

Get into Higher Education

tutors' resource materials



Department for
**Employment
and Learning**

www.delni.gov.uk

aimhigher...

Aimhigher...

tutors' resource materials

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Higher Education Policy Branch
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Contents

What's it all about?

What's higher education all about?	1
What happens in higher education?	2
Jargon buster	3
Where will I be in five years' time	4
How I got where I am today	5
Name that job	10
A day in the life	15
Where do I want to be	18

Is it for me?

Skills and strengths	23
That's the job for me	24
I can do that	31
Courses galore	36
Mapping your future	39
Pros and cons	45
What's stopping me?	46

What will it cost me?

Money facts	47
Where does the money go?	48
Where does the money come from?	50
Spend, spend, spend	51
Balance your budget	53
Debit and credit	61
To work or not to work?	62

What next?

If I were you...	67
Where will I be in five years' time: part 2	71
Straight from the horse's mouth	72
Web check	79
Applying for a course	80
So what do you know?	81
Next steps checklist	84

Get the facts

Things you always wanted to know about higher education	87
Higher education institutions and qualifications	90
Jargon buster	94
Money matters	100
Salary facts and figures	105
Where to find out more	107
Choosing and applying for a higher education place	111
NatWest – Face2Face with Finance	114
All about Push	116

Using this pack

The Aimhigher Roadshow is a joint initiative by the Department for Employment and Learning, the Department of Education and Ulster Bank and is all about promoting higher education and encouraging young people to 'aim higher'.

You are probably already helping your students decide which careers and further qualifications are right for them: the materials in this pack have been designed to help you.

What is it?

Get into Higher Education has been provided by the Department for Employment and Learning to help further education tutors encourage their students to explore the benefits and opportunities of higher education.

Who is it for?

These materials will benefit all post-GCSE students who are deciding what to do when they leave college, and particularly those on vocational courses who may not have considered progressing on to higher education. The pack addresses two common barriers to young people getting into higher education:

- the perception that higher education is not for them;
- concerns about whether they – and their families – can afford it.

What's in the pack?

Don't feel you have to use all the information in this pack – pick and choose the sections that will work best with your students. The materials are divided into five sections and each one is colour-coded to help you find your way round quickly and easily.



What's it all about? – practical information about higher education, including recommendations from graduates and employers.



Is it for me? – information on the skills, abilities and opportunities offered by higher education; including details about courses and institutions.



What will it cost me? – practical information about costs, budgeting and sources of funding, with activities that show pupils how to manage their money.



What next? – this section consolidates the information given in the previous sections and provides a practical checklist of what to do next for students who have decided to apply to a higher education institution.



Get the facts – facts and figures supporting all the activities in the pack.

How to use it

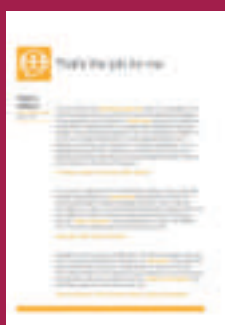
Get into Higher Education contains four different types of material:



Activities: these range from group discussions to role-plays to quizzes. Each Activity gives a suggested timing – this is an estimate only. You can spend more or less time depending on your students and your own preference. In general most activities take less than 30 minutes. Wherever possible all the materials you need for a specific activity are included in the pack:



Handouts: these may be photocopied and given to your students.



Tutor's notes: these are linked to some of the Activities and provide answers to the quizzes.



Factsheets: these are linked to various Activities and provide facts, figures and supplementary information.

Not all the Activities have Handouts, and not all the Handouts are accompanied by Tutor's Notes. Each Activity lists the resources you need, and the relevant Handouts and Notes follow immediately after. Factsheets can relate to several different sections and these are stored separately at the end of the pack.

When to use it

Get into Higher Education has been designed to be as flexible as possible. It can be used as a stand-alone resource in the classroom as well as to prepare for, or reinforce, the student experience of the Aimhigher Roadshow.

The Roadshow will give students the chance to find out more about the practical benefits of getting into higher education from a specially trained graduate facilitator who knows all about the ups and downs of university life! A financial adviser will also be present to advise students on budgeting and managing their money while they are studying. The Aimhigher trailer will be available to visit all F.E colleges in N. Ireland during the course of the Aimhigher campaign.

What do you think?

We need to know if you and your students have enjoyed using this pack and found it useful, so we can make improvements to future publications. At the back of the pack you will find a short questionnaire.

We would really like to hear your views, so please take a few minutes to complete the questionnaire and post it to The Department for Employment and Learning, Higher Education Policy Branch, Adelaide House, Adelaide Street, Belfast BT2 8FD.

What's higher education all about?



- 1 As a whole group, ask students to brainstorm their ideas about higher education.

Ask them to consider:

- The range of higher education options – what sorts and levels of courses can you take at a higher education institution? How many years does it take?
- The difference between further education and higher education – are they aimed at different types of people, different ages, different sorts of qualification?

Use **Factsheet 1** and **Factsheet 2** as a handout or as teaching notes to talk students through the options and help them get a better feel for what higher education means.

- 2 Now split the group into teams of four to consider these next questions and then report back to the whole group:

- Why do people go into higher education?
- Why do some people not go into higher education? What might put people off?
- What issues affect students – money, friends, freedom, hard work?

Activity 1

Suggested time

30 minutes

Resources

Factsheet 1

Factsheet 2



What happens in higher education?

Activity 2

Suggested time

30 minutes

Resources

None

In teams of four, ask students to imagine they're creating a new Hollyoaks-style soap based in a university or higher education college. It will need to be realistic, hard-hitting and humorous.

Ask them to draw up suggestions for the four main characters for a pilot episode – their personalities, likes, dislikes, background and so on. They need to consider:

- where the soap's set
- what sort of university or college it is
- why their characters chose to go there
- what they're studying
- what's going well and what's going badly

Taking each group in turn, ask them to describe their main characters to the whole group. After each 'presentation', ask the whole group to brainstorm for plot ideas. Ask them to consider the characters and what sorts of issues they might face over the year, perhaps including:

- money problems
- relationships with family and friends
- starting a new sport or hobby
- starting a part-time job
- getting involved with the Student Union.

Option: This part of the activity could be split over two sessions – one for setting characters and place, and the second for sketching out the plot and presenting back to the other groups.

Jargon buster



A quick quiz to introduce and explain some of the terms used in higher education.

Ask students to jot down the answers to a range of questions, such as:

- What do BA and BSc stand for?
- What's a semester?
- What's the difference between a lecture and a seminar?
- What's a sandwich course?
- What does UCAS stand for?
- What might you do in a gap year?
- What's a fresher?
- What's a campus?
- What does clearing mean?
- What's a hall of residence?

You can choose your own selection of questions – and find the answers – from **Factsheet 3**.

Activity 3

Suggested time

10 minutes

Resources

Factsheet 3



Where will I be in five years' time?

Activity 4

Suggested time
30 minutes

Resources
None

Get your students to draw up two scenarios – one ideal and one more realistic.

They can ask themselves:

- What job will I be doing?
- How much will I be earning?
- Where am I living?
- How did I spend last weekend?
- Where am I going on holiday?
- What am I planning to buy?

Use the scenarios for discussion. Ask students to keep their lists. They can be used for other activities in this pack.

How I got where I am today



The handout for this activity features quotes from people about higher education.

Give your students **Handout 1** and get them to match the advice to the people listed.

Based on the ideal scenarios given in **Activity 4**, ask students to discuss how they think they could get to their goal.

Activity 5

Suggested time

15 minutes

Resources

Handout 1

Tutor's notes 1



How I got where I am today

Handout 1

Page 1 of 2

“Studying for a degree gave me important life skills – how to spot a good opportunity and go after it – and a sharp nose for business, which is essential in the industry. At college and university you meet new people and you’re open to new experiences. It gives you the time and confidence to develop different areas you may not have considered as a path.”

“University was the best thing that ever happened to me. Without it I would now be working in a bottle top factory in my local town with my aunts, uncles and grandparents. Those four years showed me my own potential and the opportunities available to me if I work hard enough.”

“Doing a degree gave me loads of confidence – it was the best time of my life. Qualifications aren’t everything, but I wanted a good job, that was challenging, interesting and, more importantly, paid well! Without my degree I wouldn’t have managed that. ”

“Without my degree in Sports Science I wouldn’t have got into the interview room never mind get the job I wanted. University also gave me some of my most treasured memories – what a great time! ”

“University was great. Three years of fun and then, as a graduate employee, I’ve had fast-track opportunities which have really boosted my career progress. Being at college taught me how to be self-reliant and to decide on the career I really wanted. Without my degree, it would have been much harder to get into the IT industry, and my career certainly wouldn’t have progressed as fast as it has.”

“Medical School life really did live up to my expectations. It is a place to make friends and keep them, and to learn independence and the value of things in life. It’s given me a ticket to travel all over the world, to pursue a career with a job which makes me actually want to get out of bed in the morning, and to do it all with a balanced perspective. ”

How I got where I am today



Handout 1

Page 2 of 2

Richard Blackwood
(TV presenter and singer)

Gemma O’Keeffe
(Marketing – learn.co.uk)

Gordon Banks
(Sports Development – NSPCC)

Mike Thomson
(Paediatrician – Royal Free Hospital)

Richard Spalding
(Regional Account Manager – Dell Computers)

Cate Miller
(Multinational Sales – American Express)



How I got where I am today

Tutor's notes 1

Page 1 of 2

Richard Blackwood
(TV presenter and singer)

“Studying for a degree gave me important life skills – how to spot a good opportunity and go after it – and a sharp nose for business, which is essential in the industry.

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How I got where I am today



Tutor's notes 1

Page 2 of 2

**Gordon Banks
(Sports Development – NSPCC)**

“Without my degree in Sports Science I wouldn't have got into the interview room never mind get the job I wanted. University also gave me some of my most treasured memories – what a great time!”

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“Doing a degree gave me loads of confidence – it was the best time of my life. Qualifications aren't everything, but I wanted a good job that was challenging, interesting and, more importantly, paid well! Without my degree I wouldn't have managed that.”



Name that job

Activity 6

Suggested time

20 minutes

Resources

Handout 2

There are thousands of different types of careers out there. This activity is to get your students to focus on some of the less obvious choices.

Split your students into two groups. Ask them to think about a large organisation – a hospital. Give them 5-10 minutes to think of as many different types of jobs people can do in hospitals. Encourage them to think as broadly as possible – not just about doctors and nurse, for example, but speech therapists, dieticians, and also business managers, personnel, accountants etc.

Get them to feed back their suggestions and pick up any that have been missed out.

During discussions, if a number of students have an interest in any of the careers, pick out these job titles for further work.

Pick some of the jobs from **Handout 2** and split the group into smaller groups to discuss:

- How these people spend their working day
- Where else they might work
- What qualifications they might need

Discuss any issues that have been raised and then give out **Handout 2**.

Name that job



Handout 2

Page 1 of 4

Sports physiotherapist

- Helps people at all levels to reach their top performance levels, to prevent injuries and help them to recover from injuries.
- Sports physios work closely with coaches, doctors, nurses and sports psychologists.
- They must also keep accurate records of treatments and progress.
- You must have a degree course in physiotherapy to register with the Chartered Society of Physiotherapy, which allows you to practise.
- The minimum entry requirements are the same as for most degree courses – five GCSEs (Grades A-C), with two A levels or equivalent.

Dietician

- Dieticians specialise in the science of nutrition, in other words how the food we eat affects our health.
- A dietician plans and prescribes special diets to help treat illness and advise on healthy diets to prevent illness.
- The majority of dieticians are employed in the NHS – in hospitals and in outpatient departments. Jobs also exist in the sports world, spas and health clubs.
- Entry is by a degree in dietetics. Entry requirements are five GCSEs (A-C) and two or three A levels (A-C), including chemistry and another science subject, usually biology. Equivalent A level qualifications can be considered.



Name that job

Handout 2

Page 2 of 4

Accountant

- Work is varied, from keeping accounting records and giving advice on tax and loans, to checking accounts, or giving advice on financial matters to help a company improve their performance.
- They can work in a private practice or move into industry and commerce, as a manager or financial director.
- Every industry sector, including sport, requires accountancy staff, so the opportunities to work in interesting fields are good.
- The majority of entrants are graduates of any discipline. Finance and accountancy degrees help, but are not essential.
- Minimum entry requirements for a degree course are usually two A levels (including maths), together with five GCSEs (A-C). NVQs in accounting are another possible entry route.

Psychologist

- Gathers information about how people act and why. They use therapy and counselling to help people understand, overcome or control their problems.
- They attend meetings and case conferences and have to write reports.
- Psychologists can work in hospitals, clinics, schools, businesses and prisons, and often specialise in one area, for example sports or child psychology.
- A Psychology degree (or equivalent) accredited by the British Psychological Society (BPS) is essential.
- Minimum entry requirements for degree courses are usually five GCSEs (A-C), with two A levels or AVCE equivalent.

Name that job



Handout 2

Page 3 of 4

Dentist

- Dentists are concerned with the health of teeth and gums and treat problems when they occur. They also provide advice on dental care.
- Dentists can work independently, as part of a practice, for a hospital or large organisations.
- A dentist needs to have patience, good personal skills and enjoy helping people who may find the treatment difficult or painful.
- A degree in dentistry is essential. Three good A levels, including chemistry and other sciences, along with A-C (including English and maths) are required.
- Students with non-science A levels may be accepted to a pre-dental course and then be able to follow a degree course. Equivalent qualifications may also be considered.

Human resources officer

- Human resources officers are responsible for looking after staff needs. This can include recruitment, training and development, reporting and health.
- They do not manage the staff or workforce directly, but liaise closely with them and advise managers and supervisors on relevant areas.
- The day-to-day work may include analysing data, collating statistics, drawing up plans, policies and reports, interviewing, taking part in meetings, training, discussions, negotiations, and addressing large meetings.
- Minimum entry requirements for a degree course in human resources or Personnel Management is typically five GCSEs (A-C) with two A levels or equivalent. Alternatively you could do an Institute of Personnel and Development course following A levels.



