Help yourself to a headstart on your studies at Huish.

Complete this booklet, get started on a project and prepare yourself for success.

HEADSTART

2020

CONTENTS

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INTRODUCTION

⇒ Welcome

⇒ FAQs

Welcome to Huish!

That is the main message of this booklet. We would usually all meet each other in July and say that to you all face to face, but at the moment, we aren't able to do that in person, so this booklet is to fill the gap.

You will have lots of questions about starting at Huish and we have attempted to answer them on our website and in the videos we have created. We hope that you are excited about starting the next phase of your life and all the benefits and challenges of greater independence. It can be daunting for some people, but remember that we will be here for you, every step of the way.

We recognise that it has been quite some time since you have been in school and you may be worried about going back into full-time education, about getting used to new routines, or remembering subject knowledge and study skills. Well, that is

another reason for this booklet. We want to give you a headstart to your studies and give you the chance to flex your learning muscles before arriving in our classrooms.

This booklet is Phase One of your Headstart for Huish. It will get you set-up for studying in general. Phase Two will be launched on 1st June and is a series of subject-specific booklets, full of ideas and activities to get you ready for the next level.

Please complete all the activities in this Phase One booklet and save them carefully. You will need to bring them with you to your first tutorial session at Huish.

Warmest wishes

From all at Huish
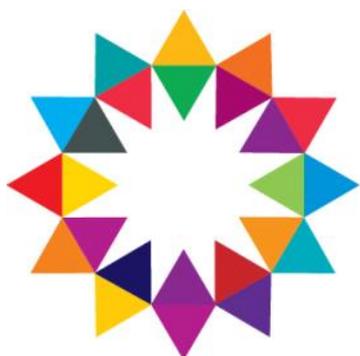
FAQs

We have updated our website to try to answer some of your questions about starting at Huish. You may have seen these already, but if not, please click here.

Here are just a few of the questions we have been asked:

I didn't apply to Huish because I was waiting for my GCSE grades as I didn't know if I would pass enough. Can I still apply?

Yes. Just visit our website to complete the online application form. When we have received it a member of the admissions team will be in touch to arrange a chat on the telephone to answer your questions and discuss subject choices. This will be your first advice and guidance session from our knowledgeable staff. Please watch our film (here) to find out what we will talk about with you.

What happens if my GCSEs aren't what I wanted?

We understand how disappointing that could be and will do our very best to support you onto a course that is right for your further success and desired future progression. We will be here for you each step of the way. You will be invited in for another advice and guidance session on the day that you enrol with us, or before. You can contact admissions2@richuish.ac.uk with any enquiries and the team will either answer your questions directly, or find someone who can help you.

Since I have been at home I have been thinking about my subjects a lot and I have changed my mind. What do I do?

Don't worry, that is completely normal and the great thing is that you have lots of time to make up your mind completely. If you are sure about the change now, then simply email admissions2@richuish.ac.uk and update your choices. The activities in this booklet are designed to help you with those choices. Doing the **headstart project** will begin to prepare you for the transition back to study. In June, you will also be able to access the Phase 2 booklets. These are individual to each subject. You should complete the booklets for the subjects you are intending to take. You should also do booklets for any subject that you are considering taking, as this will help you to decide. When you attend college to enrol, you will have another individual guidance session and can discuss your final course choices at that point.
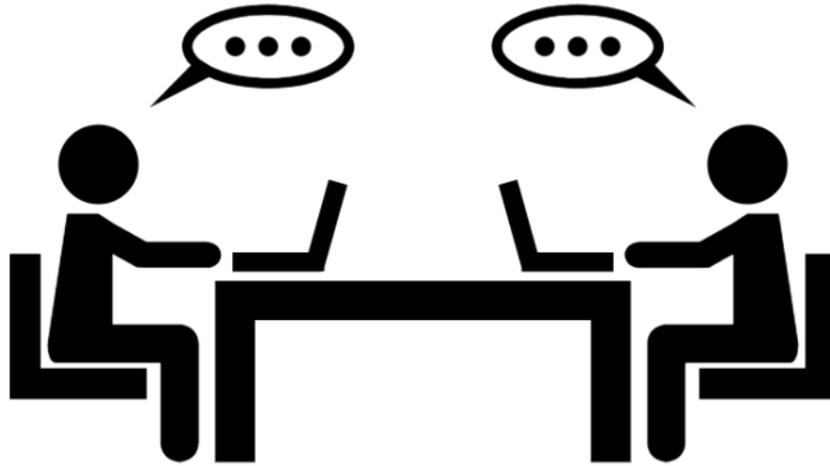
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GETTING TO KNOW EACH OTHER

⇒   Your progress tutor

⇒   Who are we?

⇒   Getting to know you – personal profiles

TUTORIALS

GETTING TO KNOW EACH OTHER

Once you start at college you will be allocated a personal progress tutor. Your progress tutor will be there for you, every step of your huish journey.

You will see your PT at least twice a week in dedicated sessions. These sessions will be with your tutor and your tutor group, in a study centre. Your PT will coach you through a series of activities to ensure that you are confident, resilient and healthy.

Your tutor will support you to make progress in your studies and be there to help you in any way that you need, in order to be successful. You will have 1:1 meetings with them, on order to reflect upon your progress and makes plans to become even more effective as a student.

Claire Hill

Charlotte Yeoll

Charlotte Hagii

Sharon Copeland

Please complete the Personal Profile on the next pages (or click here) and bring it to your 1st tutorial session.

