

1 1/2  
HOURS  
Total

## Researching H.E. Courses

10 MINS

### Introduction and short ice breaker

You could use alphabetical course quick fire or mind mapping of your subject area. (See separate activities in ice breaker section)

5 MINS

### ACTIVITY 1 a) Organise groups

Divide class into groups of three or four pupils based on their common interest in allied HE course areas. Examples of groupings could be: science, humanities, creative arts, business, IT, engineering and construction, health, art and design, languages.

Distribute a broad range of current prospectuses. Pupils may work individually, in pairs or groups. Where there are enough students sharing a common interest in a closely related course type then they can do this activity entirely as a team.

Where an individual is choosing to pursue a course that is quite different from their peers create a group which allows them to conduct some research individually but encourages them to share their non subject specific knowledge with their group

10 MINS

### b) Speed reading a prospectus

Allow time for pupils to get the feel of the prospectuses before moving on to section D. Ask pupils to identify a course in the prospectus which relates to their interests.

Explain how prospectuses are organised. For back up see the information sheet 'Students notes'

15 MINS

### c) Complete the worksheet 'Analysing a prospectus'

30 MINS

### ACTIVITY 2 Thinking about it from an admissions tutor's perspective

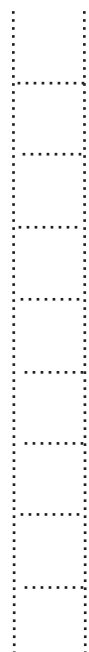
Begin with a brainstorm/discussion. If you were an admissions tutor what kind of students would you want on your course? What evidence of ability, reliability and enthusiasm would you demand? What would happen to your course if you didn't get good students? How can you ensure good students without relying on academic performance alone? This should lead pupils to think of alternative admission requirements such as portfolios and interviews.

Tease out need for evidence of academic interests, personal qualities, skills and work related experiences. Pupils could record their thoughts on the pupil worksheet 'Shoes'.

The Tutor should be able to move around groups to help and observe.

10 MINS

### Q & A session/feedback



# STUDENTS NOTES

- 1 Generally the **first section** of the prospectus, about a quarter of the pages, relates to general information about the university including:

**Historical background to the university**

**Information about accommodation and campus life**

**Facilities for studying e.g. libraries and IT**

**Facilities for sport and recreation e.g. the Student's Union, clubs and societies**

**Dates of open days**

**Entrance requirements which apply to the whole university**

- 2 The **central section** of the prospectus relates to the individual subjects offered by the university at higher education level. These will include:

**Foundation diplomas in art and design (1 year)**

**Foundation degrees (2 years)**

**Diplomas in some vocational areas (2 years)**

**HND (2 years)**

**BSc and BA degree programmes (3 or 4 years)**

Look for the

**entry requirements box** and scan the skeleton facts before reading the main body of text for the subject you are interested in.

## Ucas Tariff

Grade	AS level	A level	Double award AVCE
<b>A</b>	<b>60</b>	<b>120</b>	<b>240</b>
<b>B</b>	<b>50</b>	<b>100</b>	<b>200</b>
<b>C</b>	<b>40</b>	<b>80</b>	<b>160</b>
<b>D</b>	<b>30</b>	<b>60</b>	<b>120</b>
<b>E</b>	<b>20</b>	<b>40</b>	<b>80</b>

## Fictional University

**COURSE TITLE :** Theatre studies

**QUALIFICATION GAINED :** BA (hons)

**LENGTH OF COURSE :** 3 years full time

**ENTRY REQUIREMENTS :** Maths and English Language at grade C GCSE. 200 UCAS Tariff points (including a minimum of 160 points from two A Levels or a 12 AVCE).

**RELATED COURSES :** drama, performing arts, media, creative writing

- 3 **Contact details** for the university are usually on the inside front or back cover. For quick access to information use the **UCAS website: [www.ucas.co.uk](http://www.ucas.co.uk)**

Course selected:

University:

# ACTIVITY 1

## Analysing a prospectus



Researching H.E. courses

### THE COURSE

### Your Findings

### How do I match up?

Qualification I will gain		
Length of course		
University entrance requirements		
Course specific entrance requirements including UCAS points		
How is the course assessed ?		
Course modules you like the look of in year 1		
What would you choose in year 2 and 3?		
Career links		
Sandwich year-required or optional?		

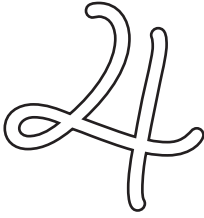
### THE UNIVERSITY

Location in relation to home. How easy is it to reach all parts of campus?		
Availability of accommodation for first year students		
Facilities for sport, social life Will I fit in		
How does it feel? Size, mix, what kind of image does it project?		



# ACTIVITY 2

Put yourself in the shoes of the Admissions Tutor for the course you are interested in. What type of students do you want? Fill in some thoughts in the table below.



Researching H.E. courses

## What would an admissions tutor want

Qualifications

Evidence of Academic Interests

Personal Qualities

Other experiences and skills

Be honest when completing this table below. Add targets and action points if needed.

## How do I match up?

Qualifications

Evidence of Academic interests

Personal Qualities

Other experiences and skills



PUT YOURSELF IN THEIR SHOES