Name that job

Handout 2

Page 4 of 4

Speech therapist

- A speech therapist helps adults and children who have difficulties speaking due to illness, accident or disability.
- The therapist needs to assess a problem and devise a suitable course of treatment.
- Work is often with children, for example, with those who have stammers and learning difficulties.
- Work with adult clients often involves rehabilitation therapy following an accident or illness. For example, a patient who has suffered a stroke may have to re-learn how to speak.
- The minimum entry requirements for a degree in speech therapy are five GCSEs plus two A levels or equivalent. Some courses require A levels in science subjects.

A day in the life...



Ask your students to write down details of how they spend a typical college day – from leaving home to going to bed. Get them to break the day into two hour chunks and give as much detail as possible.

Then give them one of the two *A day in the life...* handouts. In groups of three or four, ask them to come up with a list of differences they can spot between a further education college and a higher education institution.

Feed back in a whole group discussion.

Activity 7

Suggested time

20 minutes

Resources

Handout 3



A day in the life...

Handout 3

Page 1 of 2



Lisa Swales

After completing an NNEB Nursery Nursing Diploma and an Access course, Lisa went on to Sunderland University to do a degree in Early Childhood Studies. She gets on well with people on her course and loves the fact that Sunderland combines beach and city. When she graduates she'd like to work in social services or child welfare.



“The university is great and I’m really enjoying my course.”



A day in the life...



David Langlands

David has 11 GCSEs and 3 A levels and wants to work in medical research. He's studying biology and chose Durham because it was a leading university. He lives in halls to make the most of university social life. David has lectures and practical work most days from 9am-5pm but still has time to go to the cinema and go clubbing with friends!

Handout 3

Page 2 of 2



“Durham offered something different to other universities and more opportunities to get a better job.”





Where do I want to be?

Activity 8

Suggested time
20 minutes

Resources

Activity 4 feedback
Handout 4

Using the lists students drew up in [Activity 4](#), ask students to design their own route map of how they'll get from where they are now to their ideal choice and to their realistic goal.

Get pairs of students to swap their route maps and review them, suggesting alternatives to each other, or highlighting missing 'links'.

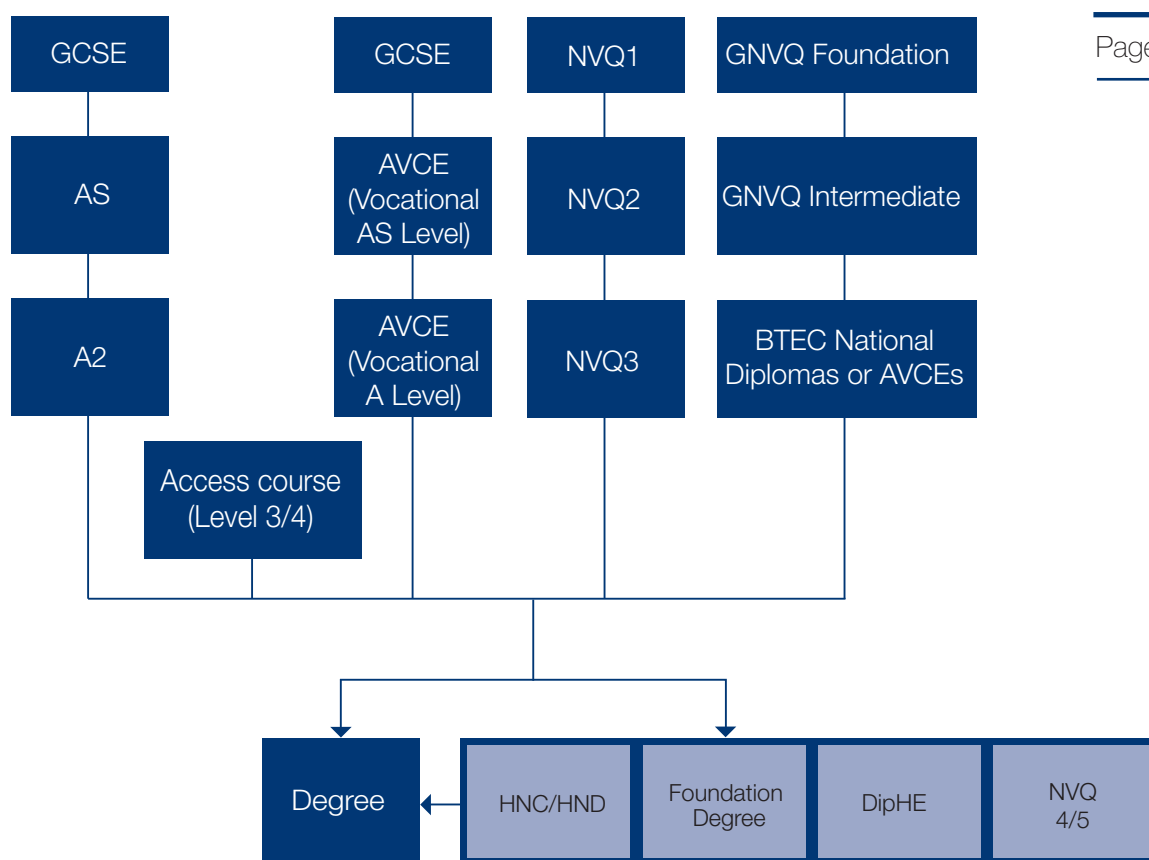
Use [Handout 4](#) to show the different routes and options available for getting into higher education.

Possible routes into higher education



Handout 4

Page 1 of 3



There are many different routes to getting a degree, some direct and some involving a combination of qualifications.

AVCEs, A2s, NVQs and BTECs can all be accepted as a direct route to a degree, at the discretion of admissions tutors. Some students choose to do an HNC/HND, Foundation Degree or Dip HE first, others choose to go directly on to a degree course.

There is no 'right' way into higher education – get advice from a Careers Officer, or your tutor, to choose a route that suits you. For more information on Careers take a look at www.delni.gov.uk/careers



Routes into higher education

Handout 4

Page 2 of 3

There are several routes into higher education – and a whole range of higher education options to choose from – so you can find the one that's right for you.

Routes from further education

- **Vocational courses** such as NVQs and GNVQs and BTECs
- **General education courses** cover A levels, AS levels, and AVCEs
- **Access courses** are a route for mature students and can lead to study at a higher level. Courses are offered at different levels and accredited to open colleges.

Higher education options

There are a whole range of higher education options available – both academic and vocational. Almost all higher education courses allow you to progress directly onto a degree programme, if you want to.

Degrees tend to be full-time and most last three years – though courses such as Medicine can take up to six years to complete. Some, for example in science or engineering, last four years and include a year in industry. A degree in languages is likely to include a placement abroad. You could choose to continue with a subject you are already studying or do something new. You will usually need a minimum of two A levels or the equivalent, for example a 2 or 3-unit vocational A level, Access level 3, or BTEC National Diploma, and supporting GCSEs. But, to be sure of the qualifications and subjects you need, it is best to check entry requirements with individual higher education institutions.

Routes into higher education



Handout 4

Page 3 of 3

DipHEs last two years and can be combined with professional or vocational qualifications. Entry requirements are similar to those for a degree and often you can convert your DipHE to a degree with further study.

Foundation Degrees cover work-related subjects and take two years of full-time study to complete. You can also do them part-time, whilst working. With further study you could convert to a full degree.

HND courses cover a variety of work-related subjects, such as travel and tourism, or business studies. Courses last two years – or three if you include a sandwich year in industry. Entry requirements are usually one A level, a vocational A level, BTEC National or NVQ level 3.

Other options

A gap year can be used to travel, to develop your skills, to earn money to fund future study or to think about your future. You could use this time to gain experience – voluntary or paid – in a particular occupation. Some schemes offer a year of paid work in business or industry. This could lead to vacation work when you're in higher education or maybe to a permanent job once you've graduated.



What's it all about?

What this section covers

Many young people have misconceptions about higher education (HE). Some have prejudices about university students and university life.

The following activities have been designed to help you examine those misapprehensions and explore the different higher education options, including the range of qualifications and institutions.

Factsheet 1 provides a good overview of higher education and there are also activities to help your students learn about the realities of life at a higher education institution and get to grips with some of the terminology.



Is it for me?

Skills and strengths



Activity 1

Suggested time
15-20 minutes

Resources
None

- 1** Working with the whole group, choose a profession or job. Write this up on the board and ask the group to brainstorm a list of skills and attributes needed for this job.
 - Ask the group to vote on the three most important skills or attributes.

- 2** Now split the group into twos or threes and give each group a number of different occupations.
 - Ask them to decide between themselves what three main skills or attributes would be needed for each job.

 - Feed back to the whole group.



That's the job for me

Activity 2

Suggested time
20 minutes

Resources

Handout 1
Tutor's notes 1

A quiz activity to match employers to the skills and experience they look for in their employees.

Get students to work in small teams or pairs to fill in the gaps in quotes on **Handout 1** and to work out who said what. The answers are provided in the **Tutor's Notes**.

- Get students to talk about what organisation they think this might be about and what sorts of jobs they might have available.

Ask them to feedback their answers:

- Ask students which employers – based on their quotes – they think they'd prefer to work for, and in what sort of job.
- Ask students for their ideas on the qualifications they think they'd need to get that job.

As an alternative to these jobs you could ask local businesses to supply quotes.

That's the job for me



Handout 1

Page 1 of 3

“If you want to make the most of what life has to offer you have to aim high – and that means taking every _____ that education can offer. We provide opportunities to explore, participate and learn. In the new, digital 21st century, where knowledge-based skills will command a premium, _____ opens the gateway to a wider, more fulfilling world. So don't be afraid to get out there and give it a go!”

“Education is the doorway to a better future. The future may seem a long way off, but your best opportunity for learning is now. What you have learnt from your education, how you have used the opportunity, will set you apart from the rest. _____ only wants those people who stand apart in that way.”

“Our vision is to use the power of _____ to build a better future, leading and developing the game at every level. I believe that education is the key to fulfilling individual and collective potential, and meeting the challenge of raising yourself to the highest level possible.”



That's the job for me

Handout 1

Page 2 of 3

"We are very keen to employ people who can combine their passion for _____ with a high level of education. We run our own Graduate Programme. Those who are successful in getting a place will find themselves on a fast track to managerial responsibility at a young age."

"Higher education is not about accumulating and committing to memory vast quantities of data. It is about providing a framework to sift and analyse the almost relentless flow of data. There are great opportunities in higher education today and it is vital that young people grasp those opportunities to provide themselves with the tools for a fulfilled life in the _____ economy."

"Working in _____ offers the chance of an exciting and varied career in a challenging, fast-paced and innovative environment. Competition on the high street is fierce and to stay ahead we need to recruit the best people who have the right skills and qualities to make the most of the opportunities that will come their way. _____ offers several training programmes and direct entry routes for young people with higher education qualifications. This will enable you to fast track to great _____ positions including store management, fashion, marketing, design and many other functions."

That's the job for me



Handout 1

Page 3 of 3

Mike Lymath, Group Human Resources Director, HMV

**Robbie Hanlon, General Manager (Education),
Apple Computer (UK) Ltd**

John Sunderland, Chief Executive Officer, Cadbury Schweppes

Adam Crozier, Football Association

**Stuart Rose, Chief Executive, Arcadia Group (includes Burton,
Miss Selfridge, Top Shop and Top Man)**

Greg Dyke, BBC Director-General



That's the job for me

Tutor's notes 1

Page 1 of 3

“If you want to make the most of what life has to offer you have to aim high – and that means taking every **opportunity** that education can offer. We provide opportunities to explore, participate and learn. In the new, digital 21st century, where knowledge-based skills will command a premium, **higher education** opens the gateway to a wider, more fulfilling world. So don't be afraid to get out there and give it a go!”

Greg Dyke, BBC Director-General

“Education is the doorway to a better future. The future may seem a long way off, but your best opportunity for learning is now. What you have learnt from your education, how you have used the opportunity, will set you apart from the rest. **Cadbury Schweppes** only want those people who stand apart in that way.”

John Sunderland, Chief Executive Officer, Cadbury Schweppes

That's the job for me



Tutor's notes 1

Page 2 of 3

“Our vision is to use the power of **football** to build a better future, leading and developing the game at every level. I believe that education is the key to fulfilling individual and collective potential, and meeting the challenge of raising yourself to the highest level possible.”

Adam Crozier, Football Association

“We are very keen to employ people who can combine their passion for **music** with a high level of education. We run our own Graduate Programme. Those who are successful in getting a place will find themselves on a fast track to managerial responsibility at a young age.”

Mike Lymath, Group Human Resources Director, HMV

“Higher education is not about accumulating and committing to memory vast quantities of data. It is about providing a framework to sift and analyse the almost relentless flow of data. There are great opportunities in higher education today and it is vital that young people grasp those opportunities to provide themselves with the tools for a fulfilled life in the **knowledge** economy.”

Robbie Hanlon, General Manager (Education), Apple Computer (UK) Ltd



That's the job for me

Tutor's notes 2

Page 3 of 3

"Working in **retail** offers the chance of an exciting and varied career in a challenging, fast-paced and innovative environment. Competition on the high street is fierce and to stay ahead we need to recruit the best people who have the right skills and qualities to make the most of the opportunities that will come their way. **Arcadia** offers several training programmes and direct entry routes for young people with higher education qualifications. This will enable you to fast track to great **retail management** positions including store management, fashion, marketing, design and many other functions."

Stuart Rose, Chief Executive, Arcadia Group

I can do that



Give each student a sample job ad. Ask each student to imagine they're being interviewed for that job. Before the interview starts, they need to think of three aspects of their character or their experience that would make them an ideal candidate for the job.

In pairs, ask one student to be interviewer and one to be interviewee. The main question they need to find the answer to is:

- "Why should we consider you for this job?"

Ask the pairs to swap roles.

Feedback whether they've 'appointed' their partner, giving reasons for their decision.

