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**HELOA (SW) HE Advisers Days – Cornwall and Exeter**

**February 2012**

**Resources pack**

The following worksheets, session plans and resources were provided in the delegate packs at the Exeter HE Advisers’ Days at Cornwall and Exeter.

Thanks to all those who contributed to this pack.

Student Recruitment & Outreach Team

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 **HELOA HE Advisers’ Days 2012 - Institutional updates**

**Bath Spa University**

Bath Spa University is investing in the future with development plans that confirm the University as an exciting, ambitious and creative place in which to study and work, confident in its ability to compete in a changing higher education landscape.

 With work starting in 2012, this world-class development will transform facilities for our students.  As well as state-of-the-art teaching facilities, digital space and a café, the new academic building will include approximately 1,800 square metres of Learning Commons which comprises a range of open-access, technology-enabled study space, social learning space and bookable group working rooms. A superb new digital space will provide the best resources for teaching digital media-related courses in the south-west, equal to anything found at cutting-edge commercial organisations and broadcast companies.

 New undergraduate courses have been introduced in Contemporary Arts Practice, Publishing, Heritage, and Applied Geographical Sciences, along with a raft of new courses at postgraduate level. Bath Spa University continues its close links with partner FE colleges in the region, and runs a number of Foundation Degrees through those partnership arrangements.

 The University’s Careers Service has been awarded  the Matrix Standard for careers information, advice and guidance services in recognition of the array of opportunities it provides for students to develop employability skills both within, and outside, the curriculum.

**The Arts University College Bournemouth**

The University College has once again confirmed its status as one of the top specialist HEIs in the UK, with excellent results in the 2011 National Student Survey (NSS).

Overall student satisfaction within the institution rose by 3% from the previous year, to 82%. This is 6% above average in the Creative Arts and Design sector. Learning resources also scored highly with 87% of students recommending the facilities, which came in amongst the top 20 universities in the country alongside personal development.

The NSS follows previous success in this year’s Destination of Leavers in Higher Education (DLHE) results, which evidences graduate success in employment. 97.5% of the University Colleges 2010 graduates are employed or undertaking further study.

The University Colleges Enterprise Pavilion is a growing incubator for industry with the recent launch of a Framestore outpost, the Oscar- winning visual effects house. Framestores joint enterprise with the AUCB has provided recent graduates from a number of disciplines with employment in their chosen industry.

With the restructuring of the Marketing team and the introduction of the new Head of Marketing and Communications Simon Pride, the University College has been reviewing its communication strategy. The main strategy is focused around the launch of our new website in April 2012.

In addition to holding regular Open days for prospective students and attending a number of UCAS events across the UK, we are also visiting a number of schools and colleges in the region, offering talks about the University College and the courses on offer. We are currently building on the number of Taster and Insight days we offer and have recently launched workshop days in our Gallery for schools. Our next Open days are being held on the 22nd February and the 26th March 2012.

**For Outreach / Student Recruitment Enquiries from schools and colleges**

Contact Name: Josie Powell, Schools Liaison Officer

Email: jpowell@aucb.ac.uk

Tel: 01202 363367

**Plymouth University**

Plymouth University started as a School of Navigation in 1862 and 2012 marks our 150th anniversary. This heritage is the foundation from which we continue to grow and develop. Today we are a leading university, with a world class reputation which has been recognised by being named as one of only 45 universities in the UK to be in the top 350 in the world, ranked at 318.

It has been an exciting start to our anniversary year with Plymouth University being awarded the [Queen’s Anniversary Prize](http://www.plymouth.ac.uk/pages/view.asp?page=37836) for Higher and Further Education in recognition of its world class marine and maritime research, teaching and training. The Queen and the Duke of Edinburgh will personally present the awards to representatives from the University at Buckingham Palace in February 2012.

In recent years the University has invested more than £150 million in its estates and facilities to further enhance the student experience and support its world-class research. The University houses Europe's largest Marine Institute, with a new £19m dedicated world-class marine building opening in Spring 2012 which will include state-of-the-art research facilities and wave tank testing equipment that will be unique to the UK.

In our commitment to constantly develop and provide a first class student experience, some 12,000 of our students undertake work experience each year and benefit from funded internships, award-winning volunteering schemes, international exchange programmes, dedicated career development advice as well as extensive cultural, sports and leisure programmes.

There are new courses in Optometry, alongside two new programmes in the School of Biomedical and Biological Sciences: Healthcare Science (Life Sciences) and Healthcare Science (Physiological Sciences). Plymouth Business School is also introducing BSc (Hons) Public Services Management.