MY PERSONAL PROFILE

Our main job is to support you in all aspects of college life, so we are interested in more than just your academic achievements. We want to get to know you so that we can support you in the way that is best for you. This form is a starting point for doing that and will be the basis for a 1:1 conversation, once you have started at Huish. Please fill it in with as much detail as you can.

We look forward to meeting you.

What are the most important things I should know about you? What is going to help me know and understand you better? There is no right or wrong answer. Tell me below, the 3 most important things about you:

1.

2.

3.

Describe your experience of secondary school in 3 words:

1.

2.

3.

MY PERSONAL PROFILE

Do you have a part time job? If yes, where and how many hours do you work?

Tell me about your volunteering, your hobbies, interests and all that keeps you happy when you are not studying.

How do you plan on getting to college each day? How long will it take? What time will you have to leave your home to arrive in time for a 9am lesson?

Describe your home/s.

You may wish to tell us about:

- who you live with e.g. parents/carers/guardians, siblings, other family members

- if you have responsibilities at home e.g. chores, picking up or looking after younger siblings

- if you have a quiet place to study with a desk and access to a computer

- whether you have pets and if you spend a lot of time looking after them

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STARTING YOUR STUDIES

⇒ Your programme of study

⇒ Enrichment options

⇒ Getting organised at home

⇒ Effective learners and study skills

huish HEADSTART

YOUR PROGRAMME OF STUDY

When you enrol at Huish, you will decide upon your programme of study.

Our timetable is structured around 7 blocks, which we call Columns.

Each of you will have an individualised programme of study and this will be agreed at your next advice and guidance session, upon enrolment.

7 Columns

3 Academic

0.5 Tutorial

1 Enrichment

1.5 Independent Study

1 Personal Development

HEADSTART

Example ONE

Extended Diploma In Music

Tutorial

Rock Choir

Football

Independent Study

Guitar Lessons

Example TWO

Maths

Physics

Computer Science

Tutorial

Rugby

Independent Study

Academic Enrichment

Example THREE

BTEC Business Certificate

Photography

English Literature

Tutorial

Creative Writing club

Independent Study

Maths GCSE

ENRICHMENT OPTIONS

What is enrichment?

These are the activities that you choose to add to your programme of study in order to add greater richness to your time at Huish. For example: Japanese lessons, Rugby training, Debating society or Chess club. We call this enrichment because it will enrich your life (and your CV)!

You should be able to fit in ONE or TWO enrichment options to your programme of study. They take up between 1 and 4 sessions of a Column and the vast majority of them take place within the college day.

- Ambassador programme
- Badminton
- Basketball 3 v 3
- Blender Animation
- Book club
- Chemistry Olympiad & Cambridge Challenge
- Chess club
- Classics Society
- Coding Club
- Creative Writing
- Dance
- Debating Society
- Duke of Edinburgh
- Earth Science Society (Leaf Group)

Find out more, (video) and choose your enrichment, when you enrol at college, or in the first week.

- English lecture Series
- Film Club
- Futsal (indoor football)
- Debating Society
- Graphic Design
- Huish Researchers
- Huish Community Project
- Languages – Chinese and Japanese
- LGBTQ+ Friends
- Life Drawing
- Maths Challenge
- Medical Enrichment
- Music
- Politics Society
- Photography and Digital Media
- Physics Challenge
- Psychology trips
- Philosophy Society
- RIC TALKS
- Self Defence
- Student Investor Challenge
- Table Tennis
- Tea and Talk

THE SUPER-STUDENT

You might be a really effective student, or you might know someone who is. Think about what makes that super-student so good. Why are they able to succeed when others struggle?

Try not to dwell on who they are, but think about what it is that they DO…

Are curious and eager to learn new information and skills.

Seek-out feedback; don't take it personally, and use it to move forward

Are busy with hobbies and interests, outside of study

Always keen to 'level-up' and challenge themselves

Stick to a regular routine and work in a non-distracting environment

Have a growth mindset

Effective students …

Exercise their bodies, as well as their minds.

Get enough sleep, at the right times, to keep to a productive routine.

Reward themselves after the work is done, breaking up tasks with breaks and mini-treats to stay motivated.

HEADSTART

GETTING ORGANISED

How are you going to keep track of the work that you are set? Some students love a physical diary or notebook. As soon as they are given tasks, they write them down, and add a note on the date it is due, in the calendar section. The benefit of this method is that the act of writing down the task, already begins to embed it in your brain so you are more likely to get it done! Drawbacks are that the diary can get lost, and all your deadlines, with it.

Others are more comfortable with using the memo and calendar on their smartphone, or exploiting the full-functionality of the college Outlook email system. Or, they download one of the great many useful apps that have been created to organise students.

Either way, you will also benefit from having a wall-planner or calendar up in your house. Write down your deadlines and important events, you can even tick-off the days as they approach, and set-yourself mini-deadlines to help break-up the work This helps you to get a greater sense of the passage of time, so that you are not suddenly surprised, or overwhelmed, by the amount of work to do.
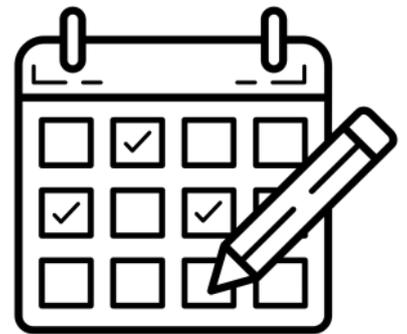
Essentials:

Calendar/wall-planner

Diary or phone-app

Lined A4 paper

Pens

Pencil, ruler, eraser, sharpener

Highlighters

Clear pencil case

A4 ringbinder folder

A4 plastic wallet

Glue-stick

Scissors

Access to a computer and internet

Desirables:

Pack of card dividers for the A4 ringbinder

Hole punch

Stapler

Sticky-notes

A5 or A6 notecards for revision

Coloured pencils or felt-tips.