Activity 3

Suggested time

20 minutes

Resources

Handout 2



Job ads

Handout 2

Page 1 of 4

Foodmart

Great people

Great service

Customer Delivery Assistants

£attractive + bonus + pension plan + healthcare fund + subsidised canteen

We're dedicated to great customer service. That's why we go one step further and deliver our products to the customer's door!

Our customer delivery assistants are pivotal as the face of our home delivery service. As an assistant you'll work flexible hours throughout the week, enjoy working alone and have a clean driver's licence. You'll also need a good sense of navigation and be able to get on with a wide variety of people (our customers!).

If you'd like to be part of our delivery network, please pick up an application form from your nearest Foodmart or send us your CV and covering letter.

History Teacher £22k pa

High School and Sixth Form College

As a designated Sports College we are proud of our sporting achievements. Do you want to be part of this motivated successful team?

We're looking for a qualified, enthusiastic and ambitious teacher to join a well-organised and innovative department. You will be expected to teach history across the full age and ability range up to and including A level. A commitment to extra curricular activities is essential.

Job ads



Junior Graphic Designer

Funky Graphics House

£14k-£16k (depending on experience)

Please quote our ref: JGD 1

Looking for a recent design graduate with good experience in using PhotoShop, Quark and Illustrator. Any web or video software skills a bonus. Should be able to work in a team. Must be versatile – able to complete a variety of tasks from creating mock-ups to designing literature. Send us your CV, covering letter and examples of recent work.

Handout 2

Page 2 of 4

NHS Nurses P/T 22hrs per week

£19,000 pro rata

We want to recruit experienced, enthusiastic and motivated registered District Nurses and Community Nurses to join the community-based team in the Manchester area.

Commitment to personal development, high standards and excellent interpersonal skills are essential for this post.



Job ads

Handout 2

Page 3 of 4

Channel 1 TV

Junior broadcast journalist – Technology

Starting salary: £18k

Required for top digital TV channel. Degree in English Literature/Languages or Journalism essential. Any experience in broadcast journalism a huge bonus.

If you've got the above then you've got the first essential requirements for joining our team. But you'll also need the following:

- some knowledge about latest technology trends
- a fresh approach to generating news on the technology industry
- to be great at working within a large team and also on your own
- able to keep a cool head in the fast pace of a newsroom

If you still think you've got what it takes, then fill in our online application form and submit your CV and the reasons why you are the ideal candidate for this job.

Technician

Armstrong Construction

£20,700 pa

Responsible for surveying and drawing for modifications and renovations to public buildings and housing, including plans for central heating and rewiring schemes. Good opportunities to progress within a large, international company.

Attention to detail and the ability to work to tight deadlines are key. You need to be good with people and prepared to travel. A clean driver's licence is essential. In return, we offer a comprehensive training package and excellent career development opportunities. Applicants should possess a relevant architectural qualification.

Job ads



Telesales

£big money – big car – great benefits

OTE £30k (Basic Salary £16,000 + commission)

Do people listen to you?!

Are you a natural talker, with the gift of the gab, who can sell a bikini to your grandma? Then this is the job for you. We are a fast-growing company looking for people like you. We can offer a highly attractive salary package along with a company car, and the opportunity to work in a dynamic fast paced role with excellent career prospects.

With your strong communication skills and sharp intellect, you're guaranteed success. You don't need a degree but you do need to demonstrate great communication skills, as well as a passionate attitude to selling.

E-mail your CV and a covering letter to: topdog@telesales.co.uk

No Agencies.

Handout 2

Page 4 of 4



Courses galore

Activity 4

Suggested time
10 minutes

Resources
UCAS course guide
Handout 3

This activity is designed to give students a feel for the variety of courses available.

Ask students to stand up. Work your way through the alphabet, asking each student in turn to come up with a course title for the letter that falls to them. Any student who can't think of a course sits down. Bear in mind there's no course beginning with X.

Give your students **Handout 3** so they can get an idea of the range of the courses on offer.

If you have internet access at your school or college, get your students to have a look at the UCAS website for a full range of courses: www.ucas.ac.uk

Courses galore



Handout 3

Page 1 of 2

In the UK there are an amazing 60,000 HE course to choose from, at around 700 colleges and universities.

These range from the ordinary, such as English, to the extraordinary, such as Puppetry. They cover traditional academic subjects such as Philosophy to vocational courses on subject such as Cars, Farming and Nursing.

You can study things you have already covered at FE level, such as Geography, Maths or History to studying things you may never have heard about: like Biodiversity, Jurisprudence and Homeopathy!

This is just a selection of the courses on offer – for a full list take a look at www.ucas.co.uk

Acoustics	Brewing	Farming
Acupuncture	Business Studies	Fashion
Advertising	Cars	Film
Aerodynamics	Catering	Food Science
Aerospace	Childhood	Football
Anatomy	Clothing	Forestry
Animation	Computing	Gambling
Artificial Intelligence	Dance	Genetics
Astronomy	Dentistry	Graphic Design
Beauty	Drama	Hairdressing
Belgian	Education	Hebrew
Blacksmithing	Engineering	Housing



Courses galore

Handout 3

Page 2 of 2

Hotel Management	Optometry	Teaching
IT	Oriental Languages	Technology
Illustration	PE	Television
Jazz	Painting	Textiles
Journalism	Philosophy	Tourism
Jewellery	Plants	Travel
Korean	Police	Universe
Knitwear	Primary Education	Urdu
Law	Puppetry	Vehicles
Library	Quality	Video
Logistics	Quantum Physics	Veterinary
Machinery	Religious Studies	Welding
Manufacturing	Retail	Welsh
Medicine	Robotics	Wildlife
Midwifery	Russian	Wood
Motorsports	Social Work	Yachts
Music	Space	Youth
Nursing	Sport	Zoology
Nutrition	Surf	
Oceanography	Swahili	

Mapping your future



Activity 5

Suggested time
20 minutes

Resources
Handout 4

Give groups of four students a copy of the UK map handout and descriptions of the universities. The locations of Aberystwyth, Plymouth, London, Sheffield, Manchester, Loughborough and Aberdeen have been marked with dots. Ask students to match the university to the dot on the map.

Discuss the distance and length of time it would take to get to each location. Would students live at home or would they need to/want to move?

Split the group into threes or fours and give each group one or two of the university descriptions to read.

Ask them to discuss the pros and cons of choosing this university.

- Do they think it would suit them?
- Would they be able to live at home?
- What would make them want to go there?
- What would stop them from going there?

Ask each group to describe their universities to the whole group.

Find out if any students know the areas, have friends or family who went to any of the universities. Open the discussion further by asking questions to bring out knowledge – and misconceptions – about particular towns/cities and what being at university or college there would be like.



Mapping your future

Handout 4

Page 1 of 5



Mapping your future



Handout 4

Page 2 of 5

University of Aberdeen

The University of Aberdeen is situated in the so-called 'Granite City' on the east coast of Scotland, the oil capital of Europe. It's based on 3 sites: the main site is King's College in Old Aberdeen, a satisfying eyeful of cobbled streets, modern blocks and green space, $\frac{3}{4}$ mile north of Marischal College in the city centre.

The Push Guide to Which University says: "Culturally varied, and quite rich thanks to the black lubricant from the North Sea, the university attracts many English, as well as Scottish, students who often find themselves more isolated than they'd anticipated (Aberdeen is on the same latitude as St Petersburg). However, Aberdeen is by no means just a sprawling wasteland. Instead this northern city is itself filled with parks and flowers, and more than enough shops in which to spend your student loan (which should only take about 34 seconds, since it's not a cheap town) and it's also easy to make a break for freedom among the surrounding stunning castles and beaches. Students at the university automatically become members of the distinctive 'Debater', one of the oldest societies in Britain in which to raise a hue and cry, and less stuffy than its Oxbridge equivalents."

University of Aberystwyth

Aberystwyth is a small market town on the coast of mid-Wales, dominated by the university. The main Penglais Campus is half-way up a steep hill, within a mile of the town centre. The second site is a couple of miles out of town, near the village of Llanbadarn. It's pretty, but very secluded and students often travel into the centre.

The Push Guide to Which University says: "Aberystwyth is remote and chilly, but its dramatic and 'bracing' location is all part of the appeal. The university attracts an outgoing and friendly crowd, which is fortunate as the small campus makes it impossible to avoid anyone. The town may not exactly



Mapping your future

Handout 4

Page 3 of 5

pulsate at night, but the atmosphere is warm and very relaxed, and the Guild has a good relationship with the students (only 1 in 7 of whom speak Welsh, making the bilingual policy a tad difficult to enforce at times.) When the wind does calm down, inspired students make for the seashore with their books, where amazingly they seem to absorb knowledge by just lying on their backs wearing sunglasses.”

City University, London

City University's main buildings are in Northampton Square, in up-and-coming Clerkenwell, too far north to be in The City, and too far south to be in Islington. The rest of the buildings are dotted around within one mile of the square, which is the university's most attractive part. Here, redbrick buildings surround a grassy patch with space enough for sunbathing in summer, in an area which is resolutely trendy. City was one of the first universities to leap wholeheartedly into vocational courses.

The Push Guide to Which University says: “The first priority for most students at City is to get a good degree, and the schedule doesn't allow for much free time. Extra-curricular activities take second place, but there is a lot of friendliness around the halls of residence. The new student union building has helped put entertainments on the centre stage, and the Union's efforts to warm up the party (or should that be defrost?) have been fairly successful.”

City University, Loughborough

Loughborough is a small, industrial market-town, set among the wandering countryside and suburban villages of the East Midlands. The university is set about a mile west of the town centre in green and pleasant parkland. The campus buildings are mainly inoffensive, low-rise blocks on a landscaped, 223-acre site. It's perfect for the various playing fields and sporting facilities, the university's main focus.

Mapping your future



Handout 4

Page 4 of 5

The Push Guide to Which University says: “Don’t believe what they say about ‘It’s not the winning but the taking part.’ At Loughborough, it’s the winning that matters, and the training beforehand, and the celebration, analysis, recriminations and loud drinking games afterwards. If you’re not interested in sport one way or the other, don’t be dismayed: there’s plenty else to do, plus the influx of new arty types following the recent merger with Loughborough College of Art and Design. However, for those who are allergic to lycra and become apoplectic at the hint of exertion, applying here could be construed as perverse to say the least. About the only thing that distracts anyone from sporting pursuits (did we mention that Loughborough is big on sport?) is the rather remarkable RAG, which last year raised £230,000. Off campus, although local pubs are popular with students, the town generally suffers from an embarrassing lack of swinging student spots.”

Manchester Metropolitan University

The main cluster of Manchester Metropolitan University, in the All Saints sites, is centred on the biggest educational complex in western Europe. There are, however, further sites along the A34, in the Didsbury area, and, some distance away, in Crewe and near Stoke-on-Trent. Despite coach trips to Manchester, students at these last two sites don’t really feel like part of the MMU experience and those applying to the university for the bright lights should check what site they’re going to be based at.

The Push Guide to Which University says: “MMU is a pretty vibrant environment, being part of a huge student village. Many students admit to picking the place for the city’s ‘party-till-you-puke’ atmosphere. Nearly half the students are returners to education and some feel that entertainment provision is too specifically geared towards the young, groovy and beautiful element. Keeping up with coursework and having a quick half in the bar tend to take precedence over most things at MMU, and the only thing that gets MMU students really worked up is money (or the lack of it).”



Mapping your future

Handout 4

Page 5 of 5

University of Plymouth

The University of Plymouth in fact has four sites spread around south Devon at Plymouth, Exeter, Exmouth and just outside Newton Abbot. Plymouth does provide the focal point for the university, although all sites have some of their own facilities. The main site is a city centre campus in Plymouth, where concrete is much in evidence. The redbrick campus in Exeter is 3 miles from the city centre, and the University of Exeter is a life-saver for the tiny number of students based on this campus, just as the town of Exeter is for those studying at the campus in the baby brother town of Exmouth, 8 miles away. 30 miles from Plymouth and 3 miles outside the tiny town of Newton Abbot, just around the corner from the middle of nowhere, is the 4th campus, at Seale-Hayne. Students either feel suffocated by or love the close-knit community: it's up to you.

The Push Guide to Which University says: "The South-West as a whole is a pretty mellow place and the university even has its own course in surf studies, dude. However, Plymouth students are capable of perking up when it comes to work (there's a strong sense of careerist zeal) and drinking unfeasible quantities of beer. The town of Plymouth basically had to be rebuilt following the last war, and as a result has a great deal less rural charm than most West Country towns, and fewer tourists. It also has more clubs than a town of its size should by rights and, at £2 admission, most of them are worth checking out. There is little cross-site co-operation on Union matters, and each place has its own facilities and officers."

This information comes from *The Push Online Guide to UK Universities 2002*, www.push.co.uk

For more information about Push, see Factsheet 9

Pros and cons



Following on from **Activity 5**, open up a discussion on:

- The advantages and disadvantages of different locations.
- Is it better to live at home or to move to a new area?

Brainstorm for ideas based on the following questions:

- How would you go about finding somewhere to live?
- How would you find your way about?
- Where would you go to find out about clubs, shops or sports facilities?

Activity 6

Suggested time
20 minutes

Resources
Activity 5 feedback



What's stopping me?

Activity 7

Suggested time
20 minutes

Resources
None

Brainstorm with the whole group to create a list of five things that would stop them going into higher education – money worries, not knowing how to apply and so on.

In pairs, ask each student to write down a problem associated with going into higher education, as though they were writing to a problem page. They swap the problem with their partner and then write a solution for each other.

Ask students to present their solutions to the class. Any problems that haven't been solved can be thrown open for discussion.



How much will it cost?

What this section covers

Money is often the biggest concern for young people thinking about higher education. In fact, many rule out higher education because they don't think they can afford it, or because they don't understand how the finance system works.

This section looks at how much it really costs to be a student. There are activities to develop basic budgeting and financial management skills and to raise awareness of financial support, such as student loans, Higher Education Bursaries and support funds. It looks at the pros and cons of part-time work and the issues of time management that this raises.

Important note

For the most up-to-date information call Student Support Branch, Department for Employment & Learning (DEL) on 02890 257708, check the DEL student support website at www.delni.gov.uk/studentsupport, or contact your local Education and Library Board and speak to the awards officer.