**For Outreach / Student Recruitment Enquiries from schools and colleges**

Contact name: Iola Thomas

Email: schoolsandcolleges@plymouth.ac.uk

Tel: 01752 588008

**Royal Agricultural College**

The Royal Agricultural College is home to 1000 students studying business, equine, agriculture, property and land management degrees. Courses combine academic theory with practical application. All students studying on business, equine and agriculture degrees are required to undertake a 20-week work placement as part of their studies.

Over the last year, there have been £3.5 million of developments taking place on campus – the largest capital development project in the RAC’s history. This includes a state-of-the-art teaching building with seven new lecture rooms and four teaching support rooms. A new accommodation block is also under construction, which will provide an additional 50 en-suite, self-catered student bedrooms and will be available to students starting in September 2012.

**For Outreach / Student Recruitment Enquiries from schools and colleges**

Contact name: Meghan Dailey

Email: Meghan.dailey@rac.ac.uk

Tel: 01285 652531 ext. 2321

**University of Bath**

The University is very proud to have been named University of the year 2011/12 This accolade is designed to recognise a university’s all-round excellence, encompassing a range of aspects of [research](http://www.bath.ac.uk/research), [teaching](http://www.bath.ac.uk/study/ug/), [employability](http://www.bath.ac.uk/study/ug/employability/index.html) and [the student experience](http://www.bathstudent.com/).

Our admissions department is now entirely centralised with all undergraduate applications being considered by our specialist admissions officers. Applications for 2012 are very buoyant and we welcome the opportunity, under recent Government proposals, to increase students numbers on a small number of programmes for exceptional students achieving A - level results at AAB or above (or equivalent).

We have no new undergraduate programmes for 2012.

Our first Saturday Open day in September was a great success, numbers were high but there was a relaxed feel to the day as visitors made the trip a family weekend away in Bath. Visitor feedback has been positive so we have set a Saturday date for our 2012 open day.

Our two open days for 2012 are: Thurs 21st June and Sat 15th Sept

Our programme of education liaison activities is growing in response to increasing demand from schools. A new programme is available online at [www.bath.ac/study/IAG](http://www.bath.ac/study/IAG) and a hardcopy brochure is due to be mailed to schools and colleges in the region shortly. In addition our marketing team are piloting a new targeted Education Liaison newsletter.

**University of Bristol**

The University of Bristol proud to be part of the Russell Group of research-led institutions, which means that our 13,000 undergraduates and over 5,000 postgraduate students benefit from working with leaders in their fields. We have two new courses for 2013; Politics and International Relations and Aerospace Engineering.

The University continually invests in buildings, facilities and technology to ensure that students receive the highest quality education. A £25-million renovation project on the Students’ Union is well underway, and a new £50-million Life Sciences building is scheduled to open in 2013 featuring state-of-the-art labs and teaching rooms.

We are also currently centralising admissions, which will ensure a faster turnaround of decisions on applications. We offer an exciting range of outreach opportunities for schools and colleges. Our increasingly wide range of activities includes summer schools, our popular Access to Bristol programme for local students, and various talks and events. For more information, please visit [www.bris.ac.uk/study/schools](http://www.bris.ac.uk/study/schools).

Undergraduate open days in 2012 will be held on Thursday 28 June and Saturday 22 September: please email open-days@bristol.ac.uk if you would like to bring a group. To view the online prospectus, please visit [www.bristol.ac.uk/prospectus/undergraduate/2012](http://www.bristol.ac.uk/prospectus/undergraduate/2012).

**For Outreach / Student Recruitment Enquiries from schools and colleges**

Contact name: Lorraine Norman/Doug Jennings

Email: schools-colleges-liaison@bristol.ac.uk

Tel: 0117 331 7184 / 0117 928 8862

**Bournemouth University**

BU has a strong professional orientation with a focus on academic excellence and graduate employability. We believe placement years significantly increase employability and The Guardian has recently ranked BU as joint top for graduate employment amongst the 68 post 1992 universities in England.

We are very proud to have been awarded The Queen’s Anniversary Prize for Higher and Further Education in 2012, being recognised for our contribution to world-leading excellence and pioneering development in computer animation. The Queen's Anniversary Prizes form part of the national honours system and are the most prestigious awards in UK education.

We are continuing to increase our undergraduate portfolio of courses with BA (Hons) Politics & Media being introduced in 2012 and BA (Hons) Media Production and BEng/MEng Engineering starting in 2013. From 2013 BU will also be offering joint honours degrees in certain subject areas.