Plan paper or graph paper—for diagrams
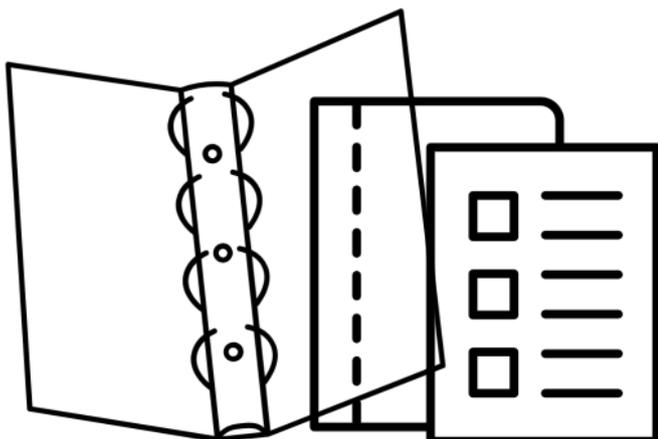
STUDYING AT HOME

Effective students have regular study-habits and routines. Studying is a normal part of their lives and part of their organisational ability, is planning where they will study, as well as when.

Returning to the same, quiet, tidy, study place, each time you have a session booked, will make it easier to switch quickly into 'study-mode'. You might be lucky enough to have your own, permanent desk, in a quiet room; but many people have to share their workspace at home.

TOP TIPS FOR SETTING-UP YOUR STUDYSPACE AT HOME

Try to find a quiet space at home, where there isn't too much passing 'traffic' from other people.

Make sure you have enough light to work by. A desk-lamp is helpful.

Get a noticeboard or whiteboard, that you can prop up against the wall when it is your turn to use the space. Pin-up your to-do lists, a calendar and things you need to remember. Add some motivational pictures to look at, when you need a boost.
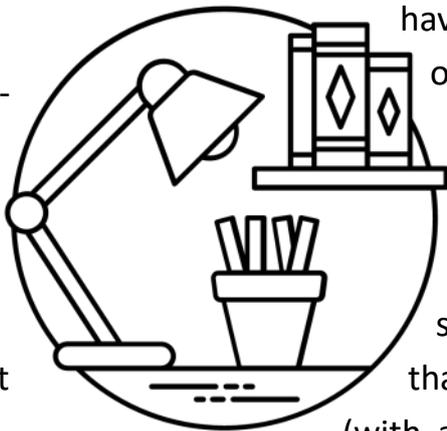
Use a flat, clean, hard surface. Ideally a table, but it could be a kitchen worksurface, or even a piece of board balanced on some bricks! You need enough space to open your A4 notebook and files, and have a laptop open (if you have one).

Find a, slightly-larger-than A4, box (with a lid) to keep your work-in-progress in. Find another box to store your stationery in, if you don't want to share it! This will allow you to easily pack-up your desk if you need to move.
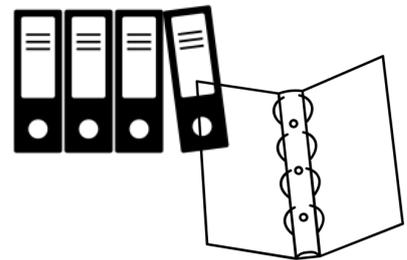
Make a rota with the other people that you are sharing with, and make sure that everyone sticks to it.

File all your notes immediately, in your ring-binder, the longer they are left around, the more likely they are to get lost, or damaged (particularly if you live with pets, babies or clumsy oafs)!
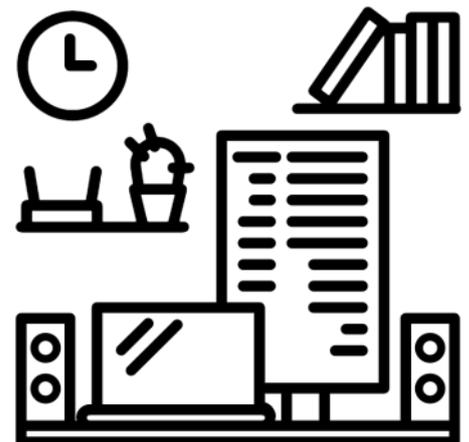
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VESPA

⇒ Vision – setting goals

⇒ Introduction to LC and the Careers and Progression team

⇒ Questionnaires about your progression plans

5 common characteristics and behaviours that can be developed in any student, to power-up their success in learning.

VESPA

HEADSTART

Initially developed by Steve Oakes and Martin Griffin, in 2012, to support their sixth-formers, this is now a worldwide learning system that benefits advanced–level learners, whether following A level, or vocational, programmes of study.

VISION

The degree to which a student knows what they want to achieve.
Essentially, this is about having a clear goal, both long-term, and short-term; knowing what you want to achieve. If the long-term career plan hasn't yet become apparent to you, then just focus in a bit nearer. For example, what target are you setting for your next report, or your next essay, or your next match?   Vision, is also about working out a plan for reaching that goal; and this is where it is normal to need a bit of help. Finally, you do actually need to stick to the plan!

EFFORT

The number of hours proactive, independent, study a student is willing to do. Yes, it is true, not putting in the effort, pretty much guarantees that you wont reach your goal! Your teachers will guide you towards the hours required for success in each subject, and it will change, as you progress through the course. However, at Huish, we expect you to spend about 5 hours per week, on each subject.

