

Progression to Higher Education

TOOLKIT



Getting through the Maze

ICG National Career Awards – 2007

Working with Adults category – Highly Commended



Aimhigher...



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Progress South Central



Acknowledgements

Aimhigher and nextstep Berkshire wish to acknowledge the contributions of the following in the production of this Toolkit: Irene Houston, Gemma Mitchell and Surinder Khera.

Thanks also to Lesley Reilly and her team at nextstep Berkshire and additional material provided by Jon Bramley, Aimhigher Berkshire.

Board game design/graphics – Bill Houston Creative Ltd
Board game production – Dragon Print and Design

Introduction

Welcome to the Progression to Higher Education Toolkit – *Getting through the Maze*.

This toolkit has been designed and updated by nextstep Berkshire, Aimhigher and Progress South Central to act as a guide for careers advisers, information, advice and guidance partnerships, community or voluntary groups who deliver workshops for clients intending to return to study at higher education level.

Fortunately, for those individuals wishing to return to learning there are now many different routes into higher education. However, with so many progression pathways available to choose from, many people find it difficult to know where to start and which direction to follow.

This toolkit has been produced to guide the participants gently through the maze of information and help them make informed decisions when deciding which route to consider to suit their own individual needs.

An interactive board game – *Getting through the Maze* – has been designed to help make the journey through the intertwining pathways an interactive, 'hands-on', and enjoyable experience.

It is envisaged that each individual facilitator will bring their own personal knowledge, skills and experience to the workshop and it is hoped this toolkit will help enrich the delivery of a memorable learning experience on progression pathways to higher education.

Please note: Every effort has been made to ensure that the information in this toolkit is accurate and up to date at the time of going to press, and such information is provided in good faith.

However, changes in the higher education sector are not unusual and therefore, the information may need to be amended occasionally.



Contents

| | |
|--|-----|
| Acknowledgements/Contacts | i |
| Introduction | ii |
| Content | 1 |
| Overview of the toolkit | 2 |
| Materials/icebreakers | |
| Instructions for ‘Getting through the Maze’ board game | 9 |
| Unit 1 – Preparing to study | 10 |
| 1.1 Learning styles | |
| 1.2 Methods of study | |
| Facilitators’ notes | |
| Facilitators’ material for Unit 1 | |
| Unit 2 – Progression pathways | 37 |
| 2.1 Access to higher education | |
| 2.2 A levels | |
| 2.3 Work-based learning | |
| Facilitators’ notes | |
| Facilitators’ material for Unit 2 | |
| Unit 3 – Choosing a higher education course | 59 |
| 3.1 Foundation degrees | |
| 3.2 National Vocational Qualifications (NVQ) level 4/BTEC Higher Nationals level 5 | |
| 3.3 The Open University | |
| Facilitators’ notes | |
| Facilitators’ material for Unit 3 | |
| Unit 4 – The application process | 81 |
| 4.1 Applying through UCAS | |
| 4.2 Example of UCAS timetable 2007/08 | |
| 4.3 Personal statement | |
| 4.4 The late applications/Clearing Process | |
| Facilitators’ notes | |
| Facilitators’ material for Unit 4 | |
| Unit 5 – Useful information | 100 |
| Useful Information | 101 |
| Unit 6 – Workshop evaluation | 102 |
| Workshop Evaluation Questionnaire | 104 |

Overview of the toolkit

The aim of this workshop is to provide an overview of the higher education progression pathways. In most cases it will be a workshop delivered over a 2–3 hour period; therefore, it is not intended to be delivered as an in-depth training session, but rather to act as a stimulus to inform participants of the options available to them.

Overview of the units

Each unit contains an activity or set of activities. Each activity provides the facilitator with the objectives, materials, preparation, and suggested process for the facilitator to follow. Related handouts, overhead transparencies and PowerPoint slides follow each activity.

Unit 1: Preparing to study

This unit is designed to help students who are considering entering higher education to discover new strategies and techniques for successful learning.

Unit 2: Progression pathways

This session is designed to simplify the progression process by introducing the National Qualification Framework (NQF) map to help participants identify the different levels of qualifications and how they are connected to each other.

Unit 3: Choosing a higher education course

This session will provide participants with a clear understanding of the flexibility of study routes available to them at higher education level and in particular, the benefits of the new foundation degrees, NVQs, BTECs and the advantages of study via the Open University.

Unit 4: The application process

This final session guides the participants around the UCAS process and highlights the important dates in the higher education calendar. Particular attention is paid to the key elements required in personal statements.

Unit 5: Useful information

Includes a list of useful websites, publications and books.

Unit 6: Workshop evaluation sheet

Evaluation sheet to be handed out at end of session for participants' comments.

How to use the toolkit



Who is this toolkit for?

This toolkit has been produced by nextstep Berkshire/Aimhigher/Progression South Central as a resource for:

- Information, advice and guidance practitioners
- nextstep providers
- careers advisers
- community and voluntary groups

It has been designed to act as a resource for facilitators to assist individuals considering returning to learning and entering into higher education.



Who should attend the workshop?

The workshop can be attended by anyone considering returning to study at level 3–level 5 on the National Qualifications Framework (NQF)



How to use this toolkit

The 'Progression to HE toolkit' is divided into six units.

Unit 1: Preparing to study

Unit 2: Progression pathways

Unit 3: Choosing a higher education course

Unit 4: The application process

Unit 5: Useful information

Unit 6: Workshop evaluation questionnaire

Colour coded

The material in each unit has been colour coding as follows.

- | | |
|-------------------------|---|
| Unit 1 - Blue |  |
| Unit 2 - Purple |  |
| Unit 3 - Orange |  |
| Unit 4 - Green |  |
| Unit 5 - Magenta |  |
| Unit 6 - Yellow |  |

How to use the toolkit







Resources used in this toolkit

The 'Progression to HE toolkit' contains various resources to make the learning process more enjoyable for the participants.

The four main resources used in the toolkit are:

- a) handouts
- b) MS PowerPoint slides
- c) overhead transparencies (OHTs)
- d) 'Getting through the Maze' board game
including – questions/answers/dice cards/counters

Symbols used when resources are available:

| | |
|---|---|
|  | Handout available |
|  | Overhead transparencies (OHTs) available |
|  | MS PowerPoint slides available |
|  | Play the 'Getting through the Maze' board game (see instructions on p.9) |

The aim of this workshop is to provide an overview of the higher education progression pathways. The workshop delivery will be over a 2–3 hour period, and consequently, it is not intended to be delivered as an *in-depth* training session, but rather to act as a stimulus to start participants thinking about the options available to them when considering entry into higher education.

Each unit includes a **Facilitators' notes** section which is designed to act as a guideline.

Materials

Handouts

Handout 1A: Learning styles questionnaire (2-pages)
Handout 1B: Learning styles answers
Handout 1C: Five top tips for smarter study
Handout 2A: Access to higher education courses
Handout 2B: A levels
Handout 2C: When choosing A levels
Handout 2D: Work-based learning
Handout 2E: Find your perfect route
Handout 3A: Foundation degrees
Handout 3B.1: Titles of NVQ level 4 qualifications
handout 3B.2: Titles of BTEC Higher Nationals level 5 qualifications
Handout 4A: Applying through UCAS
Handout 4B: Personal statement
Handout 4C: The late applications/Clearing process
Handout 5A: Useful information
Handout 6A: Evaluation questionnaire

OHTs

OHT 1: What is Aimhigher/nextstep/Progress South Central?
OHT 2: Workshop agenda
OHT 3: What are learning styles?
OHT 4: Benefits of knowing your learning styles
OHT 5: Which way do you want to study?
OHT 6: Benefits of Access to higher education courses
OHT 7: Benefits of A levels
OHT 8: Benefits of work-based learning
OHT 9: Foundation degrees
OHT 10: NVQ level 4 route
OHT 11: BTEC Higher Nationals level 5 route
OHT 12: Benefits of the Open University
OHT 13: Points to remember for your personal statement

Additional resources

MS PowerPoint presentation slides 1–15

Board Game 'Getting through the Maze' includes:

- a) Board game x 1
- b) Set of questions and answers x 4 (one set after each unit)
- c) Questions and answers delivered after each unit (four units in total) to evaluate the learning process and ensure understanding of objectives.

Icebreaker

Postcards

Group size: Ideal size 8–12

Time: 10 minutes



Resources: Colourful postcards (cut in half)

This icebreaker exercise helps to create an informal, friendly start to the Progression to Higher Education workshop.

Each participant is given a postcard half and asked to find the person in the group who has the other half of their postcard.

On the back of each postcard is written:

'Who am I?'

'Why am I here today?'

Each couple to introduce each other to group and share reason they have come along to the workshop.

Note to facilitator: Remember to welcome each participant to the group after they have been introduced.

Icebreaker

People Bingo

Group size: Ideal size 8–12

Time: 10 minutes

Good exercise to encourage all participants to mix at beginning of the workshop.

1. Give each person a copy of the bingo card on p8 and ask them to find one person who has done each thing listed on the card ie, ask other participants whether they have a driving licence, wear contact lenses, etc.
2. Anyone matching the statement or question should sign their name in that particular box on the bingo card.

Players can only ask a person one question before moving on (but they can meet the person again later and ask a different question).



PEOPLE BINGO

Has a pet

Has visited more than five countries

Is wearing red

Has pierced ears

Has run a marathon

Was born in the same month as me

Loves cooking

FREE

Speaks more than one language

Doesn't have a driving licence

Exercises at least twice a week

Wears contact lenses

Wears glasses

Can play a musical instrument

Has two or more email addresses

GETTING THROUGH THE MAZE



OBJECTIVE OF THE GAME

The first team to reach the 'HE' square is the winner.

RULES OF THE GAME

1. Divide group into two teams.
2. Each team is asked a question based on the workshop unit they have just covered.
3. If they answer the question *correctly* they can then throw the dice and with their counter, proceed the number of squares corresponding with the number on the dice, eg, if they throw a three with the dice, they move three places on the board.
4. However, if they answer *incorrectly* then they cannot move.
5. The question is then thrown over to the other team who, if they answer correctly, move further through the maze.

Please note: If neither team can answer the question correctly the facilitator should provide the teams with the correct answer before they move on to the next section.

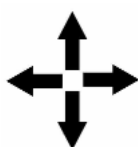
Opportunities or obstacles

As in real life, we sometimes come across opportunities or obstacles that can help or hinder our progress – these three symbols are designed to add a touch of reality to the game.



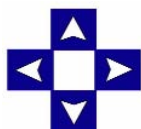
Hedge hop

If a team land on a 'Hedge hop' symbol they have the option to jump to a better square. Caution is needed though, as sometimes what looks like a better option is not always an improvement. There could be hidden pitfalls!



Choose path

If the team land on a 'Choose path' symbol they have to make a decision as to the direction they want to take to maximise their chances of winning the game and completing the course.



Attention!
Dead end

The team has reached a point where it is not an option to continue. This could reflect the points in life where they can't continue without adapting. They have to answer another question to get out of the 'dead end'.

Providing some light relief...

If a team lands on a 'light bulb' symbol, like the one opposite, they are allowed to ask the opposite team a general knowledge question.