We offer an extensive programme for Schools, Colleges and Academies via our Schools & Colleges Liaison Team and AimHigher with BU Team. For more information on the services provided, visit: [www.bournemouth.ac.uk/careersadvisers](http://www.bournemouth.ac.uk/careersadvisers)

**For Outreach / Student Recruitment Enquiries from schools and colleges**

Schools & Colleges Liaison Team: 01202 961329 or schoolsliaison@bournemouth.ac.uk

AimHigher with BU Team: 01202 961062 or aimhigher@bournemouth.ac.uk

**University of Exeter**

The University of Exeter delivers a first class education and the personal and professional skills required for a successful career. We engage with students and put them at the centre of all that we do. We recruit leading academics: people who extend the boundaries of knowledge through their research. This makes for exciting and challenging teaching and equips them with the very latest knowledge.

The £275 million programme of investment on the Streatham Campus of the University of Exeter is now in its final stages with the landmark Forum Project, which will provide a centre piece for the University, due to be completed this Spring. Other investment includes an expansion of the Business Schools, new facilities for Biosciences and modern halls of residences. On the Cornwall Campus ground has been broken for the new Environment and Sustainability Institute, a £30 million interdisciplinary centre leading cutting-edge research into solutions to problems of environmental change. The Institute is due to open in October 2012.

The Outreach and Student Recruitment teams continue to provide a range of in-school and on campus opportunities for schools and colleges including residentials at Easter and in the summer, STEM activities and a continuation of the Routes into Languages programme. The vast majority of our activities are supported or delivered by trained Student Ambassadors. Under our commitments made through the Buttle Trust Quality Mark we continue support progression among Looked After Young People and Care Leavers.

Open Days in 2012 are:Exeter Campuses – Tuesday 12 June and Saturday 8 September

 Cornwall Campus – Saturday 23 June and Saturday 29 September

**For Outreach / Student Recruitment Enquiries from schools and colleges**

Contact name: Emma Stephenson

Email: outreach@exeter.ac.uk or visitus@exeter.ac.uk

Tel: 01392 722316

**University College Falmouth**

University College Falmouth is committed to diversifying its staff and student profiles and ensuring that any student, regardless of their background, who has the potential to benefit from Higher Education should be enabled to do so.

The UK Recruitment & Outreach team attend UCAS conventions and careers fairs around the country, and visit many individual schools and colleges to provide information and advice about University College Falmouth for prospective students, their parents and teachers. We know how important it is for prospective students to visit colleges and universities, and we can help you with the various ways in which you can visit the University College.

Through targeted work with schools, colleges and community organisations we are developing compact & progression agreements including, where appropriate, individual learning agreements. This will augment our current level of work with young people, young people in care and care leavers and build on our excellent track record of recruiting and supporting students with dyslexia.

**For Outreach / Student Recruitment Enquiries from schools and colleges**

Contact name: Holly Cavender

Email: outreach@falmouth.ac.uk or opendays@falmouth.ac.uk

Tel: 01326 213761

**University of Gloucestershire**

The University of Gloucestershire proudly celebrated its tenth anniversary of university title at the start of the new academic year.

More than 10,000 new and returning students took their first glimpse at the new state-of-the-art facilities following a £5 million investment programme to create a contemporary teaching environment, with modern and vibrant spaces to enhance the student experience.

The University now boasts three thriving campuses across Cheltenham and Gloucester with new facilities including, the Media School, a creative hub for art and design, the revamped Students’ Union and refectory plus improved study facilities and social spaces.

The new Vice-Chancellor, Stephen Marston, the former Director General for Higher Education Funding and Reform within the Department for Business, Innovation and Skills (BIS), has brought a wealth of experience to the University, along with a new strategic plan which sets out our mission, vision, values and our main goals for 2012- 2017.

The University is also delighted to announce its best ever rating for student satisfaction in the National Student Survey (NSS) 2011 and reported a successful turn-out for our largest annual Open Day. The next Open Day is on 16 June 2012.

The Outreach team continues to forge strong links with schools and colleges, and to develop activities that inspire students to enter higher education. To complement the existing post-16 provision of activities, the Outreach team has developed an offer for pre-16 students which set out a suite of activities for them to undertake as part of awareness and aspiration raising sessions.

**For more information visit** [**www.glos.ac.uk/outreach**](http://www.glos.ac.uk/outreach)

**University of the West of England**

With over 30,000 students and 3,800 staff, UWE is the largest university in the south west of England, and one of the largest employers in the Bristol area.

**UWE is currently developing a new campus site which will double the size of our Frenchay campus.   The new site will provide** a stimulating, green, pleasant, healthy, flexible and sustainable environment which will set new standards of academic provision for the 21st century.  The new campus will provide contemporary facilities and improved infrastructure, including top quality accommodation, academic, sports, social and cultural facilities.

Included in the new campus masterplan is a ground-breaking agreement with Bristol Rovers Football Club to build a new football stadium.  Costing £40m, the 20,000 seat stadium will include a club gym for student and community use, an all-weather jogging track, rooms for student club activities and teaching space, and a banqueting suite and venue space.