SYSTEMS

The level to which the student organises their learning resources. This is about 2 aspects. You will need to develop systems to organise your time, meet deadlines etc. This is commonly referred to as project-management and is a key to being successful in study and in work. Secondly, SYSTEMS is about developing successful methods of learning, and remembering, the material you are presented with. This includes mental organisation, practical organisation; and study techniques, such as graphic organisers, file management, Cornell notes and so on.

PRACTICE

The level to which a student commits to practicing and developing their skills. However, it is not only how <u>long </u>you study for, that equates to success; it is just as important to <u>study in the right way</u>. You need to put the effort in where, and when, it is needed; to set deliberate goals and practice the skills you need to reach them; to seek out feedback and check your progress against your goal regularly.

ATTITUDE

The way a student responds constructively to setbacks. This aspect is about your emotions, about the way you feel about studying, about staying positive and being keen to learn from every situation. It is also vital, to practice your Growth Mindset.

VISION

You will work with your **progress tutor** to establish your direction, and your short-term and long-term goals. Having a goal will enable you to focus more purposefully on your studies and personal development. This will result in greater success.

Our **Learning Centre**, known as the LC, is a great source of information and support. You will find friendly, knowledgeable staff in the LC; ready to support you with discovering the learning resources we have available for you to use, or borrow. Our trained librarians are also experts in research and will always want to support you to become a better researcher yourself.

Here, you will also find our Careers Centre. Richard Jones and Donna Pestor are the Careers Team at Huish. They are always ready to help you to find your way, and make plans for your progression beyond Huish.

> **The LC team have made an introductory Prezi for you, to explain what is available. Please click here to view it.**

APPRENTICESHIP

UNIVERSITY

EMPLOYMENT
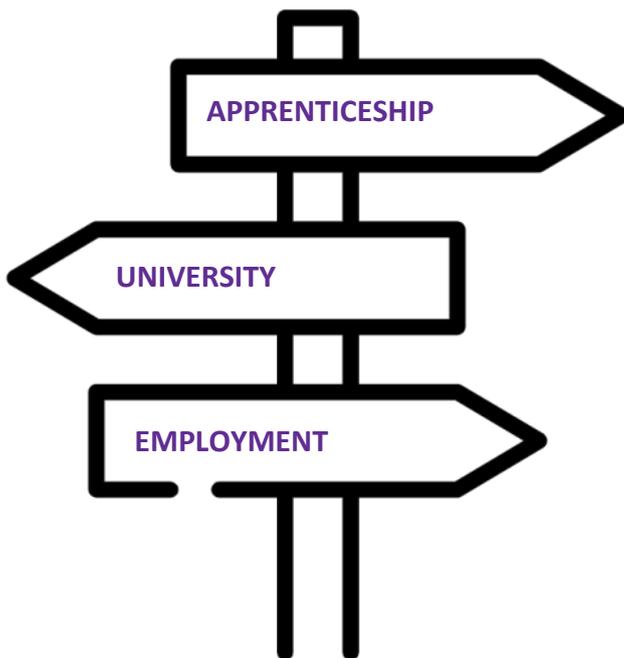
ACTIVITY

Richard and Donna would like to get started with planning what support you might need from their team. Please **click here** to access the **CAREERS QUESTIONNAIRE**. When you have completed it, print it off and bring it to your first tutorial session. Or, email it to **richardj@richuish.ac.uk**

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HUISH HEADSTART PROJECT

⇒ Topics, titles and planning
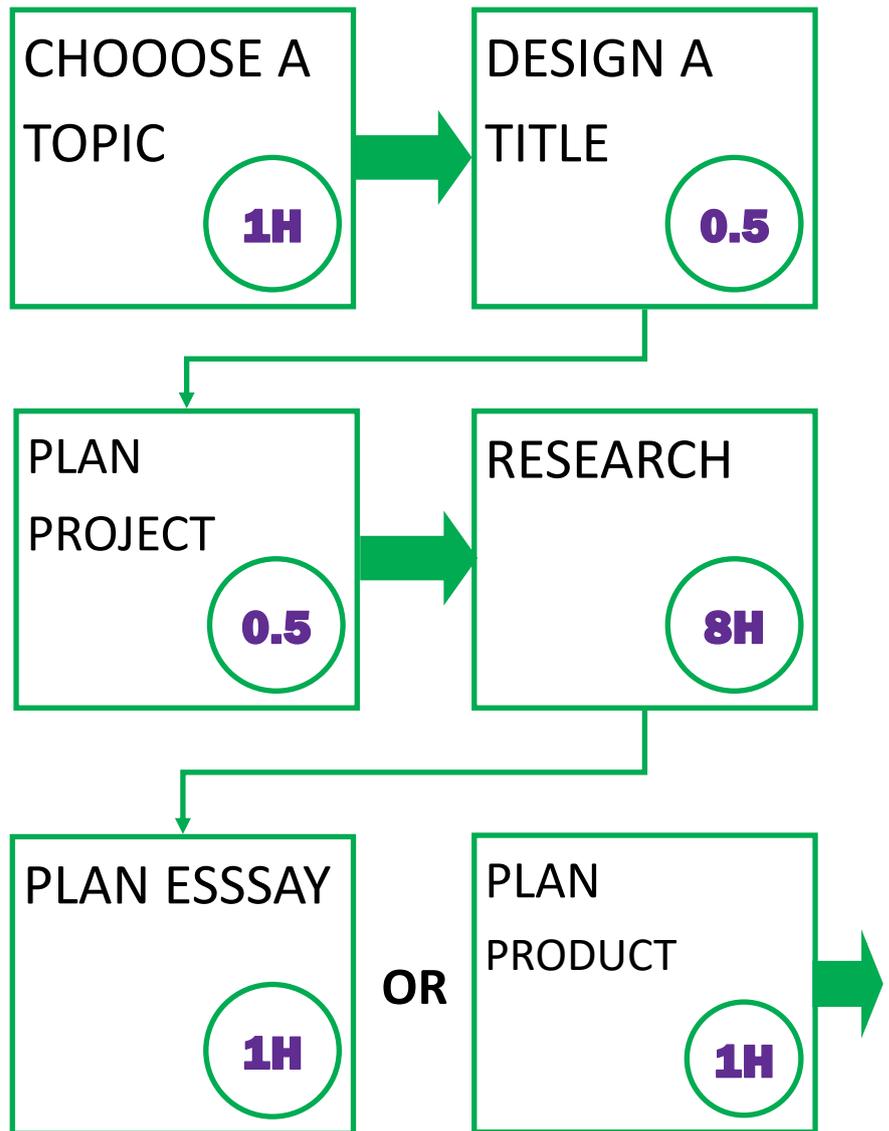
⇒ Research