Money facts



Discuss with your group what financial problems they might encounter as higher education students – paying for tuition fees, books, rent, food, clothes and so on. Together, draw up a list of the perceived barriers and then look at the reality of graduate versus non-graduate earnings.

The facts and the details on **Factsheets 4 & 5** should help you.

As an extra activity, give each student an occupation. Divide the group into pairs and give each pair a copy of a local or national paper that carries job ads. Ask them to find out the sorts of salary they could get in that job. Ask them to make notes about whether the adverts asked for qualifications, experience, special skills and so on.

Activity 1

Suggested time
20 minutes

Resources

Factsheet 4
Factsheet 5
Local or national newspaper with job ads



Where does the money go?

Activity 2

Suggested time

15 minutes

Resources

Handout 1

Divide the students into three groups.

Each group is given a different scenario:

- Emma lives at home and gets the bus to college every day. She's an amateur DJ in her spare time.
- Jo lives on campus and belongs to the rock-climbing and back-packing clubs.
- Raf lives in a shared student house and plays football for the university team.

These are set out on **Handout 1**.

Ask the groups to brainstorm to come up with a list of things their student will need to budget for:

- travel
- food
- accommodation
- clothes
- going out
- sports
- hobbies

Where does the money go?



Handout 1

Page 1 of 1

Emma lives at home and gets the bus to college every day. She's an amateur DJ in her spare time.

Jo lives on campus and belongs to the rock-climbing and back-packing clubs.

Raf lives in a shared student house and plays football for the university team.



Where does the money come from?

Activity 3

Suggested time

30 minutes

Resources

Factsheet 4

Check how much your group already knows about student finances. Get them to suggest a list of sources of money to see them through university or college – student loans, bursaries, industry sponsorship and so on.

Fill in any gaps by referring to **Factsheet 4**.

Build up the information by asking:

- Who's eligible?
- How much money can you get?
- How do you apply?

Spend, spend, spend



Activity 4

Suggested time

30 minutes

Resources

Handout 2

Give each group an accommodation brief for either a hall of residence or a student flat/house.

Ask them to read it and think about their moving in costs.

- What will you need to take with you?
- Will you need to make any special purchases? How much will they cost?

Ask them to list the spending they'd make and then to decide which are needs and which are wants.

Now ask students to list everything they'd buy on a day-to-day basis – again ask them to mark whether they're needs or wants.

In a whole group, feed back the findings.

This could lead to an interesting discussion on which items are essential and which are luxuries.

**This activity is taken from the NatWest Face2Face Fresher Finance handbook.
For more details about Face2Face see Factsheet 8.**



Accommodation briefs

Handout 2

Page 1 of 1

Hall of residence

This hall of residence provides accommodation in individual study bedrooms, with shared bathroom, kitchen, dining and lounge facilities. Breakfast is provided daily and dinner on weekday evenings. Lunch is not provided. Students are required to prepare their own meals at weekends. Additional facilities include the provision and laundering of bedlinen and cleaning of rooms as well. Hall fees, paid at the beginning of each term, cover the inclusive cost of the facilities provided. A deposit will need to be paid in advance to cover any damage or loss of property associated with the Hall.

Student flat/house

This student flat/house requires sharing the responsibilities for running the flat or house with other students. Students are responsible for paying the bills associated with the flat/house, cleaning the accommodation as well as their own clothes etc, and feeding themselves. The bills arrive separately and at different times. Some things need to be paid for immediately, whereas others are billed at quarterly intervals. Rent is collected a month in advance. A deposit will need to be paid in advance to cover any damage or loss of property associated with the flat/house. The landlord supplies an inventory of items in the flat/house at the beginning of the tenancy. This inventory should be checked carefully before signing it to make sure that it is accurate.

Balance your budget



Activity 5a

Suggested time

20 minutes

Resources

Handout 3

Handout 4

1 This activity introduces students to:

- the likely cost of being in higher education
- managing funds through budgeting
- ways of reducing costs and maximizing funds

Explain to the students that they will be looking at a typical first-year student budget.

Get the students to work in pairs. Give each pair a handout of the **Alex role play brief** and ask them to read it through.

2 Give a copy of the **Budget Planner handout** to each pair.

Explain that the planner shows Alex's projected budget for going to HE. Check that the students understand the headings on the planner.

Ask students to complete the **Budget planner** for the first term, inserting the additional information about income and expenditure.

Ask the pairs to calculate:

- total income
- total expenditure
- balance (excess or deficit) for Term 1.

This activity could be given to students to work on in their own time.

This activity is taken from the NatWest Face2Face Fresher Finance handbook. For more details about Face2Face see Factsheet 8.



Alex role play brief

Handout 3

Page 1 of 1

Alex is a new student living in a hall of residence outside London for the first year at a cost of £930 per term. In addition, Alex has to pay a deposit of £150 at the beginning of the first term. This will be refunded at the end of the summer term if there has been no damage to hall property.

Alex's parents' residual income has been assessed at £35,000 pa. Based on this, their contribution to tuition fees is assessed at £1,100. Alex has to pay the £1,100 to the university on arrival.

Alex's parents' contribution to living costs is assessed at £473. They pay this in 3 termly instalments of £158, £158 and £157. They also give Alex £1,100 for fees in the first term.

The maximum Student Loan for which Alex is eligible is assessed at £3,432* for the year. This has to be applied for once Alex starts the course and is paid in 3 termly instalments of £1,144.

Alex has saved £750 from holiday jobs.

Alex does not have a car or TV.

The projected budget is based on a ten-week term.

*Based on the loan and grant available in 2002/2003.

Budget planner



Handout 4

Page 1 of 1

Alex's Budget				
		1st Term	2nd Term	3rd Term
Income:		£	£	£
Parental contribution (fees + living)				
Holiday job savings				
Student Loan (max for year)				
Balance carried forward from last term				
Total income				
Expenditure:	Per week			
Tuition fees				
Hall fees (2 meals/day exc w/ends)				
Hall/house deposit (repaid end of year)				
Rent				
Fuel – gas/electricity				
Food (lunches + snacks)	15.00	150.00		
Food – weekends	12.00	120.00		
Contents insurance		33.00		
Books		100.00		
Stationery	2.00	20.00		
Computer items		20.00		
Clothes		50.00		
Laundry	3.20	32.00		
Hairdressing	1.00	10.00		
Toiletries/personal items	2.50	25.00		
Sports/Hobby equipment		60.00		
Telephone	3.00	30.00		
Travel – local	5.50	55.00		
Travel – home		70.00		
College society subs		23.00		
Entertainment	23.00	230.00		
Other things	3.50	35.00		
Total Expenditure				
Excess or Deficit at Term End				



Balance your budget

Activity 5b

Suggested time
20 minutes

Resources
Handout 5

- 3 Once completed ask the pairs for feedback and hand out the **Completed Budget Planner Term 1 sheet – Handout 5.**

Discuss issues arising from Term 1, as a group. For example:

- Does Alex have an excess or deficit of funds?
- What might be the penalties if Alex goes overdrawn without authorisation?
- Can Alex afford to travel back at the beginning of Term 2 as things stand?
- Were any of the costs surprising – were things cheaper or more expensive than you thought?

This activity is taken from the NatWest Face2Face Fresher Finance handbook.
For more details about Face2Face see Factsheet 8.

Completed budget planner – Term 1



Handout 5

Page 1 of 1

Alex's Budget				
		1st Term	2nd Term	3rd Term
Income:		£	£	£
Parental contribution (fees + living)		1258.00		
Student Loan (max for year)		1144.00		
Balance carried forward from last term				
Total income		2402.00		
Expenditure:	Per week			
Tuition fees		1100.00		
Hall fees (2 meals/day ex w/ends)		930.00		
Hall/house deposit (repaid end of year)		150.00		
Fuel – gas/electricity				
Food (lunches + snacks)	15.00	150.00		
Food – weekends	12.00	120.00		
Contents insurance		33.00		
Books		100.00		
Stationery	2.00	20.00		
Computer items		20.00		
Clothes		50.00		
Laundry	3.20	32.00		
Hairdressing	1.00	10.00		
Toiletries/personal items	2.50	25.00		
Sports/Hobby equipment		60.00		
Telephone	3.00	30.00		
Travel – local	5.50	55.00		
Travel – home		70.00		
College society subs		23.00		
Entertainment	23.00	230.00		
Other things	3.50	35.00		
Total Expenditure		3243.00		
Excess or Deficit at Term End		- 841.00		



Balance your budget

Activity 5c

Suggested time:
20 minutes

Resources

Handout 6
Handout 7

Ask students to estimate Alex's financial position at the end of Term 3 if the current rate of spending is maintained.

Give them **Handout 6** (with Alex's spending filled in).

You could get students to fill it in or you could just present the completed version (**Handout 7**).

Ask students to analyse Alex's spending in terms of 'needs' and 'wants'.

- Which are Alex's 'needs', ie essentials, and which are 'wants', ie could be done without?
- Does Alex have expenditure which could be reduced?
- Are there any other ways that Alex could make some savings?
- Are there any kinds of additional expenditure that Alex should be planning for?

Ask the students to suggest ways that Alex could gain some additional income to cover costs. Discuss the different options, for example sorting out an overdraft or a part-time job.

Ask students to discuss:

- If Alex was going to negotiate an overdraft, when would be the sensible time to do this?
- How much might Alex be asking for?
- How would the bank respond to Alex's current budget?

This activity is taken from the NatWest Face2Face Fresher Finance handbook. For more details about Face2Face see Factsheet 8.

Budget planner – Alex's spending



Handout 6

Page 1 of 1

Alex's Budget				
		1st Term	2nd Term	3rd Term
Income:		£	£	£
Parental contribution (fees + living)				
Student Loan (max for year)				
Balance carried forward from last term				
Total income				
Expenditure:	Per week			
Tuition fees				
Hall fees (2 meals/day ex w/ends)				
Hall/house deposit (repaid end of year)				
Rent				
Fuel – gas/electricity				
Food (lunches + snacks)	15.00	150.00	150.00	150.00
Food – weekends	12.00	120.00	120.00	120.00
Contents insurance		33.00	0.00	0.00
Books		100.00	45.00	0.00
Stationery	2.00	20.00	20.00	5.00
Computer items		20.00	20.00	20.00
Clothes		50.00	20.00	10.00
Laundry	3.20	32.00	32.00	32.00
Hairdressing	1.00	10.00	10.00	10.00
Toiletries/personal items	2.50	25.00	25.00	25.00
Sports/Hobby equipment		60.00	30.00	30.00
Telephone	3.00	30.00	30.00	30.00
Travel – local	5.50	55.00	55.00	55.00
Travel – home		70.00	46.00	46.00
College society subs		23.00	0.00	0.00
Entertainment	23.00	230.00	230.00	230.00
Other things	3.50	35.00	35.00	35.00
Total Expenditure				
Excess or Deficit at Term End				



Completed budget planner

Handout 7

Page 1 of 1

Alex's Budget				
		1st Term	2nd Term	3rd Term
Income:		£	£	£
Parental contribution (fees + living)		1258.00	158.00	157.00
Student Loan (max for year)		1144.00	1144.00	1144.00
Balance carried forward from last term			- 841.00	-1337.00
Total income		2402.00	461.00	-36.00
Expenditure:	Per week			
Tuition fees		1100.00		
Hall fees (2 meals/day ex w/ends)		930.00	930.00	930.00
Hall/house deposit (repaid end of year)		150.00		
Fuel – gas/electricity				
Food (lunches + snacks)	15.00	150.00	150.00	150.00
Food - weekends	12.00	120.00	120.00	120.00
Contents insurance		33.00	0.00	0.00
Books		100.00	45.00	0.00
Stationery	2.00	20.00	20.00	20.00
Computer items		20.00	20.00	5.00
Clothes		50.00	20.00	10.00
Laundry	3.20	32.00	32.00	32.00
Hairdressing	1.00	10.00	10.00	10.00
Toiletries/personal items	2.50	25.00	25.00	25.00
Sports/Hobby equipment		60.00	30.00	30.00
Telephone	3.00	30.00	30.00	30.00
Travel – local	5.50	55.00	55.00	55.00
Travel – home		70.00	46.00	46.00
College society subs		23.00	0.00	0.00
Entertainment	23.00	230.00	230.00	230.00
Other things	3.50	35.00	35.00	35.00
Total Expenditure		3243.00	1798.00	1728.00
Excess or Deficit at Term End		- 841.00	-1337.00	-1764.0
+ Hall deposit repaid (£150.00)				-1614.0
+ Savings from holiday jobs (£750.00)				- 864.00

Debit and credit



Activity 6

Suggested time

30 minutes

Resources

None

With students in groups of four, ask them to discuss how they would cope with the following if they were at university or college:

- Getting a letter from the bank saying that you're overdrawn and demanding repayment with interest
- Building up a credit card bill that your income won't cover
- Your family find they can't contribute to your tuition fees
- You need to put down a deposit for a flat for your second year

Get them to feed back to the whole group and suggest any possibilities students may have missed.

This activity is taken from the NatWest Face2Face Fresher Finance handbook.
For more details about Face2Face see Factsheet 8.



To work or not to work?

Activity 7

Suggested time

45 minutes

Resources

Handout 8

Handout 9

- 1 One option for coping with a tight budget is to do a part-time job. In a full group, brainstorm what the pros and cons of working and studying might be. Ask students to think about how they would manage their time.

Give them **Handout 8** to read through. Discuss any issues raised from this.

- 2 Divide into groups of four. Give the groups Jo's timetable in **Handout 9**. When the groups have read it, give them three part-time job options:
 - three early mornings a week
 - three nights a week
 - lunchtimes and evenings at the weekend

Now ask the groups to plan Jo's time for the term, and come up with a recommendation for Jo, on which job to take and how to organise study time.

Part way through the exercise, you could give each group an 'issue' to deal with:

- Jo gets flu and is laid up in bed for four days
- Jo is asked to do more hours at work
- Jo is asked to do an extra assignment before the end of term.