In recent years, UWE has completed an £82 million student village (housing 2,000 students) opened a state-of-the-art sports centre, launched a new conference and exhibition centre, and opened a £700,000 nursery facility for staff and students.

The University’s Schools & Colleges Partnership Service provides a range of events and activities for learners including campus visits, taster days and summer schools. **For more information and contact details please visit www.uwe.ac.uk/schoolsandcolleges**

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[**http://www.exeter.ac.uk/undergraduate/teachers/activities/**](http://www.exeter.ac.uk/undergraduate/teachers/activities/)

**Information for teachers**

**Activities**

We deliver a wide range of activities and projects each year. If you are interested in finding out more about any of these activities please [contact us](http://www.exeter.ac.uk/undergraduate/teachers/contactus/).

Activities in schools include progression workshops, input to careers and parents evenings and a range of talks and workshops including:

* Why Higher Education?
* Finance
* Choosing a Course and Institution
* Applying to Higher Education.

We cannot fulfil as many requests from schools and colleges as we would like, unfortunately, due to limits on our time and resources. If this is the case, we are happy to share resources with teachers so that they can deliver teacher-led sessions in their school.

Assisting the team with talks and workshops are a team of trained Exeter student ambassadors. Ambassadors provide insight into what being a university student entails in terms of academic work, budgeting and extra-curricular opportunities and act as tutors and role models for potential students.

Visit our [Student Ambassadors site](http://www.exeter.ac.uk/students/ambassadors/profiles.shtml) for profiles of some of our student ambassadors.

**Projects and partners**

[**Excellence in Exeter**](http://www.exeter.ac.uk/news/archive/2009/november/title%2C48012%2Cen.html)

Excellence in Exeter is an annual celebratory evening to recognise exceptional young people from Exeter. We work in partnership with Exeter schools and Exeter College to identify award recipients.

[**Royal Institution**](http://www.rigb.org/contentControl?action=displayContent&id=1857)

The Outreach Team provides the management for the long-running Royal Institution Year 9 Maths Masterclasses with the department of Maths organising the programme. 45 pupils from across Devon attend eight Saturday morning sessions each spring.

[**National Science and Engineering Week**](http://www.exeter.ac.uk/news/archive/2009/march/title_3184_en.html)

National Science and Engineering Week is a co-operative venture across the University with the Outreach Team recruiting participants for activities provided by the science departments on our three campuses.

[**STAR**](http://www.exeter.ac.uk/undergraduate/teachers/activities/sutton/#d.en.92783)

Funded by the [Sutton Trust](http://www.suttontrust.com/), STAR is a Devon based, three year funded programme which offers bright young people from non-privileged backgrounds a guaranteed pathway to a place at a research-led university.  From September 2012 onwards STAR will be expanding to include schools from across Cornwall.

[**Realising Opportunities**](http://www.exeter.ac.uk/undergraduate/teachers/activities/realising/#d.en.92803)

The Realising Opportunities Scheme is an innovative, national scheme being piloted by 12 of the country’s leading universities.  The scheme aims to build on the lessons learned from the last 10 years of widening participation activity in schools, colleges and universities.

[**National HE STEM Programme: SW Region**](http://www.hestem-sw.org.uk/)

The University has a number of projects funded by the National HE STEM Programme to widen participation, support innovation in teaching & learning and enhance the skills and knowledge base of undergraduate students and the workforce in Science, Technology, Engineering and Mathematics (STEM).

[**Higher Education Liaison Officers Association (HELOA)**](http://www.heloa.ac.uk/)

HELOA is the professional association of staff in higher education who provide guidance and information to prospective higher education students, their families and advisers. What binds the membership together is a commitment to encouraging high standards of professionalism. All HELOA members endeavour to promote entry to all sectors of Higher Education, and have concern for the nature and quality of the information and advice which is provided.

**Resources for teachers**

We have put together a range of useful higher education related resources intended to help teachers help their students progress successfully to the university of their choice.

| **Information sheets** |
| --- |
| [Personal Statements: hints & tips (pdf)](http://www.exeter.ac.uk/media/universityofexeter/webteam/shared/undergraduate/documents/teachersresourcespresentations/Personal_Statements_-_hints_and_tips_updated_Sept_2011.pdf) |
| [Writing a UCAS Reference: hints & tips (pdf)](http://www.exeter.ac.uk/media/universityofexeter/webteam/shared/undergraduate/documents/teachersresourcespresentations/writing_a_UCAS_reference_-_hints_and_tips_updated_Sept_2011.pdf) |

**Online presentations**

[**Applying to the University of Exeter**](http://echo360.exeter.ac.uk:8080/ess/echo/presentation/b5e8d6cc-048e-4ad3-bd74-dfb33401d49b)

This short presentation considers the UCAS undergraduate application process including what we hope are useful tips for completing the application form and explains what the University of Exeter is looking for in your application. The presentation is delivered by the Head of Admissions, Ian Blenkharn.