⇒ Writing tips

⇒ Evaluation

20 HOUR PROJECT

What do I have to do?

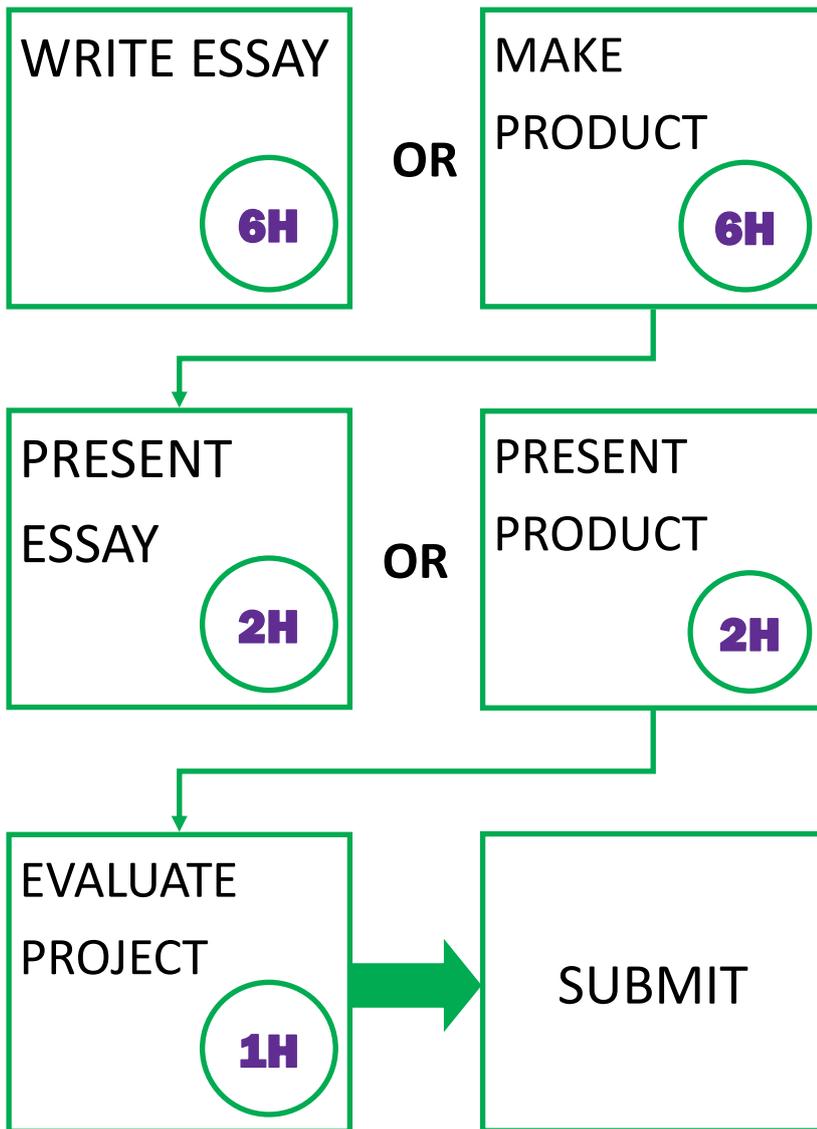This is the main activity for this Headstart booklet. You will take about 20 hours to get this done, in total.

Once you have finished the project you will have:

* flexed your learning muscles

* developed your research skills

* discovered more about a topic of your choice and become somewhat of an expert in it

* re-engaged with your abilities to present ideas and arguments in a coherent manner,

* used evidence to support your argument

* written evaluatively

* and drawn conclusions from a variety of sources.

CHOOOSE A TOPIC **1H**	→	DESIGN A TITLE **0.5**
PLAN PROJECT **0.5**	→	RESEARCH **8H**
PLAN ESSSAY **1H**	OR	PLAN PRODUCT **1H** →

You have free choices in this project. This is a chance to study something that you love. Your project can be on anything. To be able to write a long essay however you need to know a lot about the topic, so doing lots of (high-quality) research is essential. You absolutely DO NOT have to write an essay. Many people find an essay the simplest way to complete a research project; but you may prefer to work in a different way to represent your finding. See the list over leaf.

HEADSTART PROJECT

WRITE ESSAY 6H

OR

MAKE PRODUCT 6H

PRESENT ESSAY 2H

OR

PRESENT PRODUCT 2H

EVALUATE PROJECT 1H

→ **SUBMIT**

OPTION 2   PRODUCT

Make a practical or creative response to your research. For example:

* Artworks
* Series of photographs
* Video/film
* Short story
* Poetry
* Performance (dance, drama, music)
* Music or a song

Present the outcome well. E.g. Mount the artworks; lay-out the story or poetry smartly.

