



FUTURE SKILLS

FAQ: Perspectives on Future Skills

- Is it right for University acceptance?
- Is it right for employability?
- Is it right for breadth of study?
- Is it academic?
- Does it preserve aspiration for students?
- Are the benefits of Future Skills worthwhile?
- Is it radical?



Is it right for universities?

- The most selective Universities look at the GCSE grades, and not the number of grades.
- To make broad generalisations:
 - At the top end a shorter string of 9s is more valuable than a greater number of 8s.
 - In the middle, to proactively chase 7s is better than spread effort to achieve 6s
 - A greater number of 6s is more likely to tip the balance than an extra 5.
- Once the grade criteria are met, Universities are much more interested in the person, and their integration into the course and cohort, than they are about GCSEs (or 4th A-level).
- Universities have explicitly said that they would far rather greater weight was placed on project qualifications than currently because they demonstrate skills.

Oxbridge Perspective



- Excellent grades required.
- No formal GCSE requirements.
- However, GCSEs used as a “performance indicator”.
 - eg “high proportion of 7,8 and 9 grades”
- Contextualised, reference will give school curriculum details.
- The background of our GCSE results is very good, so allowing for “context” we would expect to need high proportions of 8 and 9 grades.

MedVet

Perspective:

- Aptitude Tests
- Example criteria opposite.
- Value of higher grades is much greater than more grades.

Scoring an application

An application score is generated from GCSE and UCAT results as well as a contextual element as follows:

GCSE

Each application will receive a score for academic achievement based on results in seven GCSE (or equivalent) subjects. The subjects that will be scored are: English (both English Language and English Literature), Mathematics (or one, but not both, of Methods in Mathematics and Applications of Mathematics), Biology and Chemistry (or dual award science), plus two additional GCSEs in any subject. We will not exempt anyone from requiring a score for all identified subjects.

For the subjects specified above a minimum of grade B/6 must be offered and the scores allocated to the different grades are as follows:

8 or 9/A* = 4

7/A = 2

6/B = 1

For each of the two unspecified subjects, a score of 2 will be allocated when an 8 or 9/A* grade has been obtained. Lower grades will not receive a score.

The total GCSE score will be scaled to a maximum of 4.5.

Because we rank applicants according to a total score, we cannot define a GCSE grade profile that will be acceptable.

Is it right for employability?



- As business groups, recruiters, and careers experts will reinforce:
 - The high grades might get you the **interview**, but the wider skills will **get you the job**.
- And this is only the start:
 - Once you get the job, the qualifications might enable you to **do it**, but the wider skills will enable you to **thrive and progress**.
- Even if students have the skills, they need to **communicate** the skills and **evidence** the skills before they can apply them in a role. See the hierarchy of skills.

Everyone needs to stand out from the crowd...

- GCSEs alone won't do that
- Personal characteristics will help
- Wider experiences will help
- Confidence in communicating will make all the difference in interviews, selection days, or even online meetings.

Skills Hierarchy – what can we add to GCSE that gives better value for student's skills.

- Experience
- Acquire and Establish
- Develop
- Apply
- Recognise
- Communicate
- Evidence
- Train and Proactively pursue.



Is Future Skills for everyone?

- We believe that it is.
 - Most able academically or not.
 - Quite apart from the academic benefits, the wellbeing advantages also featured heavily on the Curriculum Review feedback.
- **However:**
 - for the most academically able students it may be suitable to study an additional GCSE within the timetable. This would mean that a student would miss Future Skills lessons, and carry a workload that may impact wider co-curricular and curricular participation and success. There will be an opportunity to enquire about that facility on the Options form.

Feedback so far...

- Already achieved in fourth year:
 - Teamwork activities
 - Interview practice and skills
 - Debating
 - Planning and research
 - Investigation of leadership styles and strengths
- Feedback:
 - “being confident was more difficult, but useful to practice stating positive things about yourself”
 - “leadership sessions were useful”
 - “covering wider issues”
 - “persuasive communication practice”





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