[**Student Finance**](http://echo360.exeter.ac.uk:8080/ess/echo/presentation/f61ea78f-53d7-4a0e-9f2c-c6032ad0e531)

A member of the Students’ Guild Advice Unit gives an overview of student finance and the support available to fund your studies. Topics covered include potential expenditure, the types and amounts of support available, how to apply for student finance, as well as an overview of the additional support offered by the University of Exeter. The presentation is delivered by Students’ Guild Student Advisor, Jo Thomas.

[**Exeter Sport and the Athletic Union**](http://echo360.exeter.ac.uk:8080/ess/echo/presentation/d221ccf4-6f2e-40fb-b6a2-4f8def47f5ca)

Exeter is one of the leading sporting institutions in the UK and is consistently ranked nationally in the top 10 sporting universities. The sports presentation, delivered jointly by the Sports Office and the Athletic Union, covers facilities, opportunities, scholarships and clubs. The presentation is delivered by Paul Mouland, Sport and Wellness Development Officer and Beth Hampson, Athletic Union President.

**Student voices**

Current and recent students talk honestly about their reasons for choosing Exeter, the challenges they faced settling in and the support they received, how they manage financially and the wider opportunities they have benefitted from. This 10-minute film is the result of a project with Exeter students from non-selective state schools to understand their experiences at the University [video clip].

**Session plans**

These resources are intended for use by teachers in the classroom with their students. They are based on presentations and workshops delivered in schools and colleges by University of Exeter staff and can be used in full or in part to inform students about HE.

We may be able to provide student ambassadors to support delivery of these sessions, if within reasonable travelling distance.

| **Name of session** | **Year** |
| --- | --- |
| [Truths and Myths about Higher Education (pdf)](http://www.exeter.ac.uk/media/universityofexeter/webteam/shared/undergraduate/documents/teachersresourcespresentations/Truths_and_Myths_about_HE_session_plan_Sept_2011.pdf) | 10,11,12 |
| [Choosing Courses and Institutions (pdf)](http://www.exeter.ac.uk/media/universityofexeter/webteam/shared/undergraduate/documents/teachersresourcespresentations/Choosing_courses_and_institutions_session_plan_Sept_2011.pdf) | 11,12,13 |
| [Student Finance Session Plan (pdf)](http://www.exeter.ac.uk/media/universityofexeter/webteam/shared/undergraduate/documents/teachersresourcespresentations/Student_finance_session_plan_2012_entry.pdf) [Student Finance 2012 entry presentation](http://www.exeter.ac.uk/media/universityofexeter/webteam/shared/undergraduate/documents/teachersresourcespresentations/Financing_Higher_Education_2012_Entry.pptx)  | 12,13 |
| [UCAS and Personal Statements (pdf)](http://www.exeter.ac.uk/media/universityofexeter/webteam/shared/undergraduate/documents/teachersresourcespresentations/UCAS_and_personal_statements_session_plan_Sept_2011.pdf) [UCAS and Personal Statements presentation](http://www.exeter.ac.uk/media/universityofexeter/webteam/shared/undergraduate/documents/teachersresourcespresentations/UCAS_Applications_and_Personal_Statements_Sept_2011.ppt) | 12,13 |
| [Student Life (pdf)](http://www.exeter.ac.uk/media/universityofexeter/webteam/shared/undergraduate/documents/teachersresourcespresentations/Student_Life_session_plan.pdf) – to be supported by student ambassadors[Student Life Presentation](http://www.exeter.ac.uk/media/universityofexeter/webteam/shared/undergraduate/documents/teachersresourcespresentations/Student_Life_Outreach_Post_GCSE_updated_Sept_2011.ppt) [Video of a Student Life presentation](http://echo360.exeter.ac.uk:8080/ess/echo/presentation/f503b0ff-e2f4-4bbe-ad77-72fedb841123) | 9,10,11 |

**Becoming a STEM enthusiast - motivations and expectations**

These short [video clips](http://vimeo.com/27175575) provide personal testament from students and academic staff about the rewards, challenges and day-to-day experiences of learning and teaching within their STEM disciplines. These video vignettes will enhance the range of resources available to school staff working with students who are thinking of progressing to a STEM subject in higher education as academic staff and current undergraduates share their passion and excitement for their subjects.