Hopefully, this will provide some light relief and help to inject some fun into the game.



UNIT 1

Preparing to study

1 Preparing to study

Session length: 40 minutes

Included in this session:

1.1 Learning styles

1.2 Methods of study

Objectives

On successful completion of this session participants will be able to:

- identify their own preferred learning styles
- evaluate their own learning and personal study processes
- implement new strategies/techniques for successful learning

Introduction

For most people starting a higher education course is often a daunting task. If an individual has not studied for some time, it can seem even more difficult. The objective of this session is to emphasise the importance of preparation when embarking on a study pathway at diploma or degree level.

Learning styles and *Methods of study* are two activities designed to help students who are considering entering into higher education to discover new strategies and techniques for successful learning.

Session outline

| | | Time |
|---|--|------------|
| 1 | Welcome/Icebreaker/Group introductions | 10 minutes |
| 2 | Overview of learning styles | 5 minutes |
| 3 | Learning styles questionnaire/answers | 10 minutes |
| 4 | Methods of study | 10 minutes |
| 5 | Play 'Getting through the Maze' game | 5 minutes |

See **Facilitators' notes** for session guidelines on p.13–14.

What you will need

Flipchart
Markers
Overhead projector (optional)
MS PowerPoint (optional)
Paper/pens for participants
Pocket folders – one for each participant

Icebreaker 1: Postcards – cut in half (optional)
Icebreaker 2: People Bingo game – card provided (optional)



Handout 1A: Learning styles questionnaire (2-pages)
Handout 1B: Learning styles answers
Handout 1C: Tips for smarter study

MS PowerPoint

MS PowerPoint - Welcome slide, 2,3,4,5,6,7

Overhead transparencies (OHTs)

OHTs 1–5

Make copies

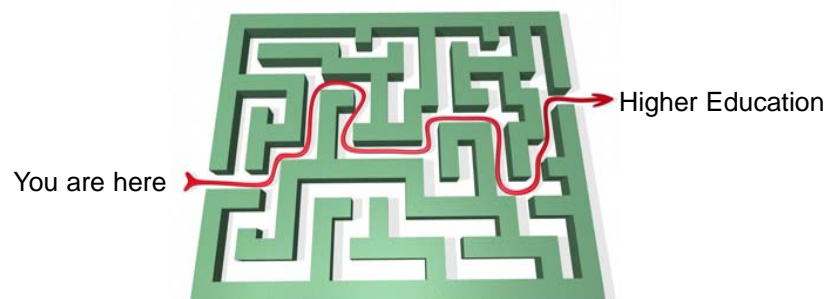
Handout 1A: Learning styles questionnaire (p.17–18)
Handout 1B: Learning styles answers (p.19)
Handout 1C: Five tips for smarter study (p.20)

Exercises and activities

For the '**Getting through the Maze**' game each group will need:

**Round 1**

1. Board game: Round 1 questions
2. Board game: Round 1 answers
3. Coloured counters
4. Dice



Getting through the Maze

Facilitators' notes

Unit 1 – Preparing to study

The facilitators' notes have been produced to act solely as a guideline for the workshop delivery mode. It is envisaged that each facilitator will bring their own skills, knowledge and abilities to the workshop.

Introduction

Note: For those using MS PowerPoint presentation the 'Welcome' slide (1st slide) should now be visible.

Activity 1 – Icebreakers

Activity 2 – What is Aimhigher/nextstep/Progress South Central?

Activity 3 – Workshop agenda

Activity 4 – Workshop objectives

Activity 5 – Learning styles

Activity 6 – Methods of study

Activity 7 – Play the 'Getting through the Maze' game

Activity 1 – Icebreakers

The introduction of either of the two icebreakers 'Postcards' and 'People Bingo' are useful ways to begin the workshop for several reasons. First, it sets a friendly and open mood for the training, and helps to put the participants at ease. Secondly, it gives the facilitator and the participants a chance to get to know each other a little, particularly in terms of strengths and capacities they can offer the group, as well as their learning expectations for the training. See p6–8 for details of icebreakers.

Activity 2 – What is Aimhigher/nextstep/Progress South Central?

1. Introduce group to Aimhigher and nextstep
2. Show PowerPoint slides 2 and 3/OHT 1

What is Aimhigher/nextstep/Progress South Central?

Activity 3 – Workshop agenda

1. Show PowerPoint slide 4/OHT 2 - **Workshop agenda**
2. Take group through today's workshop agenda

Activity 4 – Workshop objectives

It's important to **establish the objectives** of the workshop right at the onset, and to **keep them posted throughout the training to help the group stay focused and ensure the learning expectations you established as a group will be met.**

Preparation

Facilitators should write out each unit's objectives on flipchart pages before the workshop. The participants will most likely come up with the same or similar objectives in the course of the activity, but you should have the official objectives on hand to refer to.

The objectives for each unit are on the following pages:

Unit 1 on p.11, Unit 2 on p.38, Unit 3 on p.60 and Unit 4 on p.82

Facilitators' notes

Unit 1 – Preparing to study

Note : Your role as facilitator is to help the group maintain its focus and ensure that the workshop objectives are met. Participants may bring up many interesting and relevant issues in this exercise, but it might not be possible to address them all within the limited time frame of the workshop. Record these ideas and issues on a separate flipchart, or ask participants to write out their issues on a sticky note and stick it on the flipchart, perhaps with the title 'Parking Lot'. Ask the group how they would like to see the issues they have 'parked' followed up.

Activity 5 – Learning styles

1. Ask the group if anyone has heard of learning styles. If anyone volunteers, ask them to share their knowledge with the group.
2. Show PowerPoint slide 5/OHT No.3 - **What are learning styles?**
3. Issue Handout 1A: Learning styles questionnaire (2-pages) allow a maximum of 10 minutes for completion.
4. Issue Handout 1B: Learning styles answers
5. Short group discussion on results.
6. Ask group how they think the learning style tips provided will help them.
7. Show PowerPoint slide 6/OHT No. 4 - **Benefits of knowing your learning styles.**

Activity 6 – Methods of study

1. Ask group to call out methods they have used in the past to study. List these on flipchart.
2. Ask group to work in couples and spend maximum of 5 minutes discussing which way they would prefer to learn, i.e. full-time, part-time, learning in groups, studying on their own etc. Each couple to share information with group.
3. Show PowerPoint slide 7/OHT No.5 - **Which way do you want to learn?**
4. Divide into two teams to pull knowledge from previous exercise and ask group to list pros and cons on flipchart paper of each method of study. Teams to give feedback to whole group. This exercise is designed to highlight the barriers which could arise when returning to learning.
5. Issue Handout 1C: Five tips for smarter study

Activity 7 - Play the 'Getting through the Maze' game

This game is designed to ensure evaluation of learning. While the game rules are necessary, it is important to appreciate that the **learning process** is the primary objective of the exercise and not the need to follow complex board game rules.

1. Divide group into two teams (the 'competitive spirit' usually becomes evident).
2. Explain game rules (on p.9). Each team will be asked a question by the facilitator (questions/answers for each round can be found at end of each unit). If the team answer the question correctly they can then move forward to the corresponding number of squares on the board game.
3. If they answer the question incorrectly, it is thrown over to the other team, who must answer correctly to gain an extra throw of the dice.
4. If both teams fail to answer the question correctly it is important that the facilitator provides the correct answer to ensure the group's understanding, before moving on to the next question.

Facilitators' material

UNIT 1

Preparing to study

Handout 1A: Learning styles questionnaire

Handout 1B: Learning styles answers

Handout 1C: Five tips for smarter study

MS PowerPoint - Welcome slide,2,3,4,5,6,7

OHTs 1–5

Board game: Round 1 questions

Board game: Round 1 answers

Unit 1

Handouts

1A,1B,1C

Unit 1 – Handouts

Handout 1A

Learning styles questionnaire

To help you find your preferred learning style, look at the statements below.

Don't spend too much time analysing the answers: choose the first answer that comes into your head, then highlight either **a**, **b**, or **c**.

Q.1 When you study for a test, would you rather

- a) read notes, read headings in a book, and look at diagrams and illustrations
- b) have someone ask questions, or repeat facts silently to yourself
- c) write things out on index cards and make models or diagrams?

Q.2 Which of these do you do when you listen to music?

- a) daydream
- b) hum along
- c) move with the music, tap your foot, etc.

Q.3 When you work at solving a problem do you

- a) make a list, organise the steps, and check them off as they are done
- b) make a few phone calls or talk to friends or experts
- c) make a model of the problem or walk through all the steps in your mind?

Q.4 When you read for fun, do you prefer

- a) a travel book with a lot of pictures in it
- b) a mystery book with a lot of conversation in it
- c) a book where you answer questions and solve problems?

Q.5 To learn how a computer works, would you rather

- a) watch a film about it
- b) listen to someone explain it
- c) take the computer apart and try to figure it out for yourself?

Q.6 You have just entered a science museum. What will you do first?

- a) look around and find a map showing the locations of the various exhibits
- b) talk to a museum guide and ask about exhibits
- c) go into the first exhibit that looks interesting, and read the directions later

Q.7 When you aren't sure how to spell a word, which of these are you most likely to do?

- a) write it down to see how it looks
- b) say it out loud
- c) write it down to see if it feels right

continued...

Handout 1A

Learning styles questionnaire

Q.8 Would you rather go to

- a) an art class
- b) a music class
- c) an exercise class?

Q.9 Which are you most likely to do when you are happy?

- a) grin
- b) shout with joy
- c) jump for joy

Q.10 If you were at a party, what would you be most likely to remember the next day?

- a) the faces of the people there, but not the names
- b) the names of the people, but not the faces
- c) the things you did and said while you were there

Q.11 When you see the word 'd-o-g', what do you do first?

- a) think of a picture of a particular dog
- b) say the word 'dog' to yourself silently
- c) sense the feeling of being with a dog (patting it, running with it, etc.)

Q.12 When you tell a story, would you rather

- a) write it
- b) tell it out loud
- c) act it out?

Q.13 What is most distracting for you when you are trying to concentrate?

- a) visual distractions
- b) noises
- c) other sensations, like hunger, tight shoes, or something worrying you

Q.14 What type of restaurant would your rather not go to?

- a) one with the lights too bright
- b) one with the music too loud
- c) one with uncomfortable chairs

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Handout 1B

Learning styles answers

If you answered mostly **A's** then your preferred style of learning is **Visual**
 If you answered mostly **B's** then your preferred style of learning is **Auditory**
 If you answered mostly **C's** then your preferred style of learning is **Kinaesthetic**

Tips for visual learners (learning by seeing)



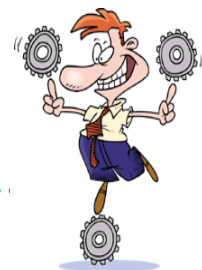
- Watch for key words written on transparencies, PowerPoint slides, or the board to help organise notes
- Choose a location where you can see the instructor and all visual aids well
- Sit away from doors, windows, bulletin boards, and other potential distractions
- Try to listen and write down what you hear; fill in your notes and check for understanding after each class

Tips for auditory learners (learning by hearing)



- Listen to instructions and information given orally
- Sit towards the front of the room, to avoid other noises
- Sit away from doors, windows, and other sources of noise
- Repeat information silently to yourself

Tips for kinaesthetic learners (learning by doing)



- Ask questions and participate in discussions whenever possible
- Take notes, jot down key words and draw pictures or make charts
- Use class breaks to stand up and stretch
- When studying, walk back and forth with textbooks or flashcards in hand and read information out loud
- Consider choosing course sections offering 3 x 1-hour segments rather than 1 x 3-hour segment whenever possible

Handout 1C

Five tips for smarter study

1

Prepare your study environment

If you require certain elements in your environment to help you study try to always make these a priority. For example, do you need special lighting, silence, music, or privacy?