Evaluate the project and include a bibliography.

OPTION 1 ESSAY

Write an essay of approximately 2000 words. (1800 to 2200).

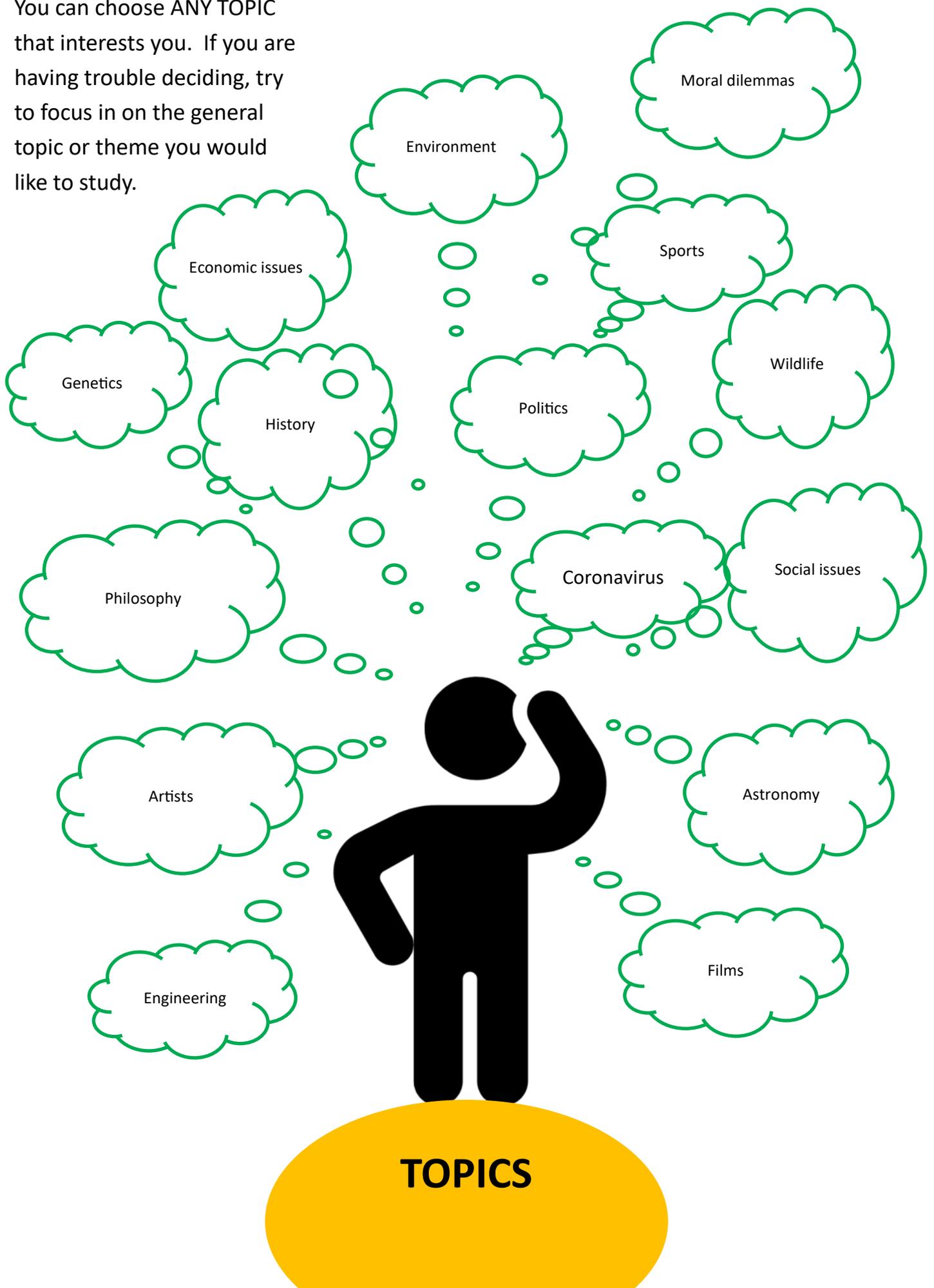Present the essay smartly, including images, data and a cover.

Evaluate the essay and include a bibliography.

TOPIC IDEAS

You can choose ANY TOPIC that interests you. If you are having trouble deciding, try to focus in on the general topic or theme you would like to study.

Moral dilemmas

Environment

Economic issues

Sports

Genetics

History

Wildlife

Politics

Philosophy

Coronavirus

Social issues

Artists

Astronomy

Engineering

Films

TOPICS

What is the impact of oil price on the global economy?

HEADSTART
PROJECT

PROJECT TITLE

Now you have your theme, you need to design a suitable title. Choosing a good title is one of the best ways to ensure that your project is a success. Your title needs to allow you to make an argument, to work evaluatively and to draw a conclusion.

Is Primark guilty of child labour?

Is the International Space Station worth all of the money spent on it?

How accurate is the portrayal of the Opus Dei in the book 'The Da Vinci Code'?

Can the weather be predicted accurately?

Is stem cell research morally acceptable?

What factors affect the participation of young women in sport?

Why do we need bees?

How does alcohol affect the liver and other parts of the body?

Do we need a National Health Service?

Are psychopaths made or born?

Should the legal voting age be lowered to 16?

How is AI going to develop and impact on society?

Is Donald Trump a good president?

COMMAND WORDS

Make sure that your title includes command words such as:

* Evaluate
* Explain
* Discuss
* Compare and contrast
* Justify
* Assess

Is art/music/poetry/theatre important?