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**Useful Resources for teachers, advisers, admissions tutors and students progressing to HE**

**UCAS/Progression/ Making Choices**

[www.ucas.com](http://www.ucas.com)

[www.ucasevents.com/conventions](http://www.ucasevents.com/conventions)

[www. education.guardian.co.uk/higher](http://education.guardian.co.uk/higher)

[www.hotcourses.com](http://www.hotcourses.com)

[www.ukcoursefinder.com](http://www.ukcoursefinder.com)

[www.prospects.ac.uk](http://www.prospects.ac.uk/)

[www.push.co.uk](http://www.push.co.uk)

[www.unistats.com](http://www.unistats.com/)

[www.thestudentroom.co.uk](http://www.thestudentroom.co.uk)

[www.skills4uni.bham.ac.uk](http://www.skills4uni.bham.ac.uk)

[www.opendays.com](http://www.opendays.com)

**University of Exeter**

[www.exeter.ac.uk](http://www.exeter.ac.uk)

[www.exeter.ac.uk/undergraduate/teachers/resources/](http://www.exeter.ac.uk/undergraduate/teachers/resources/)

**Finance**

[www.ucas.ac.uk](http://www.ucas.ac.uk/)

[www.direct.gov.uk/en/EducationAndLearning](http://www.direct.gov.uk/en/EducationAndLearning)

[www.studentfinance-yourfuture.direct.gov.uk](http://www.studentfinance-yourfuture.direct.gov.uk)

**Choosing your Course: A checklist for ongoing research**

**First,** for each criteria of choice mark on a 1-3 scale (3 high) **how important** each criteria is to **you**.

**Next**, tick (or cross) if/when you **know what you’re looking for**,

**Finally**, rate 1-5 (5 high) the extent to which your information search / research is **complete**.

***So, for all your most important criteria, you’re aiming to have* all ticks, and ‘5’s***- but don’t expect this to be the case until you have dedicated lots of time to consideration and research*

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria for Research | Importance for you?(1 low, 3 high) | Know what you’re looking for? (✓ / X) | Research complete? (1 low, 5 high) |
| Subject(s) |  |  |  |
| Structure (single? joint? combined? modular?)  |  |  |  |
| Level (Foundation? Honours?) |  |  |  |
| Mode of study (full time/part time/sandwich?) |  |  |  |
| Vocational focus (inc. responsibility for placements) |  |  |  |
| Overseas placement (e.g. Erasmus?)  |  |  |  |
| Compulsory elements and specialist options |  |  |  |
| Entry requirements (academic - subjects/grades/points) |  |  |  |
| Entry requirements (other -skills/experience/health/tests) |  |  |  |
| Learning Styles matched  |  |  |  |
| Assessment preferences and requirements |  |  |  |
| Contact hours |  |  |  |
| Size of dept (staff and students)  |  |  |  |
| Flexibility (e.g. delayed specialisation) |  |  |  |
| Destinations and evidence of graduate premium |  |  |  |
| Unistats analysis |  |  |  |
| Professional accreditation |  |  |  |
| Experience and opinion of current students |  |  |  |
| Teaching quality, and research ratings |  |  |  |
| KIS (Key Information Sets) |  |  |  |
| HEARS (Higher Education Achievement Reports) |  |  |  |
| Course fees |  |  |  |
| Course-specific bursaries/scholarships |  |  |  |
| Other (define) |  |  |  |

**Choosing your institution: A checklist for ongoing research**

**First,** for each criteria of choice mark on a 1-3 scale (3 high) **how important** each criteria is to **you**.

**Next**, tick (or cross) if/when you **know what you’re looking for**,

**Finally**, rate 1-5 (5 high) the extent to which your information search / research is **complete**.

***So, for all your most important criteria, you’re aiming to have* all ticks, and ‘5’s***- but don’t expect this to be the case until you have dedicated lots of time to consideration and research*

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria for Research** | Importance for you?(1 low, 3 high) | Know what you’re looking for? (✓ / X) | Research complete? (1 low, 5 high) |
| Distance from home |  |  |  |
| Ease of access/transport links & costs |  |  |  |
| Type (uni? local college? specialist institution?) |  |  |  |
| Setting (define; campus? city? rural? coast? multi site? ) |  |  |  |
| Environment (define; culture? social?) |  |  |  |
| Personal (define: hobbies/interests/friends/family?) |  |  |  |
| Size (student numbers) |  |  |  |
| Range of subjects offered throughout the institution |  |  |  |
| Status/ranking (be careful!) |  |  |  |
| Entry requirements (grades/tariff) |  |  |  |
| That indefinable something (‘feel’) |  |  |  |
| History (ancient? redbrick? modern? new?)  |  |  |  |
| Part-time job availability? |  |  |  |
| Accommodation (define; style? cost? guaranteed?) |  |  |  |
| Institution fees  |  |  |  |
| Institutional bursaries/scholarships |  |  |  |
| Employability and/or graduate premium? |  |  |  |
| Flexibility in structure (options to change?) |  |  |  |
| Sport (define, inc facilities for your personal interests?) |  |  |  |
| Welfare (inc. special facilities for particular needs) |  |  |  |
| Social Life (define, inc any particular club interests?) |  |  |  |
| Cost of Living |  |  |  |
| Safety/security |  |  |  |
| Unistats analysis |  |  |  |
| Other (define) |  |  |  |

Now highlight those criteria that you’ve identified as particularly important that are also marked ‘X’ (not sure what you’re looking for) and/or rated 1 to 3 (i.e. research incomplete) and **WORK ON THEM** before taking your questions and issues for discussion to the UCAS Conventions!