Part-time jobs



Handout 8

Page 1 of 2

These days nearly all students have some sort of part-time job. It might be anything from working a few evenings in a supermarket or behind a bar to dog walking or babysitting. Working for a reasonable number of hours a week (between 10-15) shouldn't harm your studies. Some research suggests it may even help develop work skills which employers value.

"I decided to go to a local university and continue to live with my parents. They are supporting me through the course as the loan that I have just about covers fees and books and the tramfare into Manchester each day. Another way I have addressed the financial aspect of higher education was by getting a job – I work at UMIST and also work for an IT field marketing company, demonstrating PCs."

Claire Beck, BSc Computing, UMIST

In your first term, you'll be getting used to lots of new things so don't take on too much too soon. Wait until you've got a feel for your course and how much study time you need before committing yourself to a job. There's no point earning extra cash if it means you're too worn out to get your university or college work done or spend time with your mates.

Go to your college or university careers service to find out about part-time work. Many higher education institutions and student unions now have one stop 'job shops' which advertise jobs specifically for students. These are a good starting point in your job search.



Part-time jobs

Handout 8

Page 2 of 2

“I had to get a job to support myself, and I worked at the student union in the Entertainments Department. It was my job to help organise the weekly entertainments and various balls and look after the bands and DJs that came to perform at Keele. I ended up becoming a resident DJ there myself, playing to 1,800 students, and I've also played at local clubs in the area.”

**Jayne Winstanley, BSc Biochemistry and Neuroscience,
Keele University**

The small ads in newspapers and jobs and benefit offices are a good place to look for part-time work. Jobcentres will also be able to tell you about local vacancies and many now have touch screen terminals with access to hundreds of vacancies to make your job search as quick and easy as possible. You can also try jobcentreonline.com.

Once you've got a job, make sure you talk to your employer in good time if you want to work in the Christmas or summer holidays. If you want a holiday job back home, try contacting employers before the end of the summer term so that you're not competing with all the other thousands of returning students.

As an employee – even a part-time one – you've got rights which are designed to protect you from being treated unfairly. For example, from October 2003 you should be paid at least the national minimum wage of £3.80 per hour if you are under 21 (£4.50 if you are over 21). Before you start any job make sure that you agree the basics with your employer – things like working hours, holidays etc – and try to get it in writing. If you ever feel that your employer isn't sticking to their side of the agreement, talk to your boss as soon as you can. If that doesn't work, you can try your local Citizens' Advice Bureau or the firm's trade union representative.

To work or not to work?



Handout 9

Jo's timetable

Page 1 of 1

		10-11	11-12	12-1	1-2	2-3	3-4	4-5	5 onwards
Mon				Cognitive Psychology		Artificial Intelligence	Social Psychology	Linguistics	Chill out in hall bar
Tues	B	Catch up on study							Swimming Go to cinema
Wed	R E	Psychology labs – fortnightly No write up			L U	Catch up on study			Football practice
Thur	A K F	Cognitive psychology		Linguistics	N C	Psychology labs – fortnightly with 2,500 word write up			Uni night club
Fri	S A	Social Psychology	Fortnightly tutorial	Fortnightly linguistics	H	Catch up on study			Student union
Sat	T		Football						Pub, club or party
Sun			Write up essays and lab reports						Swimming



What next?

What this section covers

This final section aims to consolidate the work done so far, to check whether students still have worries or questions and to point them in the right direction for more advice and information.

At the end of this section there is a handy checklist which sets out the practical next steps students need to take to get into higher education.

If I were you...



Activity 1

Suggested time

30 minutes

Resources

Handout 1

To consolidate what's been covered in the previous sections, this activity gets students to act as careers advisors for three young people. Distribute **Handout 1**.

In a whole group, brainstorm for ideas about the sorts of questions and problems each of the three young people might have – money worries, choosing the right course and a career they're interested in etc.

Now split everyone into groups of three people and ask each group to choose Katrina, Mark or Narinder. Each group needs a volunteer to 'play' their character. The other two members are there to encourage Katrina, Mark or Narinder to plan for their future and to come up with answers to their questions.

They need to think about:

- what sort of job Katrina, Mark or Narinder want to do
- how much they'd like to earn
- the qualifications they'll need to get that job
- where they can get them
- how they'll fund their time in higher education
- issues around being away from home or not, leaving family and friends
- making new friends

Ask each set of three to summarise to the whole group how Katrina, Mark or Narinder felt at the beginning of the exercise, how they felt at the end and what made the difference. If there was no difference, they can explain what the obstacles were.



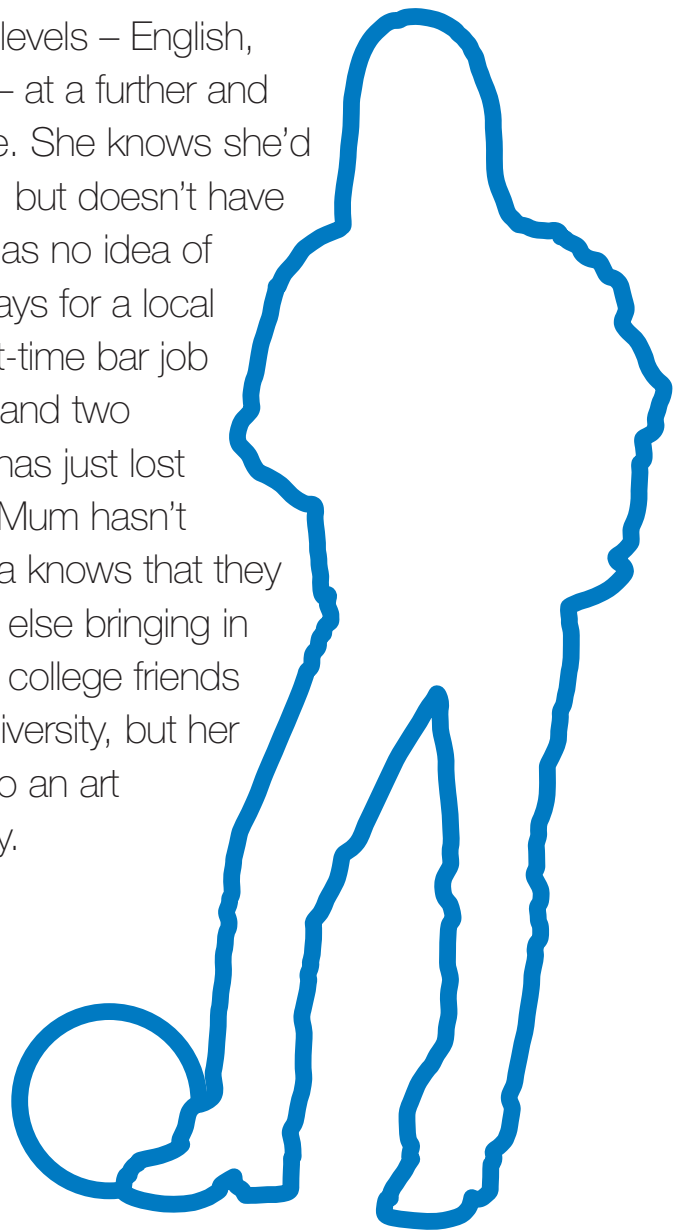
If I were you...

Handout 1

Page 1 of 3

Katrina

Katrina is doing three A levels – English, maths and psychology – at a further and higher education college. She knows she'd like to work with people, but doesn't have much confidence and has no idea of what to do next. She plays for a local football team, has a part-time bar job and lives with her Mum and two sisters. Her older sister has just lost her job and though her Mum hasn't said anything yet, Katrina knows that they could do with someone else bringing in the money. None of her college friends are planning to go to university, but her best friend is going to do an art foundation course locally.



If I were you...

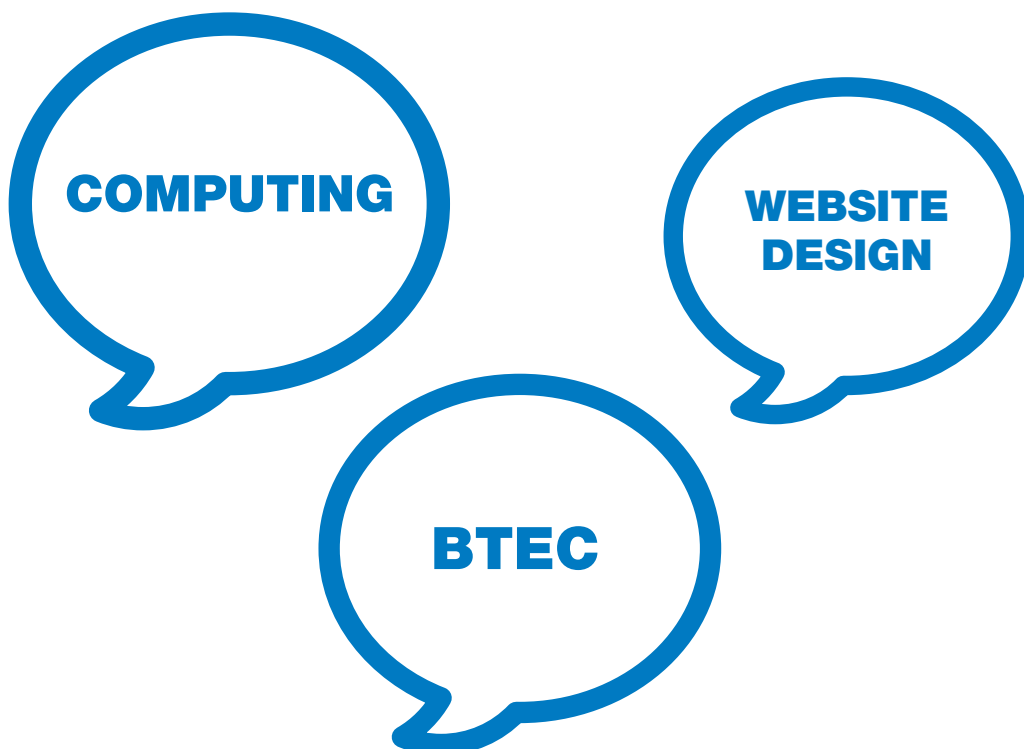


Handout 1

Page 2 of 3

Mark

Mark is doing a BTEC in Computing at a further and higher education college. He's really into computers and the Internet and has just helped design a website for his brother's business. He can't wait to finish his course so he can spend more time with his mates. Though he's enjoyed the course he's fed up with sitting in lessons and wasting his evenings on homework – he wants to get stuck into the practical side of things and says he can become a website designer just by practising and doing some unpaid sites for friends.





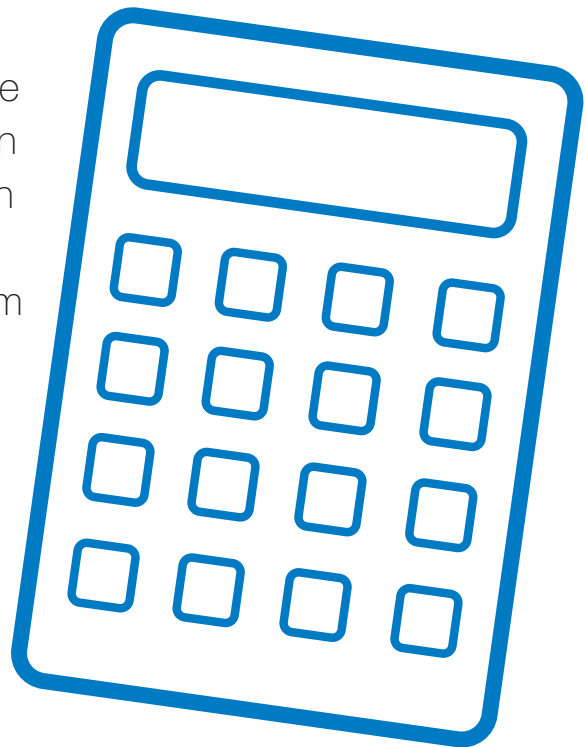
If I were you...

Handout 1

Page 3 of 3

Narinder

Narinder had a struggle to persuade her parents that she should go to further education college to study for a BTEC in Business. She thinks it'll be even harder to persuade them to let her go on to do a degree – especially as she'd like to go to a university 150 miles from home. No one in her family has ever gone to university. Her older brother went to a further and higher education college but left after his first year, saying he did not feel he was being taught anything useful. He now works with their dad in the family business.



Where will I be in five year's time – part 2?



Repeat **Activity 4** from the first section – *What's it all about?*
Compare the answers with the answers from the activity the first time around, discuss any changes and the reasons behind them.

Activity 2

Suggested time

15 minutes

Resources

Activity 4 feedback

Activity 4 – What's it all about?

Get your students to draw up two scenarios – one ideal and one more realistic.

They can ask themselves:

- What job will I be doing?
- How much will I be earning?
- Where am I living?
- How did I spend last weekend?
- Where am I going on holiday?
- What am I planning to buy?



Straight from the horse's mouth

Activity 3

Suggested time

30-45 minutes

Resources

Pre-planning to invite students into school, Handout 2

- 1** Invite former students, who are now in higher education, back into college for a question and answer session with the group. This can be an excellent way for the group to find out more about life in higher education and how real people coped with issues such as being away from home for the first time, new ways of studying or money problems.

- 2** As preparation – or as a standalone activity – give your students **Handout 2** to read through. This gives details of three stories of people going on to higher education.
 - What are their reactions to the experiences of these three people?

True stories – Nick Catahan



Handout 2

Page 1 of 6

Meet Nick Catahan

Nick Catahan left school thinking university wasn't for the likes of him. He went to college and studied for a BTEC National Diploma. Further education gave him the confidence to aim higher and he has now completed a university degree in Environmental Studies and Geography.

"After my further education I did a few gardening jobs, but it wasn't enough. I applied for a lot of horticultural jobs with firms, but never got taken on. So, the notion of doing something in higher education came to mind.

"I chose to go to university and to do Environmental Studies and Geography with IT because I was interested in these areas, after doing my BTEC.