Is urban wildlife here to stay?

RESEARCHING

1   Do some initial research on your topic, if necessary, then write down everything that you can think of, about the topic. Do this on a blank piece of paper, starting in the middle, or use an online mindmapping tool such as bubbl.us or popplet.

popplet: Why do we need Bees?
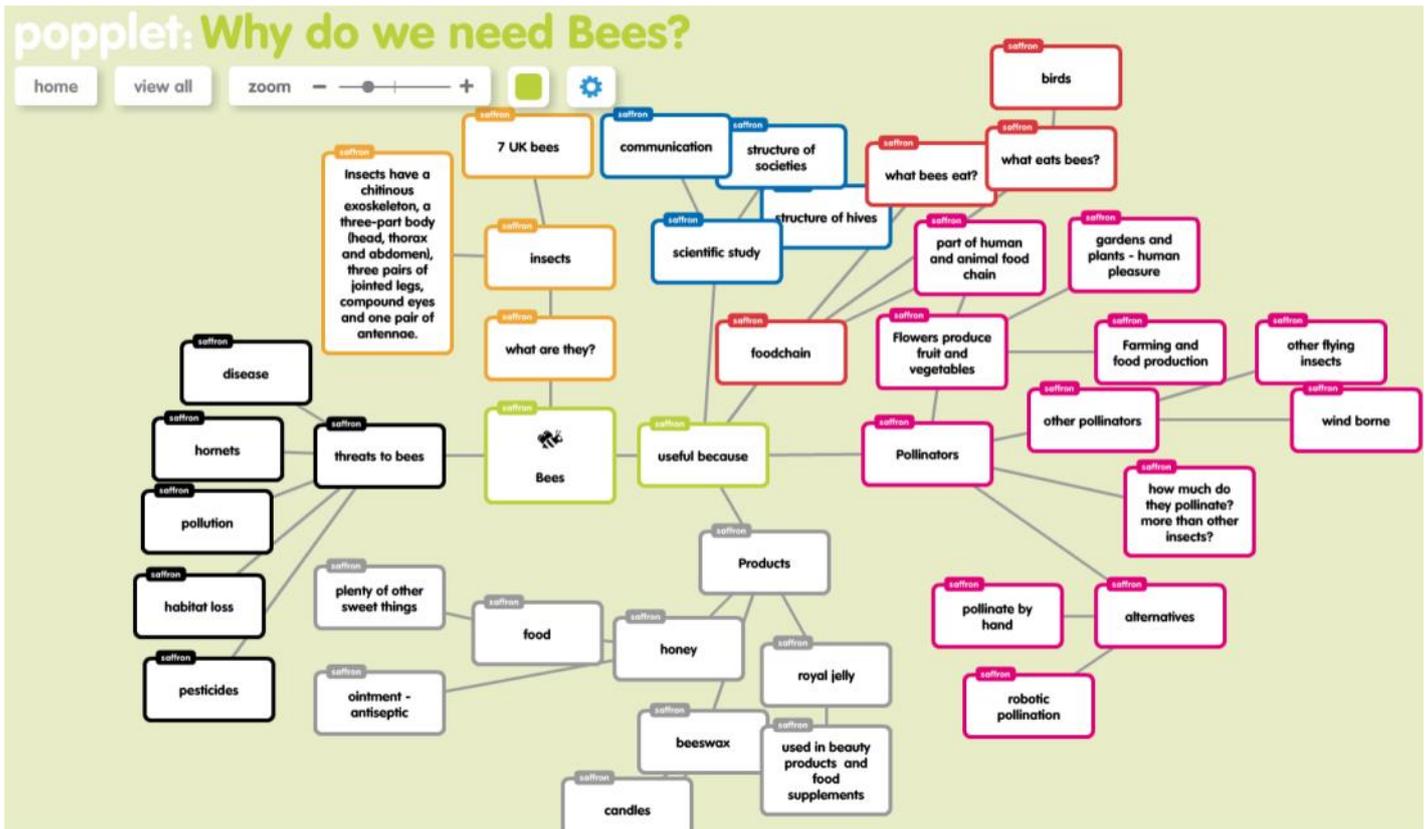
2   Review the mindmap again, adding in more details, drawings, and associated words and concepts.

Click here to view the mind-map on popplet.

If you can't think of a topic or title, just use one of our suggestions overleaf.

3   Connect the words/concept together using lines. Add colour to these lines, or make circles around words, in order to show the categories and connections that you can see emerging.

4   From the aspects of your topic mindmap, that you are most interested in, try to design a title using the action words overleaf. Remember a question, as a title, is easiest to answer.

Now you have your title, deconstruct it, to ensure that you really know what it is asking you to write about in your essay.

Explain 'we' - is it all humans, or local humans that you are writing about?

Why do we need bees?

Explain or evaluate.

Explain what bees do, what we get from them, what they do for us.

What are bees? Describe them, their unique qualities, what they eat, where they live etc. Do we need all the species of bees?

Explain all the alternatives to the reasons why we need them.

Evaluate, from all your evidence, how important it is to preserve bees. We need bees because...

...and what can we do to save them?

PLAN YOUR RESEARCH

The bee	Scientific Studies	Products	Pollination	Threats to bees	Save the bees
Insect Habitat Behaviour Food Reproduction Different species	What can we learn from them? Communication Society Antiseptic honey	Honey Beeswax Royal jelly	Do all bees pollinate? How? Farming Man-made solutions?	Pesticides Disease Habitat loss Monocultures Predators Pollution	Farmers Gardeners Sustainable Organic Consumer choices Hedges and verges

RECORD AND REVIEW YOUR RESEARCH

Topic	Title of source	Author	Type of source	Link to online source	Date accessed
The bee	Types of bee in the UK	Charlotte Varela	Website	https://www.woodlandtrust.org.uk/blog/2019/05/types-of-bee-in-the-uk/	17/05/2020

What I learned from this source. What I can use from this, in my project.