Thanks to Mike Chant, University of Glamorgan, and Rob Brown

**Source: Apply 2011: The University & Career Guide for Sixth Formers**

***Getting Into...***

**SUBJECT-SPECIFIC EXTRA CURRICULAR ACTIVITIES**

For any student taking any subject you must call your chosen universities and find out if they are running any **summer schools,** **access programmes** or **open days** for your subject. This will give you the chance to really see what the course is like and conveniently boosts your personal statement too. For more subject-specific tips, see below:

|  |  |
| --- | --- |
| **ACCOUNTING*** Attend insight days held by accountancy firms such as Grant Thornton
* Demonstrate your mathematical ability
* Show awareness of why accounting is so crucial to business and economics

Useful resource: [www.accountancymagazine.com](http://www.accountancymagazine.com) | **COMPUTER SCIENCE*** Set up an IT club at school
* Get work experience at a local organisation and assist with their IT issues, even your own school
* Create your own website/programme
* Keep up to date with the latest developments in technology
* Take additional courses (outside of school)

Useful resource: [www.t3.com](http://www.t3.com) |
| **ARCHITECTURE*** Visit inspiring buildings and discuss why you find them interesting
* Demonstrate keen interest in new architectural methods and building techniques

Useful resources: ‘*The Architects’ Journal’*, ‘*Architectural Review’* and the ‘*RIBA Journal’* | **DENTISTRY*** Complete a minimum of 10 days work experience at a dental surgery
* Volunteer to teach younger children about dental hygiene
* Demonstrate excellent manual dexterity
* Read journals such as ‘*Dental Update’* or ‘*Dentistry Magazine’*

Useful resource: [www.britishcouncil.org/learning-infosheets-dentistry.pdf](http://www.britishcouncil.org/learning-infosheets-dentistry.pdf) |
| **ART & DESIGN*** Visit art exhibitions and design shows frequently
* Practice your craft with extra-curricular projects – set them yourself
* Start an art club at school

Useful resource: [www.creativereview.co.uk](http://www.creativereview.co.uk) | **DRAMA & PERFORMING ARTS*** Work on your school productions
* Visit the theatre as many times as you can and compare with film adaptations
* Ensure you have knowledge of various genres, eras and styles of theatre
* Read reviews and understand how to critique them

Useful resource: [www.thestage.co.uk](http://www.thestage.co.uk) |
| **BUSINESS/MANAGEMENT*** Read *‘The Economist’* and the *‘Financial Times’* regularly, follow two or three stories in detail
* Attend insight days run by financial companies
* Participate in business challenges such as *Young Enterprise*
* Apply for placements at small companies and get experience in a range of fields within a business – this could even be a family business

Useful resource: www.ft.com and [www.economist.com](http://www.economist.com) | **ECONOMICS*** Talk about areas of economics you enjoy (macro/micro)
* Discuss theories such as Keynesian and Post-Keynesian
* Read the *‘Financial Times’* and *‘The Economist’*
* Participate in *Young Enterprise*

Useful resource: [www.economics.about.com](http://www.economics.about.com) |
| **ENGINEERING*** Study two or three structures that you admire
* Demonstrate an understanding of physics in relation to engineering

Useful resources: *‘Engineering Education’* or *‘Applied Sciences, Engineering and Technology*’ publications | **MEDICINE*** Attend conferences such as the Medlink Exhibition
* Volunteer for work experience at a hospital, GP’s surgery, hospice for the elderly or school for disabled children
* Read the ‘British Medical Journal’

Useful resource: [www.bma.org.uk](http://www.bma.org.uk) |

|  |  |
| --- | --- |
| **ENGLISH LITERATURE*** Watch theatre, television and film adaptations of the books you read
* Get work experience at your local theatre
* Do some creative writing of your own
* Don’t just study novels, study poetry and plays too, of all eras and genres
* Start your own book club at school

Useful resource: [www.literaryreview.co.uk](http://www.literaryreview.co.uk) | **PHARMACY*** Get work experience at your local pharmacy or GP’s surgery
* Keep up to date on new drugs and advancements in the industry
* Read articles in journals such as *‘The Pharmaceutical Journal’* and *‘The British Journal of Clinical Pharmacy’*