"University has opened all kinds of opportunities for me. I can still be a gardener, but I took that further with the knowledge I've taken from my course at the university. I could do community work in gardening, using all these different skills I've gained. Or I could go into the science side or geography or research – all kinds of different avenues have opened just because I've done uni.

"The social life is brilliant. Even the work. There are no boundaries. You can go abroad and go on loads of trips."



True stories – Nick Catahan

Handout 2

Page 2 of 6

So, was it worth it?

“When I decided to go to higher education and go to university, a lot of friends were a bit stand-offish, thinking: ‘What’s he doing that for? It’s just a waste of time really.’ My mum was half-and-half. She said: ‘Yeah, go for it. Brilliant,’ but she was sort of wary too. Sometimes people are fearful of what they don’t understand or don’t know too much about. She was probably thinking: ‘He’s going to this place full of radicals.’ But she was all the way behind me and there was a lot of support from friends.

“There are these hardship loans and support funds. I didn’t actually realise that I was eligible for this. I didn’t really know about it until coming to the end of my degree and I could have had this loan each year because of the background I’m from. I could have been supported on top of my student loans, my overdraft and my visa card. But it was handy to have in that last year.

“It’s a learning curve – all the skills you acquire during further education and higher education will be with you for life and they’ll grow stronger and help you become more articulate in society.

“I’d definitely recommend higher education to others, because it is just a great step up in life and you get to meet people from all corners of the world and you get all kinds of opportunities thrown at you willy-nilly. You can get to study abroad, learn all kinds of things you never even dreamt of. It’s the spice of life!”

True stories – Nina Patrick



Handout 2

Page 3 of 6

Meet Nina Patrick

Nina Patrick left school after GCSEs and started a BTEC in motor vehicle engineering but, because of pressures in her personal life, gave up the course. After five years of working in a supermarket, Nina used an Access course as the stepping stone to university where she's now studying History, Politics and Latin American studies.

“While I was at school, people tended to think I was really loud and obnoxious, which is probably true. Not the obnoxious part though! And they also thought I just didn't have the temperament to go to university and I wasn't expected to do well in anything. But I knew I could do it. I just couldn't get it down on paper.

“I grew up right next to the university. It was my playground. But I think most people expected me to be pushing a pram by the time I was about sixteen, instead of looking towards my education and pushing myself.

“During my GCSEs, I didn't get one grade above C. I left with nothing and then went on to do a BTEC at Riversdale College in motor vehicle engineering. Cars interested me. I was interested in how they worked. I was interested in all aspects of working with cars: being greasy, having no nails and stinking of oil all day long.

“I should have stuck at it but I didn't. I got a grant when I was at Riversdale and I also worked in the second year at Asda. It was good having money, but at the same time, I think I only earned something like £500 a month. And then you take your rent out of it and your food and bills and you're not left with an awful lot.



True stories – Nina Patrick

Handout 2

Page 4 of 6

“I’d rather be broke for three, four years instead of earning nothing for the rest of my life and struggling. I’d never do it, not when there’s handbags to be bought.

“So, I started looking around at different colleges. I enquired about Access at various colleges and found the best one for me was Humanities Pathway at Liverpool Octagon. I haven’t looked back since.”

So, was it worth it?

“This year’s been a pretty good year – just because I found out what my own abilities were and I wasn’t stupid.

“In secondary school I think my idea of university was that all the brainy kids, the middle class kids, who got the good grades could go. And now, I know anyone can go to university. It doesn’t matter about your age, background, your qualifications.

“I finance myself at university with a student loan, which pays my fees. But you can apply for other forms of money, like the support funds. But the university doesn’t exactly advertise that this money’s available, so you need to ask. You need to get in there as soon as possible. Ask your tutors. Ask second years and third years and look around. You’ll always find somebody who’s willing to spend a bit of time telling you what you can and can’t get and what you’re entitled to and so on.

“It’s hard going to university and living on the amount of money that the Government gives you to survive, but, as I said, I’d rather be broke for three years than for the rest of my life.”

True stories – John Houghton



Handout 2

Page 5 of 6

Meet John Houghton

When John Houghton was at school, he didn't really think about going to university. Most of his mates saw school as a place you had to go to and then leave as soon as possible. But after his GCSEs John decided to stay on and do A levels and, on the strength of his grades, he went on to study for a degree at Oxford.

"The school I went to was a really good school in a sense – it was a very friendly school with some very good teachers there. But a lot of kids bunked off. People weren't really that interested in learning a lot of the time so it could be quite difficult for a lot of the teachers and the students.

"Because of the problems in the area and in the school, it wasn't seen as a place that sent a lot of kids to university. A lot of us didn't really think about going to university. It wasn't that we thought about it and rejected it and decided no, it just wasn't really thought about. It wasn't till the sixth form when the teacher started mentioning it to us. We were all a bit daunted by the thought of going to university.

"It's really easy to sum up my family's higher education experience – there wasn't any. There was no-one in my family who'd really been to university, so it was one of those things that everybody thought was a really good thing, but they didn't know much about it."



True stories – John Houghton

Handout 2

Page 6 of 6

So, was it worth it?

“I’m more confident now than I ever was. I’m much more political and I think I have a better understanding of how the world works and what goes on. You meet such a different and diverse range of people that you become much more accepting and much more understanding of all the different kinds of people that the world’s made up of.

“Before I went to university, I would never have thought of moving down to London. I guess it was a bit like university – it was just this faraway place that was very expensive and very scary and very intimidating.

“I guess a lot of the things that I learned at university I could have learned anyway if I’d left school and gone straight into a job. You know things like how to run a budget and how to cook and clean and look after your own home. The difference, I think, is that, at university, you have more support and you have people and you have organisations around you. So that, although you are growing up and you are learning how to run your life, you do have this independence, you still have a kind of network of support around you. So you’re trying out all these things but it’s in a safer environment.

“At the moment, I’m working for the Neighbourhood Renewal Unit, which is a bit of Government responsible for tackling social exclusion and poverty in deprived areas in the country.

“Having gone to university, I was able to find myself a job where I feel I can be doing something about it and actually contributing to some of the solutions.”

Web check



If you've got access to the Internet during your session, students can explore further information on:

www.delni.gov.uk/aimhigher

www.bbc.co.uk/aimhigher

www.uni4me.co.uk

If you want to make this activity more structured, check out one of the websites beforehand and set four or five questions for your students to answer while online.

To carry out this activity on specific topics, such as funding or how to apply, check **Factsheet 6** for other recommended websites.

Activity 4

Suggested time

20 minutes

Resources

Web access

Factsheet 6



Applying for a course

Activity 5

Suggested time

30 minutes

Resources

Factsheet 7
UCAS forms

Use **Factsheet 7** as the basis for an explanation of the application process. You could either present information to the group and take questions or use the factsheet as a handout.

Ask students, working in groups of four, to design and produce a forward plan chart with milestones, key dates and activities.

Take one important element from that plan, for example filling in the UCAS form – available from wwwucas.ac.uk or by calling 01242 544610. Brainstorm, as a group, ideas on how to make it as painless as possible.

These could include photocopying it and practising, for example, or making sure you've made your six choices and have all the personal information you need to hand.

Using sample forms, give students a chance to practise and help each other by answering any questions that come up.



So what do you know?

Activity 6

Suggested time

10 minutes

Resources

Factsheets
Handout 3

Using the factsheets and the activities covered, organise a light-hearted quiz to check students' knowledge of some of the main topics.

We've included an example in the pack, on **Handout 3**, but feel free to create your own.



Quiz – questions

Handout 3

Page 1 of 2

- Q1:** Give three reasons why it's a good idea to do a higher education course?
- Q2:** Around how many different higher education courses are there – 600, 6,000 or 60,000?
- Q3:** What do you do on a sandwich course – spend time in a work or study placement, work in the university canteen or study catering?
- Q4:** You don't have 'lessons' at university or college, but name three different ways you do learn?
- Q5:** What do you call a year spent travelling or working before you go to university?
- Q6:** When you apply for a full-time course, you do it through which organisation?
- Q7:** And when do you need to apply?
- Q8:** Name three ways of getting help with money while you're at university?
- Q9:** Name three ways of finding out more about university or college?
- Q10:** What does 'clearing' mean?

Quiz – answers



Handout 3

Page 2 of 2

- A1:** Graduates are more likely to get a job; you'll have more career opportunities; graduates tend to earn more money; you'll meet new people and make new friends; it's a chance to gain lots of new experiences.
- A2:** 60,000 – and around 700 different universities or colleges to choose from.
- A3:** Spend time in a work or study placement.
- A4:** Lectures, seminars, tutorials, research, reading.
- A5:** A gap year.
- A6:** UCAS – the Universities and Colleges Admissions Service.
- A7:** Between September 1st and January 15th.
- A8:** Tuition fees from your local Education and Library Board, student loan, hardship loans, higher education bursaries, sponsorship, support funds, grants for people with children or other dependents, Access funds, Disabled Students' Allowances, part-time work.
- A9:** Refer to **Factsheet 6**, plus visiting a university or talking to students themselves, looking at guides, looking on the Internet.
- A10:** The system operated by UCAS to allocate students places on courses that still have vacancies after A level results come out. It's mainly for those who haven't made their grades required by their chosen universities, but it can also allow last minute applications.



Next steps checklist

Activity 7

Suggested time
10 minutes

Resources
Handout 4

To help your students take their next steps towards higher education, run through the checklist in **Handout 4**. This provides some practical details about applying to college or university and about how to apply for financial help.

You could do this activity in groups, or give students their own copies to take away with them.

Next steps checklist



Handout 4

Page 1 of 2

Once you have decided that you're going to apply for higher education, look through this checklist to get to grips with the key things that you need to do.

Choosing and applying checklist

- 1 Decide what you want to study: the subject and the type of qualification.
- 2 Find out what qualifications you will need to get a place on your chosen course.
- 3 Find out which higher education institutions offer the course you want.
- 4 Choose where you want to study: look at prospectuses and, if possible, go and see the colleges for yourself.
- 5 Fill in your UCAS form and send it off. Make sure you don't miss their deadline for applications.
- 6 Wait for the replies.
- 7 Each of your six choices will reply with one of the following: an unconditional offer, where you are accepted whatever grades you get; a conditional offer, where you will get a place if you get the necessary grades; or a rejection.
- 8 If you don't get any offers don't panic, you can still apply to a college or university via the clearing system, which starts in August.
- 9 If you do receive any offers, accept two of them: one 'firm' acceptance (first choice) and one 'insurance' (second choice).
- 10 Make sure you return your response by the due date.
- 11 If you don't get the grades you need you may still be accepted by the college or university of your choice if there are spaces available. If they reject you, you can still go into the clearing system in August.



Next steps checklist

Handout 4

Page 2 of 2

Finance checklist

- 1 Contact your local Education and Library Board (ELB) as soon as possible for help with tuition fees, a student loan or additional financial help
- 2 Get an application form from the ELB where you live (not where you'll be studying).
- 3 Complete the application form and return it to your ELB. If you are entitled to extra help they will send you a financial form to complete.
- 4 Complete the financial form with the help of your family and return it by the deadline.
- 5 Your ELB will then tell you whether you need to pay any fees and how much loan you are entitled to. Your ELB will also send you a loan request form.
- 6 Complete the loan request form and send it to the Student Loans Company (SLC). The SLC issue student loans on behalf of the Government.
- 7 For more information about the SLC look at the website:
www.slc.co.uk, or phone the freephone number: 0800 40 50 10.

You must apply to your ELB as soon as possible. Any delay may mean your financial help is not available when you need it.



Get the facts

What this section covers

The factsheets in this section provide facts, figures and additional information to support the activities in this pack. They provide signposting to further resources and can be used as handouts for your students, if appropriate.

Things you always wanted to know about higher education



Factsheet 1

Page 1 of 3

What exactly is higher education?

Higher education – sometimes abbreviated to HE – means courses at a higher level than A levels, NVQ levels 3, AVCEs and BTECs. You can do a higher education course at a university, a higher education college and at many further higher education (FE) colleges.

Give me some good reasons for bothering with higher education.

Here are just a few things to be thinking about:

- Graduates are more likely than non-graduates to get a job.
- On average graduates earn 87% more than non-graduates.
- Graduates can earn on average £400,000 more than non-graduates, over the course of their working lives.
- An overwhelming majority of students – 97% – agree that going to university is a worthwhile experience.

Whatever you want to do in life, your career opportunities will be improved if you have a degree or diploma from a university or college. If you want to work in some professions (such as Law or Medicine) you'll need a relevant degree.

None of my mates are thinking of higher education. What if I don't make any new friends?

In the first few weeks of term, there'll be all sorts of social events laid on, for example Freshers' Week parties and college or uni club meetings. You'll meet lots of new people and soon make friends. In fact, you'll be so busy you probably won't have time to feel lonely.

Is higher education just for rich people?

Definitely not. More than one million 18-21 year-olds are currently doing a higher education course. Colleges and universities are full of students from a wide range of backgrounds, age ranges and ethnic origins.

Will my family have to pay out lots of money?

Most students only pay part of their yearly tuition fee. Tuition will continue to be free for students whose families earn less than a certain amount. Contact your local Education and Library Board (ELB) for more details.



Things you always wanted to know about higher education

Factsheet 1

Page 2 of 3

How long does a higher education course take?

The majority of courses last between two and four years, depending on the qualification, though some, such as Medicine, can be up to six years long. You can sometimes take a higher education course as a part-time student over a longer period.

What kinds of higher education courses are available?

There are 60,000 courses to choose from at around 700 colleges and universities, so out there somewhere will be just the course you're looking for. In some popular subjects, such as business studies or computing, there are literally hundreds of courses on offer.

What kind of qualifications can I get?

As a higher education student you'll probably be working towards one of these qualifications:

- A degree leading to a Bachelor of Arts (BA) or Bachelor of Science (BSc). These are usually three-year courses (four years in Scotland).
- A degree course including one year in industry or a year abroad. These are usually four-year courses and are sometimes called sandwich courses.
- A two-year Higher National Diploma or Diploma of Higher Education course. These are both popular qualifications in their own right and there's always the option to top them up and turn them into a degree if you want to.
- A Foundation Degree. A new full or part-time two-year qualification that's geared towards a specific job and which can also be developed into a degree qualification.