Pay attention to what works for you and make sure you are as comfortable as possible when you settle down to study.



2

Study in short, frequent sessions

Short bursts of concentration can often be more beneficial than a long session. The brain needs time to absorb what it has taken in, so remember and take 10-minute breaks often to avoid stress and fatigue. If you find yourself falling asleep or losing concentration – give in to it.

3

Make flash cards

Flash cards can be bright and colourful and make a real impact on visual learners, they can also appeal to kinaesthetic learners. You can use pictures from magazines, draw simple pictures or copy from the Internet or Clip Art. Extract the main points from your learning project and list them on several flash cards to act as a reminder and prompt when revising. The advantage of making your own, apart from the fact that they're cheap, is that you can make sets for your specific learning needs.

4

Keep up with your course

Review your course syllabus every week and make sure you allocate enough time to complete your essays and projects without pressure. Keep a calendar of the dates your assignments are due so you can plan your study time. Make sure you advise all family members and friends when you are allocating time for study – this way they will be aware of your need for peace and quiet.

5



Reward yourself and take some free time

When you complete one of your goals you set for yourself, give yourself a reward. The reward system gives you an incentive to reach your goals, and a pat on the back for achieving them.

Unit 1

MS PowerPoint slides

Welcome slide, 2,3,4,5,6,7

Getting Through the Maze



Welcome to the

Progression to Higher Education workshop

Produced by nextstep Berkshire,
Aimhigher and Progress South Central



Aimhigher...



Progression to HE

Slide 2

What is Aimhigher?

Aimhigher...

- National programme
- Raise **aspirations** and **motivation** to enter HE among **young people in schools, further education** and **workplace learning**, who are from **under-represented** groups

Menu



Aimhigher...



Progression to HE

24

Slide 3

What is nextstep?

- National programme, providing **good quality information, advice and guidance** to anyone aged **20+** on **work and learning**

What is Progress South Central ?

- **Lifelong Learning Network** that focuses on the needs of the **learner** and the **employer**



Aimhigher...



Workshop Agenda

Slide 4

Getting through the maze

1

Preparing to Study
Learning styles
Methods of study

3

Choosing a Higher Education course
Foundation degrees
National Vocational Qualifications (NVQs)
BTEC Higher Nationals HNC/HND
Open University

2

Progression Pathways
Access to HE courses
A Levels
Work based learning

4

The Application Process
Applying through UCAS
Example of the UCAS timetable
Personal statements
Late applications/Clearing process

Click on numbers to access units

Menu



Aimhigher...



1 Preparing to Study

1.1 Learning styles

Slide 5

What are learning styles?

- Learning styles are the way you learn best.
- A learning style can be described as your *preferred* way of taking in, organising and making sense of information.

Learning styles do not

- Tell us about a person's ability or intelligence.



Menu



Aim higher...



1 Preparing to Study

1.1 Learning styles

Slide 6

Benefits of knowing your learning style:

- People learn more **effectively** when the strategies used are closely matched with their **preferred** learning style
- We can **improve** our learning by being **aware** of our **strengths**
- Being **aware** of our areas for development can help us try to **improve** in that area



Menu



27

1 Preparing to Study

1.2 Methods of study

Slide 7

Which way do you want to learn?



Menu



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Unit 1

Overhead transparencies

OHTs 1, 2, 3, 4, 5

Unit 1 – OHTs

OHT 1

What is Aimhigher?

- A national programme
- Raises aspirations and motivation to enter HE among **young people in schools, further education and workplace learning, who are under-represented groups**

What is nextstep?

- A national programme
- Provides **impartial, good quality information, advice and guidance** to anyone aged **20+** on **work and learning**

What is Progress South Central?

- A **Lifelong Learning Network** that focuses on the needs of the **learner** and the **employer**

OHT 2

Today's agenda

Getting through the maze

1

Preparing to study

Learning styles
Methods of study

2

Progression pathways

Access to higher education
A levels
Work-based learning

3

Choosing a higher education course

Foundation degrees
National Vocational Qualification (NVQ)
BTEC Higher National Dip/Cert
The Open University

4

The application process

Applying through UCAS
Example of UCAS timetable 2007/08
Personal statement
The late applications/Clearing process

OHT 3

What are learning styles?

- Learning styles are the way you learn best
- A learning style can be described as your **preferred** way of taking in, organising and **making sense** of information

Learning styles do not

- tell us about a person's ability or intelligence

OHT 4

Benefits of knowing your learning styles

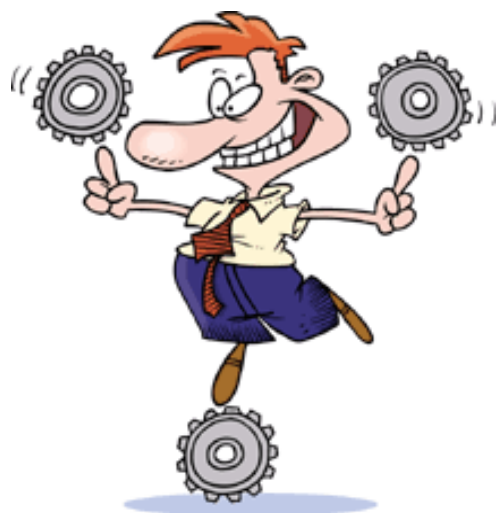
- People learn more **effectively** when the strategies used are **closely matched** with their **preferred learning style**
- We can **improve** our learning by being **aware** of our strengths
- Being aware of our **areas for development** can help us to **improve** in that particular area



Visual learning



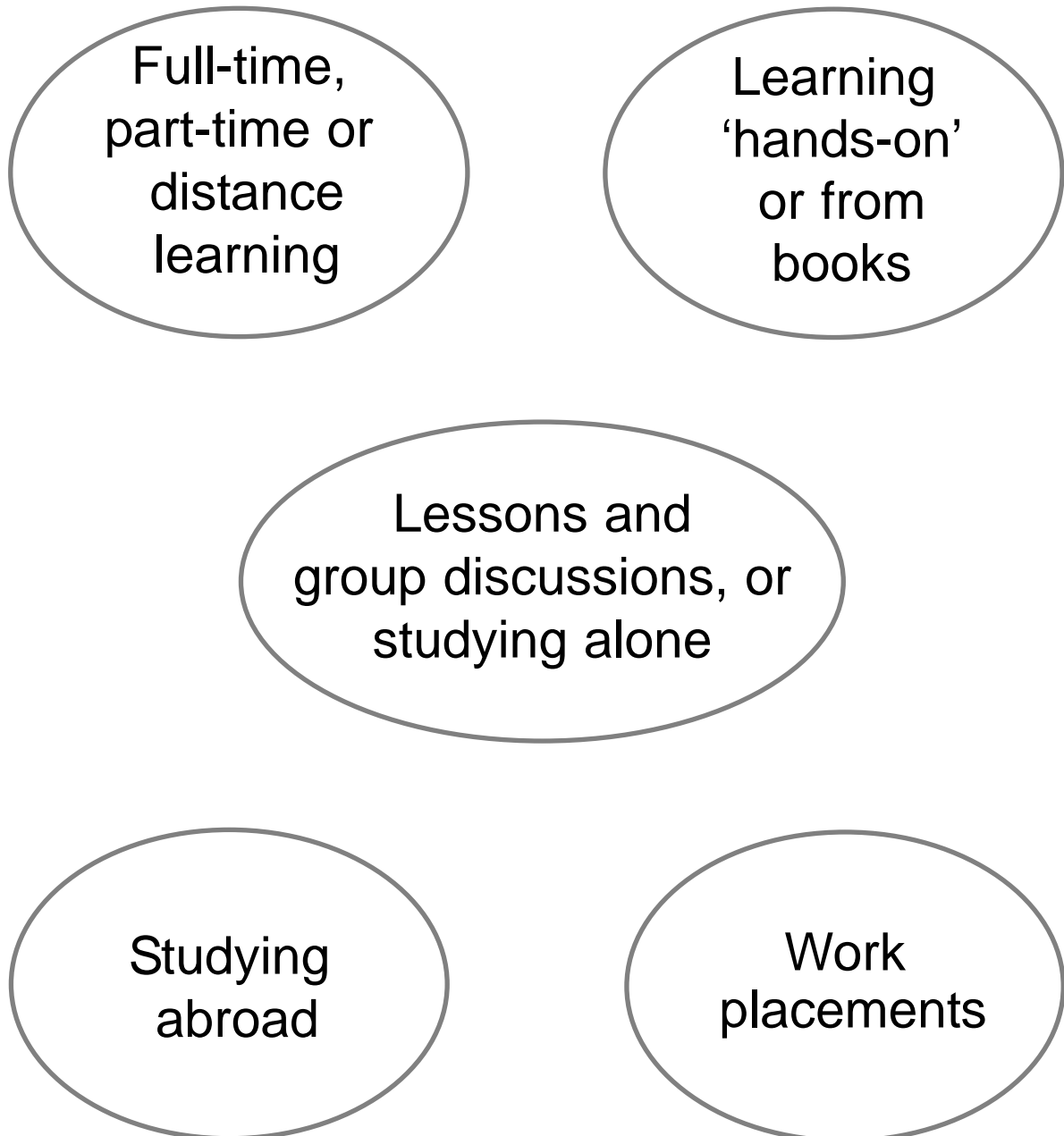
Auditory learning



**Kinaesthetic or
'hands-on' learning**

OHT 5

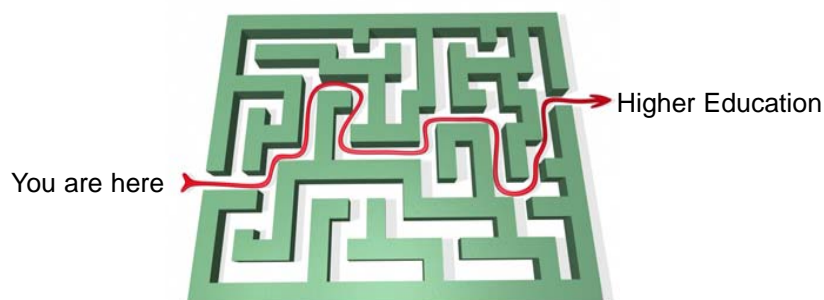
Which way do you want to study?