Useful resource: [www.abpi-careers.org.uk](http://www.abpi-careers.org.uk) |
| **GEOGRAPHY*** Field trips, work experience and voluntary work relating to the course
* Research global issues
* Become a member of the Royal Geographical Society

Useful resources: ‘*National Geographic’*, *Geographical Association* and ‘*Geography Review’* | **POLITICS*** Read articles from ‘*Politics Review’* and ‘*Talking Politics’*
* Show interest in local politics by volunteering at your local assembly
* Join your local Youth Parliament
* Set up a debating society
* Keep up to date with current affairs on a daily basis

Useful resource: [www.spectator.co.uk](http://www.spectator.co.uk) |
| **HISTORY*** Visit historical sites, museums and exhibitions
* Read books, watch documentaries and even films set in historical times
* Demonstrate your understanding of biased and flawed evidence
* Carefully read the course syllabus: will you be studying ancient or modern, British or international, or a bit of everything?

Useful resource: [www.ucas.com](http://www.ucas.com) | **PSYCHOLOGY*** Read articles from the ‘*British Journal of Social Psychology’* and ‘*The Psychologist’*
* Join *The British Psychological Society’s Student Members Group*
* Attend lectures such as *‘Psychology 4 Students’*

Useful resource: [www.bps.org.uk](http://www.bps.org.uk) |
| **LAW*** Attend insight days run by law firms
* Volunteer to help out at your local solicitor’s firm
* Follow cases in the news of high-profile cases in a variety of areas (criminal, commercial, property, family etc)

Useful resource: *‘The Lawyer’*, ‘*Lawyer 2b’* and ‘*The Law Journal UK’* | **SOCIAL WORK*** Get work experience in a school for children with special needs
* Volunteer at your community care centre or local residential home for the elderly
* Do some voluntary work overseas in your summer holiday

*Useful resource: ‘British Journal of Social Work’* and ‘*Community Care Inform’* |
| **MATHEMATICS*** Wider reading on maths theory and challenges, eg Fermat’s Last Theorem
* Enter the UKMT Maths Challenge
* Discuss the ways in which mathematics can be applied eg IT, economics, physics

Useful resource: [www.plus.maths.org.uk](http://www.plus.maths.org.uk) | **SOCIOLOGY*** Wider reading on theories such as Marxism, Functionalism and Postmodernism
* Attend student lectures organised by the British Sociological Association
* Read articles from the ‘British Journal of Sociology’, as well as journals which related directly to your interests
* Discuss ways in which sociology can be applied to different areas of study eg geography, politics and psychology

Useful resource: [www.britsoc.co.uk](http://www.britsoc.co.uk) |

**Source: Apply 2011: The University & Career Guide for Sixth Formers**

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**Getting into Law**

Nine UK and two non-UK leading universities currently use LNAT as part of their admissions process to help them identify the very best students, regardless of background or education, from the thousands who apply to study undergraduate law each year.

Law requires excellent critical reasoning skills which cannot be easily measured by a standard exam or coursework.

The **National Admissions Test for Law (or LNAT)** was therefore developed to help university admissions tutors learn more about individual candidates and their aptitude for studying law.

It does this by assessing a candidate’s intellectual abilities, rather than their knowledge of particular subjects including law, measuring their abilities in critical reasoning, comprehension and command of written English.

The **LNAT is not a substitute for A Level (**or their global equivalent) results, applications, personal statements or interviews but is used by each LNAT University in the way that best suits its own admissions policy. Different universities place different emphasis on the multiple choice score and the essay question. Candidates receive their results only after the admissions process has completed.

**Which Universities use LNAT as part of their Admissions Process?**

Ten universities currently use the LNAT as part their admissions process for undergraduate law degrees. These are:

* [University of Birmingham](http://www.law.bham.ac.uk/)\*
* [University of Bristol](http://www.law.bris.ac.uk/courses/sac-ug.html)\*
* [Durham University](http://www.dur.ac.uk/undergraduate/)\*
* [University of Glasgow](http://www.gla.ac.uk:443/studying/ug/)
* [King's College London](http://www.kcl.ac.uk/law)\*
* [University of Manchester](http://www.law.manchester.ac.uk/undergraduate/index.html)
* [University of Nottingham](http://www.nottingham.ac.uk/prospectuses/undergrad/)\*
* [University of Oxford](http://www.admissions.ox.ac.uk/)\*
* [University College London](http://www.ucl.ac.uk/prospective-students/undergraduate-study)\*
* [National University of Ireland Maynooth](http://admissions.nuim.ie/law.shtml) (mature entry only)
* [IE University, Spain](http://www.ie.edu/IE/site/php/en/school_law.php)

*\* LNAT Consortium member.*

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