Do I have to leave home to study on a higher education course?

No. Lots of students choose to study at a local further and higher education college because it suits them better. Others prefer to study away from home and benefit from the experience of leaving home and meeting new people.

Things you always wanted to know about higher education



Factsheet 1

Page 3 of 3

How is college or uni different to school?

On a higher education course you're responsible for your own learning. No-one makes you do anything but you have to work hard if you want to make a success of it. If you're a full-time student, you may have to go to the university campus each day for lectures or tutorials. On practical courses, some of your time will be spent in laboratories or studios, computer labs or media centres, or perhaps sometimes in a workplace. Each student has his or her own timetable. If you're a part-time student, you might go to university on one or two days a week, but that depends on your course. On many courses you'll be assessed on a combination of coursework and exams: projects, assignments, essays or face-to-face presentations can count towards your final qualification, as well as the final exam.

So, am I going to have to sit through another three or four years of lessons?

No. If you want good grades, you're certainly going to have to put some work in, but it's not about listening to a tutor all day. You'll have lectures, seminars and tutorials; you'll probably use the library and you'll spend time studying on your own, doing research, reading or preparing work for assessment. You can often fit this around your other commitments.

Should I take a year out first?

A gap year can be a chance to work and make some money, an opportunity to travel, or a way of getting experience, perhaps by volunteering. Most universities will offer a place for the following year to any student who would gain from the experience of a year out.

If you have more questions about higher education, have a look at www.uni4me.co.uk



Higher education institutions and qualifications

Factsheet 2

Page 1 of 4

In the UK there are an amazing 60,000 courses to choose from at around 700 colleges and universities – everything from art and design to astronomy, and engineering to English.

The main places to take higher education courses in N. Ireland are the two universities, Queen's University of Belfast and the University of Ulster, the two university colleges, Stranmillis and St. Mary's and 16 further and higher education colleges. They offer a different range of courses and qualifications and have different facilities, both for studying and for sports and enjoying yourself.

Check individual prospectuses, official and unofficial websites to find out more about a particular university or college.

Wherever you go, you'll probably take a degree, one of the new Foundation degrees, a Higher National Diploma or Certificate (HND/HNC) or a Diploma of Higher Education (DipHE).

No two courses are the same. Your work may be assessed differently and the particular areas of study will vary too. You might be able to take the course part-time. So, you need to compare courses as well as colleges.

Higher education institutions and qualifications



Factsheet 2

Page 2 of 4

What's a degree?

There are hundreds of subjects to choose from, but whatever subject you choose, you'll usually be working towards a Bachelor of Arts (BA) or a Bachelor of Science (BSc) degree. There's also an option to take a combined degree where you choose two main subject areas.

A full-time degree normally takes three years. You need to study a certain number of courses or modules – some compulsory and some optional.

Sometimes you can study your choices at a level that will give you an ordinary degree. For a degree with honours, you need to study at a more complex level.

What's a Foundation Degree?

Foundation degrees are new full or part-time vocational degrees. They take two years full-time and are one level below an honours degree. They focus on the knowledge and skills that employers look for, and include practical work experience. All foundation degrees offer guaranteed progression to higher level study including options to continue for an honours degree.

What's a Higher National Certificate (HNC) and a Higher National Diploma (HND)?

HNCs and HNDs are offered in a wide range of subjects, which tend to be related to specific careers – from business to engineering. HNCs can often be studied full-time for one year or part-time for two. HNDs take two years full-time and there are often options to top up your studies by transferring to a degree course for a third year.



Higher education institutions and qualifications

Factsheet 2

Page 3 of 4

What's a Diploma of Higher Education (DipHE)?

DipHEs usually take two years full-time or three years part-time. They're often linked to specific careers and include work experience.

Professional qualifications

Some professions, like social work or teaching, have specific study and course requirements. For others, such as psychology or law, you need to study a certain type of degree before you can take the postgraduate qualifications you need. It's only possible to join these professions if you've passed specific courses approved by them. Talk to course advisors or Careers officer before you choose your course to make sure it'll suit the career you have in mind.*

What are sandwich courses?

For some subjects, experience of working or studying abroad is a real advantage. These courses 'sandwich' a work or study placement between the first and second or second and third years.

The university or college will help you find an individual placement that enhances your studies and gives you a better chance of a job once you've gained your qualification. If you choose to study languages, or a subject such as European business, your course will probably include some time – up to a year – abroad. Your university or college will help you find somewhere to live and organise a study or work placement for you.

* Careers officers are employed by the Department for Employment and Learning and are based in Job Centres and Jobs and Benefits Offices throughout N. Ireland. They are trained to give guidance and advice on careers choice and further and higher education. You can arrange to see a Careers Officer in your local Jobcentre. You can also obtain information on a range of careers at www.delni.gov.uk/careers.

Higher education institutions and qualifications



Factsheet 2

Page 4 of 4

What's postgraduate study?

There are a number of qualifications you can take at a level higher than a first degree. These include Masters degrees (MSc, MA or MPhil), Postgraduate Diplomas and Certificates. You usually need to have completed a degree before taking a postgraduate course. These are often a chance to focus on a subject in more depth and higher qualifications can give you an advantage.

What is distance learning?

Distance learning is done part-time and usually from home. You probably won't attend classes and you'll get your materials in the post or by e-mail. You complete assignments and send them back for marking. At the end of the course, you might have to sit an exam. Not all universities offer distance learning as an option and it's not available for all subjects. The most famous example is the Open University, where courses can be studied at home or work, with some residential components. Courses are open to all – regardless of educational qualifications. For more details take a look at www.open.ac.uk



Jargon buster

Factsheet 3

Page 1 of 6

BA

Bachelor of Arts degree.

BSc

Bachelor of Science degree.

Campus

This usually refers to the buildings and surroundings of a university or college.

CATS

Credit Accumulation Transfer Scheme. Sometimes it's possible to gain credit for completing parts of a degree. If you've already studied to HND level, on a degree programme, or for relevant professional qualifications before you start your degree, you may be able to transfer credits under the Credit Accumulation and Transfer Scheme, CATS. This means that if you change course, move to another institution or take a break from study or change from full to part-time, you can take the credits with you.

Clearing

This is the system operated by UCAS to allocate students places on courses that still have vacancies after A level results come out. It's mainly for those who haven't made the grades required by their chosen universities, but it can also allow last minute applications.

Degree

A qualification awarded by a higher education institution after the satisfactory completion of the equivalent of three years of full-time study at university level. Foundation Degrees may be awarded after two years of study.

Jargon buster



Factsheet 3

Page 2 of 6

Diploma of Higher Education

A qualification awarded by some higher education institutions, after two years' study.

DSA

Disabled Students' Allowance. This covers extra costs associated with your disability.

Education and Library Boards (ELB)

Education and Library Boards have a Student Awards Section, which deals with requests for funding for people living in the area who want to go to university or college.

Faculty

A faculty is a group of academic departments – Faculty of Science, Faculty of Law and so on. Sometimes they're called schools, such as School of Health Studies.

Finals

The final exams taken by students at the end of their study. Most degrees or higher education qualifications today rely far less on the results from finals and tend to combine final exams with assessment throughout the course.

Foundation degree

A new full or part-time job-related higher education course.

Freshers

Students beginning their time at a university are often referred to as 'Freshers' and a Freshers' Week may be organised to introduce them to university or college life. This can include social events as well as introduction to libraries and other resources.



Jargon buster

Factsheet 3

Page 3 of 6

Gap year

A year out between school or further education and higher education – a chance to travel, work, get experience and expand your horizons.

Graduate

A graduate is a person who has been awarded a degree from a higher education institution. Whilst studying for a degree, or other higher education qualification you're known as an undergraduate.

Halls

Halls of residence are blocks of student accommodation, which either provide meals or self-catering facilities. Priority for places in halls is usually given to first year students. There are usually a variety of other facilities like launderettes, common rooms, TVs and cleaners.

Hardship funds

Extra help for students in financial difficulties or who wouldn't be able to get into higher education without more support. They're available once you're at university or college.

Higher Education Bursary

Financial support for students from low income families
See www.delni.go.uk/studentsupport

HNC/HND

Higher National Certificate and Higher National Diploma.

Lecture

A teaching class led by a lecturer where you take notes and ask questions.

Jargon buster



Factsheet 3

Page 4 of 6

Masters degree

A postgraduate degree. This can be either a Master of Science (MSc), a Master of Arts (MA) or Master of Philosophy (MPhil), depending on the subject. Masters degrees usually take a year full-time or two years part-time.

Modular courses

Some courses are divided into modules and you have to pass a number of compulsory and optional modules to complete a degree programme.

Nightline

If you're ever unhappy about anything while you're a student, many universities and colleges have a Nightline service. Nightline is a confidential listening and information service run by students, for students.

NUS/USI

National Union of Students/Union of Students in Ireland – the organisation that represents students and looks after their interests.

PhD

Doctor of Philosophy. A person who has a degree and has undertaken years of research, published their work and been assessed. They can use the title Dr.

PGCE

A Postgraduate Certificate in Education. A one or two-year teacher training course taken after your first degree.

Postgraduate courses

Courses at a higher level, usually only available if you've already passed their degree. Postgraduate study can lead to a Masters degree or a Postgraduate Certificate or Diploma.



Jargon buster

Factsheet 3

Page 5 of 6

Reading week

A period during a semester or term when students can concentrate on their individual learning and research.

Redbrick

A term often applied to city universities usually established before 1992 – the universities of Manchester, Liverpool, Sheffield, Leeds, Newcastle and Birmingham, for example.

Research

Research is a key feature of most higher education courses. Research involves collecting information about a subject from a variety of sources including books, journals and the Internet or by carrying out experiments or talking to people and analysis of this information.

Sandwich course

Any course that includes a year in industry or abroad.

Scholarship

Financial help given by some organisations for specific courses. Check out www.scholarship-search.org.uk

Semester

Some universities or colleges divide the student year into three terms, some divide it into two semesters. A semester is half a study year.

Seminar

A group of students meet to discuss a subject with a tutor. Someone (or a group) may prepare a paper for discussion and share the research they've done and their opinions on the subject. Seminars are more interactive than a lecture and are often student-led.

Jargon buster



Factsheet 3

Page 6 of 6

Student loan

A loan to help you pay for accommodation, food, travel and so on. You pay it back in small amounts after you leave college and only when you earn more than £10,000 a year.

Tuition fees

To get help with paying tuition fees you apply to your ELB and they assess how much your parents or carer needs to contribute. Tuition fees for full-time courses are set by the Government and paid to the higher education institution directly by the student or by the local authority, if the student is eligible for fees support.

Tutorial

A one-to-one or small group session to discuss work or course issues with your tutor.

UCAS

Universities and Colleges Admissions Service. Pronounced Yew-Cass. All students applying for full-time courses apply through UCAS.

Vocational course

A work-related programme of study designed to help you into a specific career.



Money matters

Factsheet 4

Page 1 of 5

When you go to university or college, you have to think about tuition fees and how you'll pay for accommodation, travel, food, books, going out and so on.

The good news is that there's plenty of help available – though you shouldn't expect to be living a life of luxury! Most people think it's well worth being a bit hard up for a few years because they're more likely to get a bigger salary at the end of it.

The government helps by paying towards the cost of tuition fees, and by giving loans and some cash grants towards living costs.

Important note

For the most up-to-date information call the Student Support Branch of DEL on 02890 257708, check the DEL student support website at www.delni.gov.uk/studentsupport, see booklet "financial support for higher education students" or contact your local Education and Library Board and speak to the student awards officer.

Fees: how much are they and who pays?

Students from low income families don't need to pay fees. For these students, the government pays for the full cost of tuition. You don't need to pay this back at the end of the course either.

If your family income is over £20,970, though, your parents or partner will be expected to make a contribution – but the most they'll be asked to pay for 2003/2004 is £1,125 a year. The actual amount depends on the level of income.

Students on some courses, such as teaching, get extra financial support from the government too.

To get help with paying tuition fees, apply to your Education and Library Board (ELB). You can find their number in the phone book or in the booklet "financial support for higher education students".

Money matters



Factsheet 4

Page 2 of 5

If you're planning to study part-time – the equivalent of 50 per cent or more of a full-time course – you won't have to pay tuition fees if you're on a low income or get any of these benefits:

- Housing Benefit
- Income Support
- Job Seekers' Allowance

If you already get benefits, becoming a student can be seen as a 'change of circumstances'. Check with your local Social Services to see if studying at university might affect your benefit.

Student loans

Help towards living costs comes mainly from student loans. They're not commercial loans offered by high street banks, but cheap loans with a low interest rate. And you pay it back in small amounts – related to your earnings – after you leave college. At present the threshold for repaying your loan is £10,000 – so you don't have to pay anything back until you are earning this amount – and if your salary dips below this level, for any reason, you don't have to make repayments. This threshold is reviewed from time to time and you will be told what it is when you take out your loan.

The loan amount depends on your own circumstances, as well as on the course you choose and where you live while you study. The loan is less for students who live at home. For example, in 2003-2004, the maximum student loan for a full-time student living away from home and outside London will be £4,000 for a study year, which is usually about 30 weeks long. If you stay living with your parents, the loan will be £3,165.

Students on part-time, initial teacher training courses are eligible for the full student loan as well as the other support available to full-time students.



Money matters

Factsheet 4

Page 3 of 5

University bursaries, grants and sponsorships

Individual universities have a limited number of bursaries, trust funds and sponsorships available for students who meet certain criteria. Ask the university about any special funds they have. They should also be able to tell you about other sources of similar grants. You can also look at the student support website at www.delni.gov.uk/studentsupport for further information.