Unit 1 – OHTs

Round 1 questions

1. What are 'flash cards'?
2. Name three tips for an auditory learner.
3. Name three learning styles.
4. Name three ways you can study for a higher education course.
5. What is Aimhigher?
6. What do we mean by 'kinaesthetic'?
7. What is nextstep?
8. Name three tips for smarter study.
9. Name three universities where you can study locally.
10. Name three tips for a visual learner.
11. What do we mean by 'learning style'?
12. Which type of learner is more likely to use 'flash cards' when studying?



Getting through the Maze

Round 1 answers

1. Flash cards are pieces of paper/card that can act as a prompt when remembering main learning points.
2. Any three of the following:
 - a) listen to instructions and information given orally
 - b) sit towards the front of the room, to avoid other noises
 - c) sit away from doors, windows, and other sources of noise
 - d) repeat information silently to yourself
3. Visual, auditory or kinaesthetic.
4. Any three of the following.
 - a) full-time
 - b) part-time
 - c) distance learning
 - d) lessons and group discussions
 - e) studying alone
 - f) learning hands-on or from books
 - g) studying abroad or work placements
5. A national programme which encourages young people from under-represented groups to enter higher education. By 2010, Government target is 50% of those aged between 18–30 should have the opportunity to benefit from higher education.
6. Kinaesthetic means 'learning by doing'.
7. A national programme that provides impartial, good quality information advice and guidance to anyone over 20 years of age. Facilitator to highlight local services.
8. Any three of following.
 - a) Prepare your study environment
 - b) Study in short, frequent sessions
 - c) Make flash cards
 - d) Keep up with your course
 - e) Reward yourself and take some free time
9. List local universities and the Open University.
10. Any three if following:
 - a) watch for key words written on transparencies, PowerPoint slides, or the board to help organise notes
 - b) choose a location where you can see the instructor and all visual aids well
 - c) sit away from doors, windows, bulletin boards, and other potential distractions
 - d) try to listen and write down what you hear; fill in your notes and check for understanding after each class
11. Learning styles are the way you learn best. A learning style can be described as your preferred way of taking in, organising and making sense of information.
12. Flash cards can help visual learners and they can also appeal to kinaesthetic learners.

UNIT 2

Progression pathways

2 Progression pathways

Session length: 35 minutes

Included in this session:

2.1 Access to higher education courses

2.2 A levels

2.3 Work-based learning

Objectives

On successful completion of this session participants will be able to:

- compare vocational and traditional learning
- define and give examples of different progression pathways
- evaluate the different pathways to higher education

Introduction

The vast amount of information available regarding qualifications and progression pathways can often be overwhelming and confusing for anyone wishing to return to learning.

This session is designed to simplify the progression process by introducing the National Qualifications Framework (NQF) map to help participants identify the different levels of qualifications and how they are connected. Particular attention will be given to Access to Higher Education courses, A levels and the work-based learning pathways.

Session outline

| | | Time |
|---|--------------------------------------|-------------|
| 1 | Access to higher education | 10 minutes |
| 2 | A levels | 10 minutes |
| 3 | Work-based learning | 10 minutes |
| 4 | Play 'Getting through the Maze' game | 5 minutes |

See **Facilitators' notes** for session guidelines on p. 40-41.

Materials

Flipchart
Markers
Overhead projector (optional)
MS PowerPoint (optional)
Paper/pens for participants



Handout 2A: Access to higher education courses
Handout 2B: A levels
Handout 2C: When choosing A levels
Handout 2D: Work-based learning
Handout 2E: Find your perfect route

MS PowerPoint



MS PowerPoint slides 8–10

Overhead transparencies (OHTs)



OHTs 6–8

Make copies

Handout 2A: Access to higher education courses (p.44)
Handout 2B: A levels (p.45)
Handout 2C: When choosing A levels (p.46)
Handout 2D: Work-based learning (p.47)
Handout 2E: Find your perfect route (p.48)

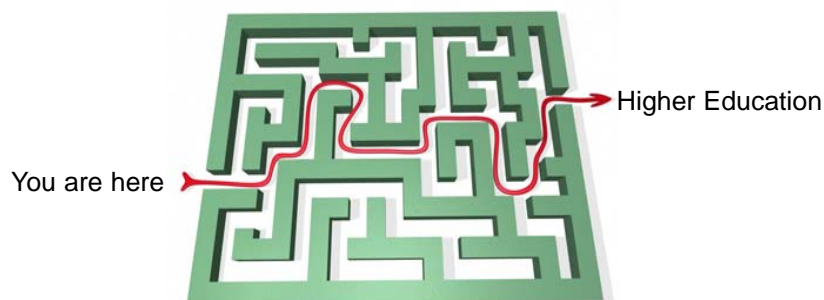
Exercises and activities

For the '**Getting through the Maze**' game each group will need:



Round 2

1. Board game: Round 2 questions
2. Board game: Round 2 answers
3. Coloured counters
4. Dice



Getting through the Maze

Facilitators' notes

Unit 2 – Progression pathways

This session is designed to highlight the various routes available for anyone contemplating study at higher education level.

Activity 1 – Access to higher education course

Activity 2 – A levels

Activity 3 – Work-based learning

Activity 4 – National Qualifications Framework (NQF) map

Activity 5 – Play the 'Getting through the maze' game

Activity 1 – Access to higher education course

Ask the group if anyone is studying for an Access course. If someone is actually studying this course, ask the participant if they would like to share their experience with the group. In particular, how they discovered the course and how they are finding the course work.

If no one volunteers then continue to explain benefits of the Access course by showing the following materials to help aid understanding:

1. PowerPoint slide 8/OHT 6 - **Benefits of Access to HE course**
2. Handout 2A: Overview of Access to higher education course
3. Local FE college or HE prospectus x 3

Split participants into three groups and allocate one college prospectus to each group. Ask each group to find the Access courses listed in the college prospectuses. Allocate 5 minutes for participants to look at Access course descriptions and then list the main points on a piece of flipchart paper. One participant from each group should report back to the whole group on main points listed.

Activity 2 – A levels

Ask the group if anyone already has A levels. Occasionally, someone in the group will have this qualification. Ask which subjects they have passed, and why they choose those particular subjects.

Introduce the material.

1. PowerPoint slide 9/OHT 7 - **Benefits of A levels**
2. Handouts 2B: A levels and 2C: When choosing A levels

Spend some time explaining the occupational areas now available at A level study (you may have to explain what 'occupational' area means). Stress the importance of the new qualification areas such as the trades/sectors Trades and Tourism, Health and Social Care and Construction.

Facilitators' notes

Unit 2 – Progression pathways

Activity 3 – Work-based learning

a) Ask group if anyone knows what 'NVQ' stands for.

Check whether any participant is studying or holding NVQs. If so, ask whether they would like to share their experience with the group. If no one in the group holds NVQs go on to explain how they are structured and the bonus that no examination is required.

b) Ask the group if anyone has experience of BTEC HND/HNC or apprenticeships.

Ask the group to call out the benefits of not having to sit an examination. List these on a flipchart.

1. Show PowerPoint slide 10/OHT 8 – **Benefits of work-based learning**
2. Issue Handout 2D: Work-based learning.

Activity 4 – National Qualifications Framework (NQF)

Issue Handout 2E: Find your perfect route

Ask for volunteers to read out where you would study each level, and the name of the qualification involved in each level of the framework.

Activity 5 – Play the 'Getting through the Maze' game

Facilitators' material

UNIT 2

Unit 2

Progression pathways

Handout 2A: Access to higher education courses

Handout 2B: A levels

Handout 2C: When choosing A levels

Handout 2D: Work-based learning

Handout 2E: Find your perfect route

MS PowerPoint slides 8–10

OHTs 6–8

Board game: Round 2 questions

Board game: Round 2 answers

Unit 2

Handouts

2A, 2B, 2C, 2D, 2E

Unit 2 – Handouts

Handout 2A

Access to higher education courses

The Access to HE Diploma is a new qualification which is being phased in between 2007 and 2009 to replace the current Access to HE certificate.

Access courses are aimed at adults who want to study, but don't have the necessary qualifications to get into higher education.

Access courses are usually run at local colleges, and take up to a year to complete. However, they are flexible and some people take their time and study over two years.

You'll usually be able to study full- or part-time. In between, you'll study on your own or meet up with others on your course, and this is all part of what the course is about.

Access courses start off with a gentle introduction to study, but by the end you'll have all the knowledge and skills you need to progress to higher education and achieve the qualifications you're aiming for.

Examples of Access to HE Diplomas

Access to HE - Higher Art & Design

Access to HE - Business

Access to HE - Humanities and Social Sciences

Access to HE - Nursing and Paramedics

Access to HE - Psychology

Access to HE - Social Work

Access to HE - Teaching

Handout 2B

GCE AS and A levels

AS and A levels

GCE advanced levels (A levels) are the qualifications that the majority of young people use to gain entry to university. They consist of advanced subsidiary (AS) and A2 units. Each year over 780,000 A levels and 1 million AS levels are awarded. A levels are available in more than 80 subjects.

What are the benefits of taking an A level?

Learners will gain:

- An in-depth knowledge acquired in subjects that are of interest to the candidate
- An increased understanding of research and essay writing techniques
- An often essential gateway to higher education
- A qualification universally recognised by UK employers

How much coursework is there for A levels?

The amount of coursework in A levels varies widely between subjects. Most A levels have no more than 30% coursework (or internally-assessed work).

Many A levels are linked to occupational areas which will let you test a career interest while keeping your options open.

Example of areas available:

| | |
|--------------------------------------|------------------------------------|
| Art & Design | Media (Communication & Production) |
| Business | ICT |
| Construction & the Built Environment | Science |
| Engineering | Travel and Tourism |
| Health and Social Care | Performing Arts |
| Hospitality and Catering | Leisure and Recreation |

Many universities and colleges ask for a total number of points for entry to courses. Others ask for particular grades, for example, three Cs at A2.

For more information visit: [Qualifications and Curriculum Authority
www.qca.org.uk/libraryAssets/media/qca-07-3093_Alevel_student_guide.pdf](http://www.qca.org.uk/libraryAssets/media/qca-07-3093_Alevel_student_guide.pdf)

Handout 2C

When choosing A levels

Do

Choose subjects you will enjoy

A levels can be challenging – make sure you choose a subject you'll find interesting or that can help you on your degree course.

Choose subjects you will be good at

For many careers and courses, grades matter more than subjects. Plus, it is difficult to stay motivated if you are continually failing, no matter how hard you work.

Check your combination of subjects

Ensure that the combination of subjects you choose meets the requirements of any careers or courses you are considering. You can do this and still keep your options open – very few careers or courses specify more than one or two subjects within their overall requirements.



and think about

What studying the subject really involves

There can be big differences between a GCSE and an A level. Look carefully at the syllabus, even if it's a subject you have already studied, and look at the way it's taught and assessed.

What's essential, what's preferred and what's useful

- ▶ Bear in mind that some careers and courses need particular A levels.
- ▶ Engineering/technology requires mathematics and physics.
- ▶ Medicine requires chemistry, plus at least one other science – preferably biology.
- ▶ Health care professions such as physiotherapy look for biology.
- ▶ For many degrees like English, French or mathematics you will normally need an A level in this subject.
- ▶ For others like law, psychology, or economics, no prior knowledge is required, though it's useful to study a similar subject to show your aptitudes and interest.
- ▶ For many careers and courses, no subjects are specifically required but there are a number that can be useful.

