that they read the 'Good to Know' page before filling out the table.
  - Some subjects lead to a huge array of careers. The advantage of that kind of degrees is that pupils are equipped with valuable life skills, such as analysis and writing that are transferable in the world of work.

By the end of this activity, your student should have one or two subjects they would like to take forward to the next activity to explore various, specific courses.



### ACTIVITY 3: CHOOSING A PROVIDER/COURSE

- Your pupil should have sent over their Unifrog provider shortlist. Discuss with them the reasons behind their choices, asking your own open questions and using the ones in their handbook.
  - *NB - Unifrog can make errors about the 3 different types of courses, so make sure that your pupils know the required grades for each course in relation to this.*
  - From this discussion ensure that your pupil ranks the courses in their shortlist by evaluating each choice. They do not need to go into too much depth here.

### ACTIVITY 4: PROVIDER/COURSE PROFILES

- You will look in more depth at your pupil's top or top two provider/course choices from the previous activity.
- Pupils will use the information they have acquired from their Independent Research and discussions with you, to fill out the profile sheets. Discuss each section in detail, making sure your pupil is evaluating the information they found.
- As a coach, supplement their research with open questions and challenges, referring back to their interests, personality and skills.

## ACTIVITY 5: PREPARING FOR YOUR SECTOR ROLE MODEL CONVERSATION



### YOUR PUPIL'S EMAIL TO THE SECTOR ROLE MODEL

- Your pupil should be familiar with this type of exercise but they may feel shy/nervous about it being sent to the professional or want to perfect their writing.
  - Reassure them that this is useful practice for their future applications and that it will help the conversation go more smoothly with the Sector Role Model and help them to prepare their answers and give your pupil more tailored advice.
- Make sure that your student knows roughly what they are going to write in their introductory email and how they will format it, before the end of the session, as they will complete it as their Independent Research.
- You will need to send it to your Sector Role Model before Session 4 - so be prepared to remind your pupils to send it to you in plenty of time.



Pupils and Sector Role Models **cannot share contact details**- this includes copying either into the same email. This means the message to the sector role model **must** be passed on by the coach.

Sharing pupil contact details in anyway is a breach of our safeguarding contract

# SESSION 3 DEBRIEF

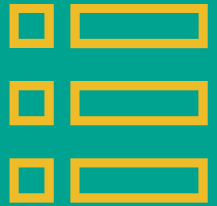
At the end of the session,  
ask your pupil the following questions:

1. What topics did we cover in today's session?
2. What activity did you enjoy the most/least? Why? How did each of them make you feel?
3. How well do you think we have achieved the aims of today's session? (refer to the session overview in the Pupil Handbook)
4. What are your next steps to complete before session 4?



# PREPARE FOR NEXT WEEK

Complete the following before your next session...



## Independent Research reminder

1

Make sure that your pupil completes their "Tell me about yourself Activity" and sends it to you 3 days before your scheduled session. You then send it to your Expert.



## Your Research

2

Find an appropriate Sector Role Model to join your call with your pupil in session 4. Have a look at the Coach Portal for more information about where to start and the process!



## Please note

3

Never share student's contact details when communicating with the Sector Role Model. If your SRM would like to provide further support, e.g. by having a follow-up conversation or offering work experience, do let Future Frontiers know, as we might be able to facilitate this via the school.



# SESSION 4: CONNECT & ACHIEVE

Supporting your pupil to narrow down their options and focus on a pathway to success



## What should I be doing in this session?

- Help you choose a right-fit pathway.
- Help you research and evaluate different university and/or apprenticeship courses.
- Help your students prepare for their expert conversation.

## ACTIVITIES:

- Activity 1- The Sector Role Model Call and Reflections
- Activity 2- Understand the Application Processes
- Activity 3- Creating a Development Plan

## ACTIVITY 1: YOUR EXPERT CALL AND REFLECTIONS

### Please remember:

1. Sector Role Model and pupil details cannot be shared with each other.
  2. This conversation must be supervised by a coach.
  3. This conversation must take place on Vedamo, so that it can be recorded.
- Your pupil may be nervous about this call - reassure them that it will be no different than speaking with you and help them to revise their questions. Try and encourage your pupil to take the front seat in the conversation but you may have to lead at the beginning.
  - Afterwards, reflect with your pupil on how it went and use the reflection questions to guide your discussion.
  - Encourage your pupil to think of other people who they can talk to about their experiences, outside of the programme.

## ACTIVITY 2: UNDERSTANDING APPLICATION PROCESSES

- The processes shown are simplified and show the steps students will take. The website links will give a lot more information about each stage.
- Make sure that your pupil notes down any parts of the journeys that they are unsure of and would like to know more about their chosen pathway's application process. You can then help them research this further using the links to the websites provided.
- Relating to their pathways choices, help your student to fill out the key steps they need to complete in the table, by referring to the previous pages and your research with them.



## ACTIVITY 3: MY DEVELOPMENT PLAN

- The priority for this activity is that students leave with clear, actionable steps that they can take after the programme.
- Firstly, encourage your student to come up with an "A Plan" (for if they get the grades they want- their idea scenario) or "B Plan" (for if they don't get the grades or something doesn't go to plan). The idea behind this is to show them that if they work hard, they could achieve their goals, but that their B plan is exciting too.
- Encourage students to be as specific as possible. Some "good" and "less good" examples of next steps are below. (Feel free to screenshot these and paste them into Bramble to share with your student).
- The coaching questions may be useful to help focus your pupil's next steps.

### Good examples

Complete research sheet for Geography courses at 5 more universities from my shortlist.

Focus on moving from a C to a B in Geography.  
- Go to catch up online classes put on my school  
- Make revision notes on Year 12 work to get ahead for September

### Less good examples

Research more courses

Improve my grades

Speak to someone studying at one of the unis on my shortlist

Who could help you with this?  
When and how would you approach them?

If you could achieve 3 things by x date, what would your priorities be?

What resources do you need to complete this?

What are the smaller steps needed?

Are there any steps you should take but you are likely to put off? What would you do to tackle these?

# SESSION 4 DEBRIEF

At the end of the session,  
ask your pupil the following questions:

1. Can you remember what topics we have covered in each session we have had together?
2. How do you feel knowing the programme is coming to an end?
3. What have you found most valuable throughout the programme?
4. What do you need to do in the coming weeks/ months to ensure you achieve your top career?



# CLOSING THE PROGRAMME & SAYING GOODBYE

Congratulations and thank you! You have completed the Future Frontiers programme.

Don't forget to congratulate your pupil on their dedication and achievements throughout the programme and wish them well for the future.

On the face-to-face programme we would usually have a short graduation, so it's nice to send your pupil off with some words of encouragement!

On a more practical note, please ask pupils to complete the end of programme survey on the pupil portal. This will help us to collect data on the impact of the programme, and to gather pupil feedback that will help us continue to improve the programme for future cohorts.

Thank you for your commitment to supporting our young people.

The Future Frontiers team





# CONGRATULATIONS AND THANK YOU

You have completed the Future Frontiers programme!