Teacher training incentives

Apply for funding from your local Education and Library Board (ELB) if you're going to do initial teacher training (ITT) full-time or part-time. There are reduced fees for undergraduate ITT courses and there are no fees for postgraduate teacher training. For more information on this call the Teacher Training Agency's Information Line on 0845 6000 991. Or visit the website at www.canteach.gov.uk

National Health Service Bursaries

Students with a National Health Service (NHS) funded place on a full-time or part-time pre-registration health professional course can apply for NHS bursaries. If you register for a course of this kind, you'll automatically be sent information about how to apply. For some students studying medical or dental courses, these NHS Bursaries should be available for your later years of study. For more detail call the following numbers 01253 333 207 (England), 02920 261 495 (Wales), 0131 244 4669 (Scotland), 02890 524 746 (Northern Ireland).

Support funds and hardship loans

The support fund is designed to help students who have higher than expected costs. Your university or college may be able to tell you before you start whether you may be entitled to help from their fund. You'll usually have to have taken out a hardship loan before you can apply for help from the support fund. A hardship loan is repaid after you graduate, in the same way as a student loan.

Money matters



Factsheet 4

Page 4 of 5

Child Tax Credit

If you have dependant children you may be eligible for Child Tax benefit from the Inland Revenue. Child Tax Benefit replaced the dependants grant for children . You can get more information from the Inland Revenue helpline on 0845 300 3900.

Other grants and allowances for children or adult dependants

If you're studying full-time and have children in registered and accredited childcare, you could get a Childcare Grant. You may be able to get up to £114.75 a week for one child or up to £170 a week for two or more children. If someone else in your family depends on you financially, you may also be eligible for up to £2,280 for a spouse or dependant.

In addition a new Parents' Learning Allowance of up to £1,300 has been introduced to help with course related costs for students with dependant children.



Money matters

Factsheet 4

Page 5 of 5

Disabled Students Allowances (DSAs)

If you have extra costs because of your disability, you may be eligible for these allowances. The Department for Employment and Learning produces a booklet called 'financial support for higher education students', which provides information about these allowances. Call 02890 257708 for a copy.

Care Leavers' Grant

If you were in care just before you started your course, or when you were 16 years old, you may get help with paying for accommodation over the long vacation. This is only applicable if you are under 21 on the first day of your course.

Salary facts and figures



Factsheet 5

Page 1 of 2

Did you know that the qualifications you achieve are likely to have a direct effect on how much you earn?

Employers pay most for skills that:

- are specialised
- have required lots of training
- are particularly important to their business
- are in short supply

Employers pay least to:

- unskilled workers
- semi-skilled workers

Employers place a greater value on some qualifications than others and are willing to pay people more as a result. So what can you expect from investing in your own education and training?

In Northern Ireland:

- Graduates are more likely than non-graduates to get a job.
- On average graduates earn 87% more than non-graduates.
- Graduates can earn on average £400,000 more than non-graduates, over the course of their working lives.



Salary facts and figures

Factsheet 5

Page 2 of 2

There's a lot of competition for jobs today, and if you don't have qualifications, you'll find it increasingly difficult to get a job.

People with few or no qualifications are more likely to be unemployed and when employed are likely to earn less than people with better skills.

Remember, though, that even graduates don't simply walk into high-paying jobs. Higher education can certainly help, but you'll still need to build up experience and work-related skills. Postgraduate and professional qualifications can also help you progress in your career.

Where to find out more



Factsheet 6

Page 1 of 1

For more information on student life, higher education and finances have a look at the following websites.

About Aimhigher

www.delni.gov.uk/aimhigher

This site has lots of practical advice for young people thinking about higher education.

There's information on the benefits of higher education, how to choose a course, where to study and the financial support available.

www.bbc.co.uk/aimhigher

This site has interactive games and case studies of the interviews with Nick, Nina and John, which we've included in this pack. There are also resources specifically for teachers and tutors, including:

- ideas on how to arrange a higher education day at your college
- a section on skills awareness
- ideas on staff development
- case studies from teachers who share their experiences of encouraging students to go into higher education.



Where to find out more

Factsheet 6

Page 2 of 4

General information

Department for Employment and Learning (DEL)

Information on all aspects of education with sections on issues affecting students and those thinking about their options.

Website: www.delni.gov.uk

Learndirect

For information about fitting learning into your life.

Website: www.learndirect.co.uk

www.uni4me.co.uk

An easy-to-use site with questions and answers, case studies and lots of information on what university life is really like.

NUS/USI – National Union of Students/Union of Students in Ireland

Information on money, health, housing, and legal advice.

Website: www.nistudents.org

Student Zone

Careers advice and services, links to other student information sites.

Website: www.studentzone.org.uk

Where to find out more



Factsheet 6

Page 3 of 4

Applying to higher education

UCAS – Universities and Colleges Admissions Service

Information on universities and courses and all aspects of the applications process.

Website: www.ucas.ac.uk

Careers

www.delni.gov.uk/careers

Sections for young people, parents and careers advisors with information on education and careers.

www.careersoft.co.uk

A database of careers information, advice on going into higher education, how to find a job and lots of resources for teachers and tutors.

www.prospects.ac.uk

Information about graduate careers.

Students with disabilities

SKILL

Information for students with disabilities.

Website: www.skill.org.uk



Where to find out more

Factsheet 6

Page 4 of 4

Money matters

www.delni.gov.uk/studentsupport

The most up-to-date information on financial help and how to apply.

Student Loans Company

Offers loans to students to help with living expenses.

Tel: 0800 405 010

Website: www.slc.co.uk

EGAS – Educational Grants Advisory Service

Advice and guidance to over 16s and gives priority to single parents, refugees, those on low incomes and disabled students.

Tel: 020 7254 6251

Benefits Enquiry Line

Help with benefits in the UK.

Tel (England, Scotland, Wales): 0800 88 22 00.

Tel (Northern Ireland): 0800 220 674.

Website: www.dss.gov.uk

Choosing and applying for a higher education place



Factsheet 7

Page 1 of 3

If you're applying for a full-time or sandwich undergraduate degree, higher education (HE) foundation course or Higher National Diploma (HND), you'll need the current UCAS application form and handbook. These are free. You can get them from your college, from libraries or direct from UCAS (www.ucas.ac.uk or 01242 544 610).

For other full-time further education or teacher education courses, or for part-time courses, including all Open University courses, contact the university or college directly and ask for a prospectus and application form.

Making your choices

Draw up a shortlist of about ten colleges or universities that really appeal to you and ask each of them to send you their prospectus. Read them all carefully.

Make a list of priorities – the things that really matter to you, such as location, assessment method, and course content. Score each place against these, add up the totals and see which place comes out top.

Universities hold open days for prospective students to have a look around. Tours of the campus and facilities let you see if the place is right for you, and there will be people available to answer your questions.

Once you've narrowed your shortlist down, try to check out as many of them as you can. Lots of colleges produce 'unofficial' prospectuses on the web, or you can ask for one to be posted to you.

UCAS lets you choose six possible colleges or universities.



Choosing and applying for a higher education place

Factsheet 7

Page 2 of 3

Disabled students

There'll be extra issues to think about if you're disabled – things like access to lecture theatres, bars and canteens and so on, whether there'll be a room for your personal assistant if you have one, the number of other disabled students etc.

You'll be asked to state whether you have a disability on the application form. This will help them to arrange the support you need in time for when you start your course. Legislation will shortly be introduced in Northern Ireland which will mean that universities and colleges will not be allowed to treat a disabled applicant 'less favourably' than a non-disabled applicant for reasons related to his or her disability, without 'justification'. Skill (The National Bureau for Students with Disabilities) can provide lots more information about this. Visit the website at www.skill.org.uk

Applying through UCAS

The earlier you apply the better. Most applications need to be sent to UCAS between September 1st and January 15th of the year before you want to start your course.

There are different deadlines for a few universities or colleges and for some courses (such as medicine) so it's a good idea to double-check. UCAS provides plenty of advice about how to fill in the application form. You can also apply online at www.ucas.ac.uk

Photocopy the UCAS form and practise filling it in. But don't forget that the completed form you send back to UCAS must be the original! They won't accept a photocopy or a fax.

Choosing and applying for a higher education place



Factsheet 7

Page 3 of 3

Getting a place

UCAS will send your form to the colleges or universities you've chosen and each will decide whether to make you an offer.

You might be invited for an interview so that admissions staff can meet you and discuss your application. This gives you a great opportunity to ask any questions you may have about the course and about the university or college generally, so make the most of it.

You'll then be sent a Statement of Decisions letter and a reply slip. Offers will be either conditional or unconditional. A conditional offer means that you have to get certain grades to take up your place.

You must then reply to each offer using the following categories:

- Firm acceptance (F) – remember you can only accept one offer firmly
- Insurance acceptance (I) – a back-up in case you don't get the grades you need for your first choice
- Decline (D) – a definite no

Send your reply slip to UCAS as soon as you can but make sure it's not later than the date on the form. You'll be on the course if you make the grades you've been asked for – and even sometimes if you don't (if enough places are available).

Don't panic if you don't get an offer or don't get the grades you need. You can go into the 'clearing' system, which starts in August.



NatWest – Face2Face with Finance

Factsheet 8

Page 1 of 2

Face2Face with Finance is an award-winning programme of practical, active learning experiences to help schools and colleges teach personal finance and enterprise skills within the curriculum. NatWest introduced the programme in 1994 and it has been highly regarded by those schools and colleges which have used it.

Finance skills are life skills

Research with parents and young people has shown that the need for financial education is very real. Nine out of 10 young people say that they would like to learn about managing money at school or college and that banks can, and should, play an important part in teaching money matters.

The programme

The programme's elements are designed to be as relevant, interesting, challenging and interactive as possible. The handbooks, which provide all the information you need to plan and run the activities, are available to download for free at the website www.natwestf2f.com

NatWest – Face2Face with Finance



Factsheet 8

Page 2 of 2

Face2Face has the following modules, which can be used collectively or individually to meet needs as required:

- Basic Banking: a series of activities which have been designed to help students deal with the fundamentals of managing their own finances.
- Cards and card services: activities for young people to learn about the range of payment cards available.
- Activities providing an impartial insight into the European Union and the impact on the euro upon individuals and businesses.
- Enterprise: students can explore or set up a community enterprise or business. Enterprises can be established in almost any part of the curriculum and are highly effective as a means of promoting teamwork, problem-solving, and other personal skills.
- Fresher Finance: opportunities for students considering applying for a place in higher education to learn about the principles of managing their money and time.
- Simulations: 'Tender', 'Credit Worthy', 'It's Your Life' – these simulations were based on real life and engage young people in a variety of role-playing scenarios and other indirect learning exercises.
- Staff placements: a chance for teachers to work alongside or observe finance professionals in a busy commercial environment.
- Work experience: practical and focused, a placement will help students learn key skills and help promote their personal development.

For more information visit www.natwestf2f.com



All About Push

Factsheet 9

Page 1 of 2

No-one can tell you the truth about university or college like someone who's living it.

Universities' prospectuses are designed to sell themselves. If their accommodation permanently smells of rotting eggs, you won't find out unless you go there – or you read about it in The Push Guides first.

Push is an independent organisation that collects some of the most comprehensive, accurate and up-to-date information about student life in the UK. Everyone who works for Push is either a high-flying student or recent graduate. Researchers visit every university in the UK and interview hundreds of students, Student Union representatives and university staff.

All the information published is as up-to-date, accurate and unbiased as it's possible to be. Push is created by students for students and doesn't toe the line of any institution or official body. Push is only interested in what students really want to know and telling it to them straight.

Push can solve students' most pressing problems, like, where should I go to college? What will it really be like? How much will it cost? Never ones to make extravagant claims, Push really can help students have more fun, and get better grades. It's all a case of being at the right place at the right time. Push is here to guide students through all the chaos, right the way from choosing a university or college, to getting in, staying there, and leaving in one piece.

All About Push



Factsheet 9

Page 2 of 2

Push brings this vast wealth of knowledge to students, parents and careers advisors in a number of forms:

The Push Online Guide to UK Universities – The Push lowdown on every UK university, information and advice on being a student and applying to university, and links to university and student websites. www.push.co.uk

The Push Guide to Which University – The leading alternative guide to UK universities, with detailed information on every UK university.
£12.99 ISBN: 0117028320.

The Push Guide to Choosing a University – Push's in-depth look at what to consider when choosing a university and how to decide which one's right for you.
£7.99 ISBN: 0117028347

The Push Guide to Money: Student Survival – The essential guide to everything students need to know about managing their money.
£7.99 ISBN: 0117028339

Contact

The Push Guides, The Innovation Centre, Mewburn Road, Banbury,
Oxon OX16 9PA

Tel: 01295 817615. Fax: 01295 817616. E-mail: editor@push.co.uk.

Web: www.push.co.uk

Ordering

The Push Guides are currently published by TSO (The Stationery Office).

To order call 0870 600 5522 or visit the TSO web site at
www.tso.co.uk/bookshop

Aimhigher Totor's Resource Pack

Feedback form for tutors

Have you found this pack useful? Please take a few minutes to complete this form, your comments will help us to improve future publications.

1. Was the pack correctly addressed to you?

yes no

If no – how did you receive the pack?

college principal

other

2. Was the timing of the pack...

too early just right too late

3. Please rate the pack on the following:

Content: poor excellent

Ease of use: poor 1 2 3 4 excellent

Design: poor 1 2 3 4 excellent

4. How useful have you found...

the pack

not useful extremely useful

the video 1 2 3 4

not useful extremely useful

supporting literature 3 4

not useful extremely useful

5. Is this pack more useful to you...

as a pdf in print no preference

6. When have you used the pack (tick all that apply)?

as a standalone resource in the classroom

before the roadshow after the roadshow

7. Have your students found it useful?

not at all extremely

1 2 3 4

8. How useful did you find each section?

What's it all about?

not at all 1 2 3 4 extremely

Is it for me?

not at all 1 2 3 4 extremely

What will it cost me?

not at all 1 2 3 4 extremely

What next?

not at all 1 2 3 4 extremely

Get the facts

not at all 1 2 3 4 extremely

9. Do you have any other comments or suggestions for improvements?

To ensure our records are accurate and up-to-date, please fill in your details below. This information will remain within the Department for Employment and Learning and your comments will be treated in confidence.

Name

Institution

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Please return this form to: Department for Employment and Learning
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