Handout 2D

Work-based learning

Benefits of work-based learning

- ❖ raises your level of skill and understanding
- ❖ develops your personal and interpersonal skills
- ❖ boosts your confidence and self-esteem
- ❖ puts you in touch with people who have had similar experiences
- ❖ increases your chance of career growth and earning potential

Work-based qualifications are an alternative to the traditional route to higher education.

Skills and qualifications

People undertaking **Apprenticeships** and **Advanced Apprenticeships** get 'on-the-job' training. They build up knowledge and skills, gain qualifications and earn money all at the same time. Both these levels of apprenticeship lead to **NVQs**, key skills qualifications and, in most cases, a technical certificate.

National Vocational Qualification (NVQ)

National Vocational Qualifications (NVQs) are achieved through assessment and training in the workplace. NVQs are nationally recognised qualifications that are accepted by employers and academic institutions. Completion of an Apprenticeship leads to NVQ level 2. Advanced Apprenticeships lead to an NVQ at level 3.



BTEC HND/HNC

BTEC HND/HNC qualifications are particular types of work-related qualifications, available in a wide range of subjects.

Many have been designed in collaboration with industry, so they can equip you with the skills and knowledge that employers seek.

For more information visit:

Apprenticeships

www.apprenticeships.org.uk

NVQs

www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/DG_10039029

BTEC Nationals 2007

<http://developments.edexcel.org.uk/nationals/>

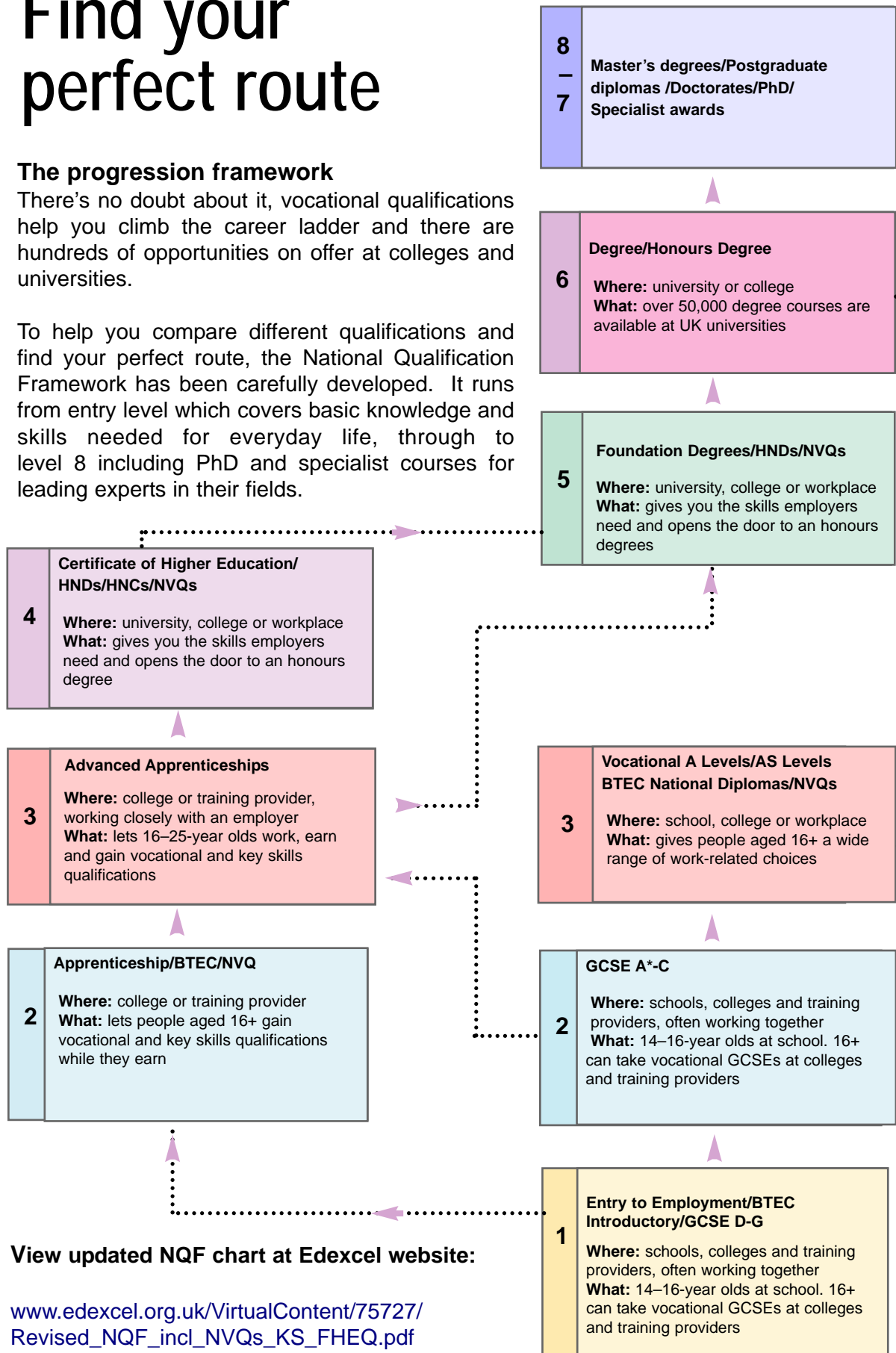
Handout 2E

Find your perfect route

The progression framework

There's no doubt about it, vocational qualifications help you climb the career ladder and there are hundreds of opportunities on offer at colleges and universities.

To help you compare different qualifications and find your perfect route, the National Qualification Framework has been carefully developed. It runs from entry level which covers basic knowledge and skills needed for everyday life, through to level 8 including PhD and specialist courses for leading experts in their fields.



View updated NQF chart at Edexcel website:

www.edexcel.org.uk/VirtualContent/75727/Revised_NQF_incl_NVQs_KS_FHEQ.pdf

Unit 2

MS PowerPoint slides

Slides 8, 9,10

2 Progression Pathways

2.1 Access to Higher Education

Benefits of Access to Higher Education courses

- Aimed at adults who don't have necessary qualifications to get into higher education.
- Access courses are usually run at local colleges, and take up to a year to complete.
- You can study full or part-time, they are flexible and some people take their time and study over 2 years.
- You'll be introduced to the study skills you need.



Benefits of A Levels

An in-depth knowledge acquired in subjects that are of interest to the candidate

An increased understanding of research and essay-writing techniques

An often essential gateway to higher education

A qualification universally recognised by UK employers



2 Progression Pathways

2.3 Workbased learning

Benefits of Work Based Learning NVQs, BTECs, Apprenticeships

Assessed
mainly
In the
workplace

NVQs now
available
for around
88% of
occupations
in the UK

BTECs are the
most popular
vocational
FE
qualification
in the UK

NVQ L3 and
BTEC L3
are recognised
as equivalent to
A-levels,
and can be used
to apply for
HE courses



Unit 2

Overhead transparencies

OHTs 6, 7, 8

Unit 2 – OHTs

OHT 6

Benefits of access to higher education courses

- Aimed at adults who **don't** have the necessary qualifications to get into **higher education**
- Access courses are usually run at **local colleges** and take up to a **year** to complete
- You can study **full-time** or **part-time**, courses are flexible and some students take their time and study over **two years**
- You'll be introduced to the **study skills** you need

OHT 7

Benefits of A levels

In-depth knowledge acquired in subjects of **interest** to the candidate

An **increased understanding** of research and **essay writing techniques**

Essential gateway to higher education

A qualification **universally recognised** by **UK and worldwide employers**

OHT 8

Benefits of work-based learning

- NVQs now available for around **88%** of occupations in the UK
- Assessed mainly in the workplace
- An **NVQ level 3** is recognised as equivalent to **A levels**, and can be used to apply for a higher education course
- **BTEC Higher National Level 3** is equivalent to **A Levels**. Valued **highly** by universities, FE colleges, higher education institutions and employers
- BTECs are the **most popular** vocational FE qualification in the UK. New BTEC National range offers 220 qualifications to choose from, either part-time or full-time

Round 2 questions

1. What level is a foundation degree on the NQF map?
2. Which career pathway requires you to study chemistry or science?
3. What is the minimum age for entry to Access to higher education courses?
4. How much course work is involved with A levels?
5. Name two establishments where you can study Access to higher education.
6. What does NVQ stand for?
7. Can you study Travel and Tourism at A level?
8. What A level subjects are useful if you are interested in studying an engineering degree or technology degree?
9. Name two A level subjects which are required to gain entry to a degree course of the same subject area.
10. Name three work-based learning programmes.
11. What is the highest level on the NQF map and what qualifications have this level?
12. What does NQF stand for and what is it?

Round 2 answers

1. A foundation degree is NQF level 5
2. Medicine
3. 19 years of age
4. Most A levels have no more than 30% coursework (or internally assessed work)
5. Should feature two local FE colleges, HE institutions
6. National Vocational Qualification
7. Yes
8. Mathematics and physics
9. English, French or mathematics
10. Apprenticeships, BTECs and NVQs
11. NQF Level 8 - Master's degrees/postgraduate diplomas, doctorates and specialist awards
12. NQF is the National Qualifications Framework, designed to help compare different qualifications to help find your perfect route

UNIT 3

Choosing a higher education Course

3

Choosing a higher education course

Session length: 35 minutes

Included in this session:

3.1 Foundation degrees

3.2 NVQ level 4 /BTEC Higher National level 5

3.3 The Open University

Objectives

On successful completion of this session participants will be able to:

- explain the structure of a foundation degree
- give examples of NVQ areas of vocational study
- give examples of BTEC Higher National areas of study
- specify the benefits of an Open University course

Introduction

At one time if you said you were studying for a higher education course everyone assumed you would go to university for three years and study for a degree. Those days are now gone and higher education provision is now more flexible than ever and geared more to suit the learners.

This session will provide participants with a clear understanding of the flexibility of study routes available to them at higher education level. In particular the benefits of the new foundation degrees, National Vocational Qualifications (NVQ), BTECs and the advantages of study via the Open University route will be covered.

Session outline

| | | Time |
|---|--|------------|
| 1 | Structure of foundation degrees | 10 minutes |
| 2 | NVQ level 4/BTEC Higher National level 5 | 10 minutes |
| 3 | Benefits of the Open University | 10 minutes |
| 4 | Play 'Getting through the Maze' game | 5 minutes |

See **Facilitators' notes** for session guidelines on p.62–63.