Click here to find a Research log that you can use to record your research.
You can use this to create the list of research used: the bibliography.

Writing your Headstart essay

HEADSTART PROJECT
huish

PLAN YOUR ESSAY

Make sure that you know your title and refer to it throughout your essay.

Introduction

Use this section to introduce what the essay is going to contain. It can also briefly introduce the main factors, giving definitions and broad examples. Introductions will vary according to the question type. Click here for more information. About 200 words.

Main sections

This is where you include the details. You need to divide up the main points of your argument. This is where it helps to have defined your title and categorised your research. You are likely to slim down the categories of research and only

Word limit

Know your word limit. It is often a crucial factor in being awarded marks in academic studies. There is usually a 10% 'tolerance' meaning you can be 10% shorter or longer with being penalised.

Deadline

Know your deadline, plan for it, add it to your schedule, and DO NOT miss it. If you are going to be late with an assignment, always tell your teacher, in advance.

Illustrations

What images, charts, diagrams, tables, graphs, photographs are you going to use in this section to communicate your argument more clearly?

Conclusion

It is essential to answer your question in your conclusion. Summarise your main arguments and the evidence, that allowed you to reach your final point of view. Depending on your question, you might also suggest some solutions to the 'problem'

Title	Word limit	Deadline
	2000	
Introduction		**Illustrations**
200		
Main sections		
500		
500		
500		
Conclusion		
300		

include the most important aspects that support your argument. So, you will end up with between 3 and 5 main points.

Click here for template.

PEEL

Cast your mind back a few months and you will surely remember this! It is a well-established system for ensuring that your writing is evidenced, well-balanced and authoritative; and answers your essay title.

POINT	EVIDENCE	EXPLAIN	LINK
Clearly make your point, using description and detail, where required.	Support your point by including a fact, a quote, a statistic, or diagram.	Explain the evidence you have presented. Don't assume that the reader understands why it is relevant.	Link back to the question and/or make a bridging sentence to lead on to your next point.

Useful websites

Phrases—stuck for how to start that sentence? Click here.

Using evidence. How to incorporate evidence into an essay. Click here.

Footnotes. How to reference your evidence. Click here.

Bibliography. How to create a bibliography. Click here.

PRODUCTS

Remember. You don't have to write an essay. You can get creative instead. You still need to base your ideas on good-quality research, but you can make whatever you feel confident to make.

* **Series of photographs**

* **Video/film**

* **Short story**

* **Poetry**

* **Performance (dance, drama, music)**

* **Music or a song**

* **Wall-hanging**

* **Costume or clothing**

* **Painting**

* **Sculpture**

* **Posters**

A example of a plan for a painting.

1. Choose your topic and design a title. Make a mindmap.	2. Undertake research based on the mindmap but also add in further research into the work of other artists and designers .
3. Sketch small ideas, or scamps, in rectangles, to design the potential subjects and compositions of your painting.	4. Draw and paint sketches and studies of the tricky subjects in your intended piece so that you can practice your skills.
5. Decide upon the final composition and draw it out carefully. Make a tracing then repeat this a few times onto paper. Paint different, small-scale versions of the composition to try our different styles, colour combinations and	6. Scale-up your final composition drawing to your desired final piece size. Transfer this to the final primed, paper, card, board or canvas that you are using.
7. Make the painting, working from background to foreground, and light to dark.	8. Take photographs at every stage so that you can reflect upon your progress, gather feedback from others, and show your decision-making and problem-solving later.

Plan your Headstart Product

FINAL CHECKLIST

◇ **Read the booklet**

◇ **Complete your personal profile**

◇ **Complete your careers questionnaire**

◇ **Organise your home study-space**

◇ **Make a thought shower of topics you like**

◇ **Choose a topic and make a mindmap**

◇ **Decide on essay or product**

◇ **Design a title**

◇ **Make a research plan**

◇ **Research**

◇ **Record the research log**

◇ **Plan the essay or plan the product**

◇ **Write the essay or make the product**

◇ **Type out the bibliography**

◇ **Smartly present the finished essay or product**

◇ **Evaluate the product or essay**

◇ **Submit the essay/product, bibliography and evaluation**

EVALUATION

EVALUATE your Headstart Project. Write this on a named word document. Template available [here](). Submit to your tutor in your first tutorial.

1. Why did I choose this topic?

2. How did I plan my research? Do I prefer to plan on paper, or using digital technology?

3. How easy was it to find out what I needed? How long did I spend researching?

4. How long did I spend writing my essay or making my product?

5. Have I improved my skills in any area through doing this project? Explain them.

6. What was the hardest thing about the whole project?

7. How well did I manage my time during this project?

8. What did I enjoy about doing this project?

9. What is my 'top tip' for other students trying to do a Headstart project?

10. Would I like to spend more time on this project and find out how to submit it for a Higher Project Qualification?

WELL DONE!

We hope that you enjoyed this **Huish Headstart** booklet and are now feeling a little more prepared for starting at Huish. You will now find that all subjects have created their own **Subject Headstarts**. These are all available for you to download from our website. Completing the activities is part of getting ready to study the subject, so you are expected to do your best to try to complete them. The content also allows you to understand a little more about that subject or qualification, thus making it easier for you to confirm your final subject choices before you start.

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THANK YOU!