What you will need

Flipchart
Markers
Overhead projector (optional)
MS PowerPoint (optional)
Paper/pens for participants



Handout 3A: Flexibility of Foundation degrees
Handout 3B.1: Titles of NVQ level 4 qualifications
Handout 3B.2: Titles of BTEC Higher Nationals level 5
Information on Open University is on PowerPoint slide 14
Optional publications* (see below)

MS PowerPoint

MS PowerPoint slides 11-14

Overhead transparencies (OHTs)

OHTs 9–12

Make copies

Handout 3A: Flexibility of Foundation degrees (p.66)
Handout 3B.1: Titles of NVQ level 4 qualifications (p.67)
Handout 3B.2: Titles of BTEC Higher Nationals level 5 (p.68)
*Optional additional material

Exercises and activities

Maze

Round 3

- For the **'Getting through the Maze'** game each group will need:
1. Board game: Round 3 questions
 1. Board game: Round 3 answers
 3. Coloured counters
 4. Dice

***Optional additional material**

1. New NVQ brochure and key fact sheets from Edexcel
www.edexcel.org.uk/quals/nvq/ri/news/newnvq.htm
2. BTEC National 2007 - Edexcel
<http://developments.edexcel.org.uk/nationals>
3. *'Make your dreams a reality - Entering Higher Education as a mature student'*
www.aimhigher.ac.uk/sites/practitioner/resources/Make%20your%20dreams_RETURN08.pdf
4. Foundation degrees
www.foundationdegree.org.uk
www.fdf.ac.uk
5. Open University
www.open.ac.uk

Facilitators' notes

Unit 3 - Choosing a higher education course

This session may be delivered following a short coffee/comfort break and it is important to keep the group's energy levels high.

Choosing the right course can often be a daunting task to students entering higher education. Thankfully, there is now a great deal of variety to help individuals make a decision.

Activity 1 – Foundation degrees

Activity 2 – NVQ level 4/BTEC Higher Nationals level 5

Activity 3 – The Open University

Activity 4 – Play the 'Getting through the Maze' game

Ask the group to divide into couples and spend 5 minutes discussing the courses they have been considering.

Each couple should list the following on flipchart paper.

- a) the reason they have chosen their course
- b) the benefits of the course
- c) the barriers/difficulties they have encountered when finding their chosen course

Ask each couple to report together on their findings. Throw open the various points to the rest of group and encourage discussion.

Activity 1 – Foundation degrees

Introduce foundation degrees to the group by asking if anyone has already heard of them.

Using the prospectuses you have brought into the workshop, ask participants to all work together by choosing different colleges/institutions to list the number of foundation degrees they can find throughout the county.

Place the prospectuses in different areas of the room and instruct the participants to stand up and walk around to look at prospectuses, then go to the front of the room and write their findings on the flipchart.

Continue this exercise for approximately 10 minutes or until you are satisfied that the group has found a reasonable number of foundation degree courses.

Ask for volunteers to read out some of the important points featured in the college literature regarding the benefits of studying for a foundation degree.

1. Show PowerPoint slide 11/OHT 9 – **Foundation degrees**
2. Issue Handout 3A: Foundation degrees

Facilitators' notes

Unit 3 – Choosing a higher education course

Activity 2 – NVQ level 4/BTEC Higher National level 5

a) Issue Handout 3B.1: Titles of NVQ level 4 qualifications

Ask the group to look at the list for a few minutes.

Put this question to the group:

'If today, you had the opportunity to study for NVQ level 4 which two subjects would you choose from the list and why?'

Go around the room in a 'round robin' fashion starting with you, as a facilitator, and share your two choices and the reasons why you chose them before moving onto next participant.

b) Issue Handout 3B.2: Titles of BTEC Higher Nationals level 5 qualifications

Same exercise as above, this time replace NVQs with BTECs

c) Show PowerPoint slide 12/OHT 10 – **NVQ level 4**

d) Show PowerPoint slide 13/OHT 11 – **BTEC Higher Nationals level 5**

Activity 3 – The Open University

Ask group if anyone has studied at the Open University. If you personally have studied, or know anyone who has studied at the Open University, share this information with the group.

Ask participants to call out what they consider to be the benefits of studying with the Open University. List these on a flipchart at the front of the room.

NB This would be a good time to raise the point that higher education financial information is not covered in this workshop. Draw the group's attention to any extra information on student finance you have made available at the back of the room, which they can take away at the end of the day.

1. Show PowerPoint slide 14/OHT 12 – **Benefits of the Open University**

Activity 4 – Play the 'Getting through the Maze' game

Facilitators' material

UNIT 3

Unit 3

Choosing a higher education course

Handout 3A: Foundation degrees

Handout 3B.1: Titles of NVQ level 4

Handout 3B.2: Titles of BTEC Higher Nationals level 5

MS PowerPoint slides 11–14

OHTs 9–12

Board game: Round 3 questions

Board game: Round 3 answers

***Optional additional material**

1. New NVQ brochure and key fact sheets from Edexcel
www.edexcel.org.uk/quals/nvq/ri/news/newnvq.htm

2. BTEC National 2007 - Edexcel
<http://developments.edexcel.org.uk/nationals>

3. *'Make your dreams a reality - Entering Higher Education as a mature student'*
www.aimhigher.ac.uk/sites/practitioner/resources/Make%20your%20dreams_RETURN08.pdf

Unit 3

Handouts

3A, 3B.1, 3B.2

Handout 3A

Foundation degrees

Foundation degrees give you the flexibility you need



Foundation degrees are innovative degrees, designed and delivered in partnership with employers to equip people with the relevant knowledge and skills for business.

If you're already in work, a foundation degree will give you the skills you need to develop, and for those choosing a full time degree, this is the perfect kick start to your career.

There are over 1700 Foundation Degrees courses running, with a further 900 planned. These cover a wide range of subjects including veterinary nursing, e-commerce, health and social care and forensic science. www.foundationdegree.org.uk & www.fdf.ac.uk

It's the first new higher education qualification in 25 years

Offering flexible learning

Part-time study

If you work, or have commitments that restrict you from studying full time, you can do a part-time foundation degree, which you can complete in three or four years. Around half of all foundation degree students choose to study this way.

Studying at work

Foundation degrees are built with your career in mind, so if you're already working, but want to progress, you can complete a foundation degree without putting your job on hold. Foundation degrees have been created with the help and input of businesses, and in some cases, large employers, like Ford, BMW and Radisson Hotels have worked with institutions to develop courses which meet their specific needs.

Full-time study

Around 50% of foundation degree students choose to study full time, either going on to university or college after studying for A levels or equivalent, or taking time out of work. A full time foundation degree usually takes two years to complete.

Mixed mode

For many foundation degree students, flexibility is really important, so they choose a mixture of online, or distance learning, work-based learning and college or university attendance. Online and distance learning is especially useful if you don't live or work near to the university or college delivering your foundation degree, and of course it's easier to study online from work or home too.

Handout 3B.1

Selection of NVQ level 4 qualifications available:

| | |
|--|---|
| Accounting | Laboratory and Associated Technical Activities |
| Advice and Guidance | Learning and Development |
| Agriculture Management | Learning, Development and Support Services for Children, Young People and Those who Care for Them |
| Agriculture Horticulture Management | Leadership and Management for Care Services |
| Amenity Horticulture Management | Local Land Charges and Property Information Management |
| Animal Care Management | |
| Archaeological Practice | Management of Learning and Development Provision |
| | Managing Communication Technologies |
| British Sign Language | Managing Sport and Active Leisure |
| Building Maintenance and Estate Service | Managing Waste Collection Operations |
| Building Services Engineering and Project Management | Marine Engineering Operations |
| Built Environment Design | Marine Vessel Operations |
| Built Environment Development and Control | Marketing |
| Business and Administration | |
| Business Support | Newspaper Writing |
| Business - Improvement Techniques | Occupational Health and Safety Practice |
| | |
| Chemical, Pharmaceutical and Petrochemical Operations | Pensions Administration |
| Chemical, Pharmaceutical and Petrochemical Manufacture | Playwork |
| Children's Care Learning and Development | Personnel Management |
| Co-ordination of Learning and Development Provision | Photo Imaging |
| Communication Technologies Professionals | Pipelines (Oil and Gas) Engineering Management |
| Community Justice | Planning and Management of Munition Clearance Operations |
| Community Development Work | Planning Supervision (CDM) |
| Conservation Control | Police Operational Management |
| Construction Contracting | Police Organisational Management |
| Construction Contracting Operations | Policing |
| Construction Plant and Equipment Management | Project Management |
| Construction Site Management | |
| Contact Centre Professionals | Quantity Surveying Practice |
| Cultural Heritage | |
| Customer Service | Radiation Protection |
| | Registered Managers (Adults) |
| Democratic Services | |
| Developing and Established Business Enterprise | Sales |
| | Site Inspection |
| Engineering Leadership | Spatial Data Management |
| Engineering Management | Spectator Safety Management |
| Equine Management | Surveying, Property and Maintenance |
| Events | |
| | The Management of Recycling Operations |
| Fencing Business Management | The Management of Volunteers |
| Fire Safety | Town Planning |
| Film and Television Lighting (Gaffer) | Transportation |
| Floristry Business Management | |
| | Utilities Network Planning and Management |
| Health and Social Care | Waste Management Operations: Managing Incineration |
| Health, Safety and Environmental Management in Quarries | Waste Management Operations: Managing Landfill Hazardous Waste |
| Health, Safety and Environmental Management in the Extractive and Minerals Processing Industries | Waste Management Operations: Managing Treatment |
| Housing | Non-Hazardous Waste |
| | Weather Forecasting |
| Interpreting (BSL/English) | Welsh |
| Irish Sign Language | Welsh Language Units |
| | Youth Justice Services |

Source: DfES Section 97 Qualifications

Handout 3B.2

Selection of BTEC Higher Nationals level 5

Applied Science

Art & Design

Beauty Therapy Sciences

Business

Computing

Construction and Civil Engineering

Early Years

E-Business

Engineering

Facilities Management

Health and Social Care

Hospitality Management

Land and Environment

Leisure, Sport, Travel & Tourism

Media

Music and Performing Arts

Public Services

Retail Management

Sport and Exercise Sciences

Sport and Leisure Management

Travel and Tourism Management



Music and Performing Arts



Sport Leisure and Management



Hospitality Management

Unit 3

MS PowerPoint slides

Slides 11,12,13,14

3 Choosing a HE course

3.1 Foundation degrees

Foundation degrees – why are they so special?

They equip learners with knowledge, understanding and skills relevant to their employment

Progress to a full honours degree with just a further 12-15 months' full-time study

A full-time course will usually take 2-years to complete, part-time courses will take longer

Usually delivered by colleges, universities and training providers

Foundation degrees mix academic and work-based learning

Many students study whilst employed to improve their skills and job prospects

- **Entry requirements – what do you need?**
2 or 3 years' work experience at an appropriate level, with experience of managing people, resources or information
- **Who is it for?**
Junior or middle management activities with responsibility for staff
- **Attendance and study**
A portfolio of evidence, NVQs at this level are usually completed in 24 months
- **What is this course equivalent to?**
Depending on Framework for HE Qualifications (FHEQ), Cert.HE, foundation degree, BTEC HNDs and HNCs, or first degree

NVQ Level 4



3 Choosing a HE course

3.3 BTEC Higher Nationals Level 5

- **Entry requirements – what do you need?**
2 or 3 years' work experience at an appropriate level, with experience of managing people, resources or information
- **Who is it for?**
Students who will develop management and other higher level technical skills required by employers
- **Attendance and study**
Assignments based on work-related situations
Normally 2 years' study required
- **What is the BTEC HND/HNC L5 equivalent to?**
Intermediate level is equivalent to diplomas of higher education (Dip.HE), foundation degrees, higher national diplomas (HND)

BTEC HND L5



Benefits of the Open University

- No entry test
- No time limitations
- Choice and flexibility
- Tutor support
- World expert in distance learning
- The largest Business School in Europe
- 208,000 students in 2006/07
- Largest university in Europe
- No formal academic qualifications required for undergraduate courses



The Open University



Unit 3

Overhead transparencies

OHTs 9, 10, 11, 12

Unit 3 – OHTs

OHT 9

Foundation degrees

- Equip learners with the **knowledge, understanding** and **skills** relevant to their **employment**
- Progress to a **full honours degree** with a further **12-15 months' full-time study**
- A **full-time course** will usually take **2 years**, part-time courses will take longer
- Foundation degrees **mix academic** and **work-based learning**
- Delivered by **colleges, universities** and **training providers**
- Many students study while they are **employed** to improve their **skills** and **job prospects**

OHT 10

NVQ level 4 route

- **Entry requirements – what do you need?**
2–3 years' work experience at an appropriate level, with experience of managing people, resources or information
- **Who is it for?**
Supervisory/junior/middle management activities with responsibility for staff
- **Attendance and study**
A portfolio of evidence, NVQs at this level are usually completed in 24 months
- **What is this course equivalent to?**
Equivalent level on Framework for HE Qualifications (FHEQ), can be either Cert.HE, foundation degree, BTEC HNDs and HNCs, or first degree

BTEC Level 5

Higher National Certificate (HNC)

Higher National Diploma (HND)

- **Entry requirements – what do you need?**
2–3 years' work experience at an appropriate level, with experience of managing people, resources or information
- **Who is it for?**
Students who will develop management and other higher level technical skills required by employers
- **Attendance and study**
Assignments based on **work-related situations** or activities with **teamwork** and **in-depth study**.
Usually 2 years, progression to full degree
- **What is BTEC Higher National equivalent to?**
BTEC Higher National level 5 (Intermediate) is equivalent to diplomas of higher education (Dip.HE), foundation degrees, higher national diplomas

OHT 12

Benefits of the Open University

- No entry test
- No time limitations
- Choice and flexibility
- Tutor support
- World expert in distance learning
- The largest business school in Europe
- 208,000 students in 2006/07
- More people study at the OU than at any other university in the UK
- Largest university in Europe
- No formal academic qualifications required for undergraduate courses



Round 3 questions

1. What percentage of foundation degree students study full time?
2. How long does it usually take to study for a NVQ level 4 course?
3. Name three benefits of studying at the Open University.
4. How long does a foundation degree take to complete?
5. What are BTEC Higher Nationals assignments based on?
6. Name three benefits of studying for a foundation degree?
7. What formal qualifications do you require to study at the Open University?
8. Which three large companies have worked with higher education institutions to develop courses which meet their specific needs?
9. Foundation degrees are very flexible. Which mixture of learning methods do many students choose?
10. What other qualifications is the NVQ level 4 equivalent to?
11. How many students studied at the Open University in 2006/07?
12. What other qualifications are BTEC HNC/HND equivalent to?

Round 3 answers

1. Around 50% of foundation degree students choose to study full time
2. A portfolio of evidence at NVQ level 4 usually takes 24 months to complete
3. Any of the following
 - a) No entry test
 - b) No time limitations
 - c) Choice and flexibility
 - d) Tutor support
 - e) World expert in distance learning
 - f) The largest business school in Europe
 - g) 208,000 students in 2006/07
 - i) No formal academic qualifications required for undergraduate courses
4. A full-time foundation degree usually takes two years to complete or part time study which you can complete in three or four years
5. Work-related situations or activities with opportunities for teamwork and in-depth study
6. Any of the following
 - a) Equip learners with the knowledge, understanding and skills relevant to their employment
 - b) Progress to a full honours degree with just a further 12–15 months' full-time study
 - c) A full-time course will usually take two years, part-time courses will take longer
 - d) Delivered by colleges, universities (and sometimes by other training providers)
 - e) Foundation degrees integrate academic and work-based learning
 - f) Many students study while they are employed to improve their career development
7. No formal academic qualifications are required for undergraduate courses
8. Ford, BMW and Radisson Hotels
9. Online, or distance learning, work-based learning and college or university attendance
10. Depending on equivalent level on Framework for HE Qualifications (FHEQ), can be either Cert.HE, foundation degree, BTEC HND/HNC, or first degree
11. 208,000 students
12. BTEC Higher National level 5 (Intermediate) is equivalent to diplomas of higher education (Dip.HE), foundation degrees, higher national diplomas.

UNIT 4

The application process



The application process

Session length: 30 minutes

Included in this session:

4.1 Applying through UCAS

4.2 Personal statement

4.3 The late applications/Clearing process

On successful completion of this session participants will be able to:

Objectives

- outline the application procedure for UCAS
- list important dates in the UCAS calendar
- identify the key points required in personal statements

Introduction

This final session guides the participants round the UCAS process and highlights the important dates in the higher education calendar.

Many candidates fail to impress admission tutors due to ill written and ill prepared personal statements, so some time will be dedicated to cover the key elements required in a personal statement and, more importantly, what *not* to include in the statement.

Session outline

| | Time |
|--|------------|
| 1 Applying through UCAS | 5 minutes |
| 2 Personal statement | 10 minutes |
| 3 The late applications/Clearing process | 5 minutes |
| 4 Play 'Getting through the Maze' game | 5 minutes |

See **Facilitators' notes** for session guidelines on p.84–85

What you will need

Flipchart
Markers
Overhead projector (optional)
MS PowerPoint (optional)
Paper/pens for participants



Handout 4A: Applying through UCAS
Handout 4B: Personal statement
Handout 4C: The late applications/Clearing process

* Optional additional material

MS PowerPoint

MS PowerPoint slides 15



Overhead transparencies (OHTs)

OHTs 13

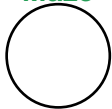


Make Copies

Handout 4A: Applying through UCAS (p.88)
Handout 4B: Personal statement (p.91)
Handout 4C: The late applications/Clearing process (p.92)

Exercises and activities

For the **'Getting through the Maze'** game each group will need:



Round 4

1. Board game: Round 4 questions
2. Board game: Round 4 answers
3. Coloured counters
4. Dice

* Optional additional material

UCAS Advisor Guide 2008 entry

www.ucas.com/website/documents/guides/AdviserGuide08.pdf

UCAS Advisor Guide 2009 entry

www.ucas.com/website/documents/guides/adviserguide09.pdf

UCAS advice on personal statements

www.ucas.com/students/startapplication/apply/personalstatement

Word Power and Personal Qualities checklist (p.84)

Facilitators' notes

Unit 4 – The application process

Try to keep this session as active as possible. The material enclosed can be quite heavy going as there are lots of dates and facts to remember. As this section is towards the end of the workshop, participants may be feeling a little tired with the amount of information they have accumulated so far.

Activity 1 – Applying through UCAS

Activity 2 – Personal statement

Activity 3 – The late applications/Clearing process

Activity 4 – Play the 'Getting through the Maze' game

Activity 1 – Applying through UCAS

Explain to the group that they are not expected to take in all the information regarding UCAS dates in today's workshop, but they may wish to download relevant extra information provided in the *Handout 5A: Useful information* at a later date.

1. Discuss the present online UCAS application system
2. Issue Handouts 4A: Applying through UCAS, Example of UCAS timetable 2008/09 <http://wwwucas.ac.uk/advisers/dates>

Activity 2 – Personal statement

This next session is very important as the content of personal statements can often be an obstacle for new students to higher education.

Optional: Before workshop download a copy of:

1. Word Power from Trent University Career Centre
www.trentu.ca/careers/students/documents/ActionVerbs_018.pdf
2. Personal qualities checklist from Maricopa Community Colleges, Arizona, USA
www.maricopa.edu/eod/secureemployment/documents/pers_quality_checklist.pdf

Ask everyone in the group to spend a few minutes thinking about what they are like as a person, for example, their interests, hobbies and personal qualities.

What would other people say about them if they were asked to describe them?

Ask participants to write down:

- a) three qualities to describe themselves, e.g. conscientious, loyal, industrious
- b) one of their interests or hobbies, e.g. model making, hill walking

Ask for a volunteer to come to the front and write down the words used by the participants to describe themselves. Write the words on a flipchart as the group call out words. Time permitting, repeat for interests and hobbies.

Facilitators' notes

Unit 4 – The application process

Circulate copies of optional 'Personal Qualities checklist' featured on p.84 and supply website addresses.

1. Show PowerPoint slide 15/OHT 13 – **Points to remember for your Personal Statements**
2. Issue Handout 4B: Personal statement

Activity 3 – The late applications/Clearing process

It is important to cover the main dates in the UCAS calendar and in particular the dates for late applications and the Clearing process.

1. Issue Handout 4C: The late applications/Clearing

It is sufficient to ask the group to **take note** of **important dates only**.

Read out the details describing the Clearing process and ask the group if they have understood the process and who is eligible for it.

Activity 4 – Play the 'Getting through the Maze' game

This is the last session in the workshop – keep the energy levels high!

If no team has successfully arrived at the final '**HE**' square, then the team who is the nearest to it can be congratulated for their efforts.

If a team completes the game before the end of the workshop, you can always start a fresh game, giving the losing team an opportunity to catch up.

REMEMBER!

The focus of the game is **not** who actually **wins**, but that all participants have taken part and tested their new found knowledge along the way, in a fun, relaxed environment.

Purchase some small prizes eg, mini chocolate bars, any promotional material such as pens etc, to award to both teams.

Thank participants for their attention and co-operation and ask them to spend a few minutes completing the **Workshop evaluation questionnaire** before they leave.

1. Issue Handout 6A: Workshop evaluation questionnaire (p.102)

Facilitators' material

UNIT 4

The Application Process

Handout 4A: Applying through UCAS

Handout 4B: Personal statement

Handout 4C: The late applications/Clearing process

MS PowerPoint Slide 15

OHT 13

Board game: Round 4 questions

Board game: Round 4 answers

Optional additional material

UCAS Advisor Guide 2009 entry

www.ucas.com/website/documents/guides/adviserguide09.pdf

UCAS Advisor Guide 2010 entry

www.ucas.com/website/documents/guides/adviserguide2010.pdf

UCAS advice on personal statements

www.ucas.com/students/startapplication/apply09/personalstatement

Unit 4

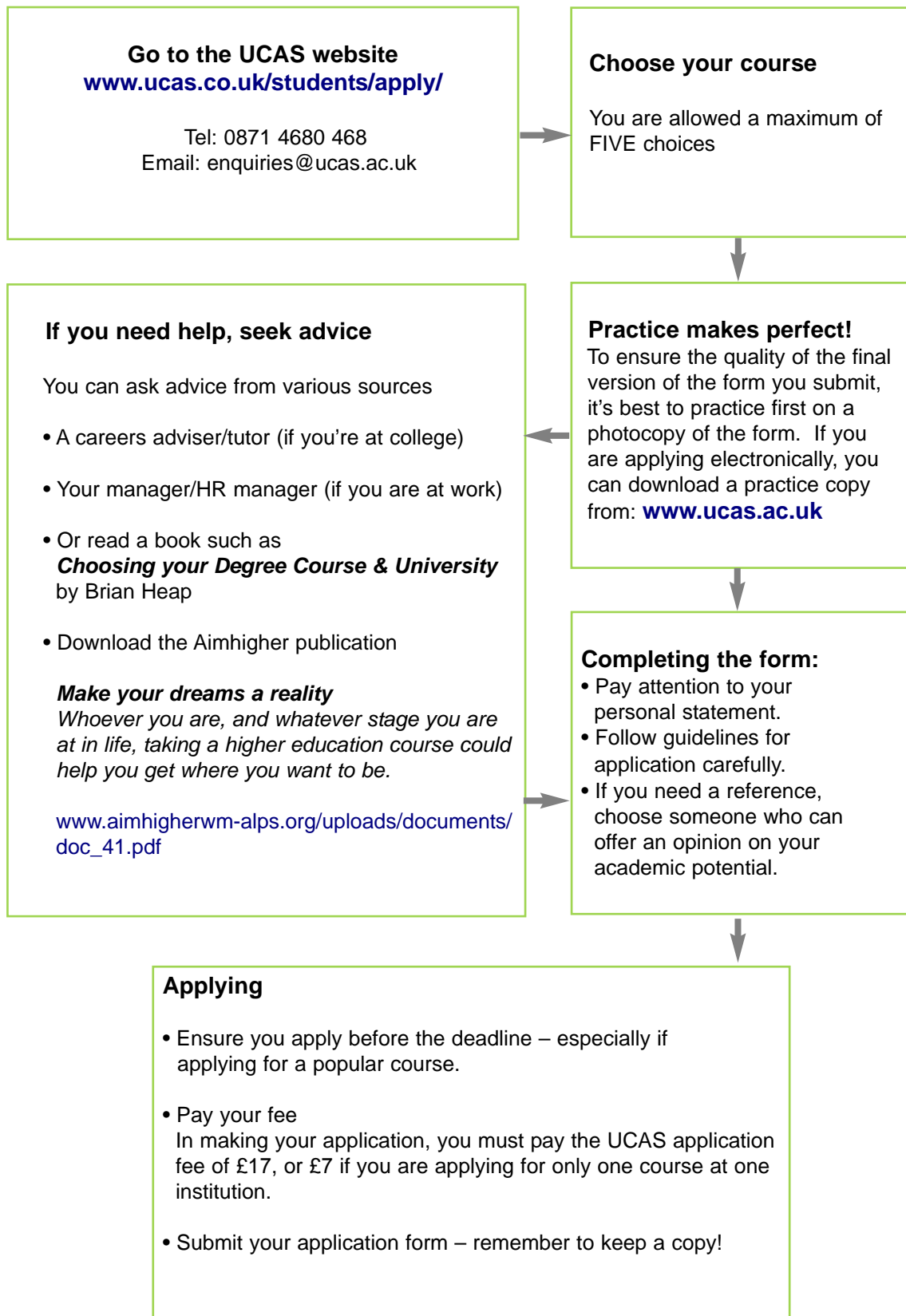
Handouts

4A, 4B, 4C

Unit 4 – Handouts

Handout 4A

Applying through UCAS



Handout 4B

Personal statement



The personal statement element of the UCAS (Universities and Colleges Admission Services) application form is very important to any admissions tutor. It offers a short glimpse into an applicant's academic and social interests as well as the opportunity to justify the reasons for your chosen course.

In some cases, admissions tutors might only have a few minutes to assess an entire form, therefore it is important that your statement makes the right impression from the very start.

Here are some tips you may find useful when writing your statement:

What to include:

Why you have chosen that course – what is it that interests you about the subject?

If you are a mature student, you should give details of any relevant work experience, paid or unpaid, and information about your current or previous employment.

What are you like as a person, your likes, interests, hobbies and personal qualities?

Anything you are proud of that shows you can knuckle down and apply yourself – it could be running a marathon or raising money for charity.

The jobs, work experience or placements you've had in your chosen field. If these inspired you to choose this degree, tell them why.

Your careers plans for the future after you have graduated.

What *not* to include:

Don't refer to experiences that are too long ago, particularly if you have more recent experience.

Don't mention activities without referring to skills and and experience gained. Admissions tutors have hundreds of forms to read – they won't have time to 'read between the lines'.

Don't write a statement that makes your choices look random and not thought out.

Don't exaggerate or lie. UCAS has a verification unit working to identify fraudulent applications. Any attempt by applicants to provide false or misleading information could lead to their application being cancelled.

Don't use any elaborate fonts or funny styles in your statement. Keep to a crisp, professional writing style that is easy for the admissions tutors to follow.

For more information on **personal statements** from the UCAS website:
www.ucas.com/students/startapplication/apply/personalstatement

Handout 4C

The late applications/Clearing process

Late application procedure

If applications are received after the 15 October or 15 January deadline, but before the 30 June 2009, they will still be sent to the applicants choices of universities and colleges, but they do not have to consider these applicants. Many universities and colleges do, however, continue to consider applications for some courses until the end of the application cycle.



Applications received after 30 June 2009 are not sent to the universities and colleges.

These applications go directly into Clearing.

More information on the 'Clearing' process is featured below.

What is Clearing?

Clearing is used by applicants who have not managed to secure a place at university or college for the current year. It begins in August and it can help people to find suitable vacancies on higher education courses: more than 30,000 people gain a place during Clearing every year.

If you are flexible and you have reasonable exam results, there is still a good chance you will find another course.

Who can use Clearing?

You are eligible for Clearing if you have applied in the current application year and if:

- you have not withdrawn your application;
- you hold no offers; or
- your offers have not been confirmed because you have not met the conditions (eg you have not achieved the required grades); or
- you have declined your offers or not responded by the due date; or
- your offers have not been confirmed, and you have declined any alternative offers from the same university; or
- you have applied after 30 June (11 June for Route B art and design courses). If your application was received after these dates, it will not have been sent to any universities and colleges.

When does Clearing take place?

Course vacancies in Clearing are published on the UCAS website from mid-August until late-September.

Unit 4

MS PowerPoint slides

Slide 15

The Application Process

4.3 Personal statements

Points to remember for your personal statement

- Reasons for choice of subjects
- Career goals
- Why have you applied for this course
- Personal achievements
- Willingness to study at a higher level
- Hobbies and interests
- Work experience/relevance to degree
- Any other qualifications
- Extra-curricular activities
- Planned intentions for Gap Year

Unit 4

Overhead transparencies

OHT 13

Unit 4 – OHTs

OHT 13

Points to remember for your personal statement

- Reason for choice of subjects
- Why have you applied for this course?
- Willingness to study at a higher level
- Work experience and relevance to degree
- Information on extracurricular activities
- Career goals
- Personal achievements
- Hobbies and interests
- Any other qualifications
- Planned intentions for gap year

Round 4 answers

1. You can choose up to five courses.
2. 1 September 2007.
3. Clearing is a UCAS service that helps people find vacancies on higher education courses.
4. Don't exaggerate or lie.
5. You will be defined as a mature student if you are aged 21 or over at the start of your course.
6. Any of the following
 - a. Career goals
 - b. Personal achievements
 - c. Hobbies and interests
 - d. Any other qualifications
 - e. Planned intentions for gap year
 - f. Reasons for choice of subjects
 - g. Why have you applied for this course
 - h. Willingness to study at a higher level
 - i. Work experience and relevance to degree
 - j. Information on extracurricular activities.
7. The late application period lasts from 16 January to 30 June each year.
8. Apply
9. Admissions tutors might only have a few minutes to assess an entire form, therefore it is important that your statement makes the right impression from the very start.
10. www.ucas.co.uk or www.ucas.com.
11. Don't use elaborate or funny fonts – keep to a crisp, professional writing style.

UNIT 5

Useful information

Useful information

UNIT 5

Useful information

Handout 5A: Useful information

Unit 5

Useful information

Handout 5A

Choosing a course

Websites

www.ucas.com
www.foundationdegree.org.uk
www.fdf.ac.uk
www.he.courses-careers.com
www.hotcourses.co.uk
www.direct.gov.uk/uni

Books

Degree Course Offers 2009 entry
 Brian Heap
 Trotman

The Mature Student's Guide to Higher Education
 Linda Pritchard and Leila Roberts
 Open University Press

'The Times' Good University Guide 2009 – John O'Leary

University and College Entrance
 Big Guide 2009 Trotman/UCAS

Choosing an institution

Websites

www.ucas.com/instit/index.html

Books

STUDENT BOOK 2008:
 The Applicant's Essential Guide to Life at University
 Klaus Boehm & Jenny Lees-Spalding

The Virgin Alternative Guide to British Universities
 Piers Dudgeon

The Guardian University Guide 2008
 Ed. Donald Macleod

Thinking about finance/funding

Websites

www.studentmoney.org
www.studentfinancedirect.co.uk
www.egas-online.org.uk
www.direct.gov.uk/studentfinance
www.ukstudentnews.co.uk
www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/StudentFinance/index.htm

Books

Students' Money Matters 08/09
 Trotman

For students with disabilities

Websites

www.skill.org.uk

Bridging the Gap: A Guide to the Disabled Students' Allowances (DSAs) in Higher Education 2008/09 from www.direct.gov.uk/studentfinance.

Free information line on 0800 731 9133 quoting reference S/BTGB/V8. There is a free textphone service on 0800 328 8988. Booklet is also available in large print, in Braille and on audio tape, free of charge, by phoning the information line.

Foundation degrees

Websites

www.foundationdegree.org.uk
www.fdf.ac.uk

Student information

Websites

www.nusonline.co.uk
www.uni4me.co.uk
www.studentzone.org.uk

Looking at career options

Websites

www.connexions-direct.com/jobs4u
www.careersa-z.co.uk
www.prospects.ac.uk
<http://careersadvice.direct.gov.uk>

Careers and information/guidance

<http://nextstep.direct.gov.uk/>
www.prospects.ac.uk
www.worktrain.gov.uk

UNIT 6

Workshop evaluation questionnaire

Workshop evaluation

UNIT 6

Workshop evaluation

Handout 6A: Workshop evaluation questionnaire

Unit 6

Workshop evaluation questionnaire

Progression to higher education

Workshop date:.....

Training location:.....

Participant name (optional):.....

Instructions: Please circle your response to the items.

Workshop content

1=Strongly disagree 2=Disagree 3=Neither agree or disagree 4=Agree 5=Strongly agree

- | | | | | | |
|---|---|---|---|---|---|
| 1. I was well informed about the objectives of the workshop | 1 | 2 | 3 | 4 | 5 |
| 2. This workshop lived up to my expectations | 1 | 2 | 3 | 4 | 5 |

Workshop design

- | | | | | | |
|---|---|---|---|---|---|
| 3. The workshop objectives were clear to me | 1 | 2 | 3 | 4 | 5 |
| 4. The workshop activities stimulated my learning | 1 | 2 | 3 | 4 | 5 |

5. What other improvements would you recommend in this workshop?

6. What was least valuable about this workshop?

7. What was most valuable about this workshop?

Thank you for taking the time to complete this questionnaire!