

Supporting teachers, advisers and learners in accessing career information and advice



Kate Howell, Senior Policy Executive, External Relations
k.howell@ucas.ac.uk

UCAS

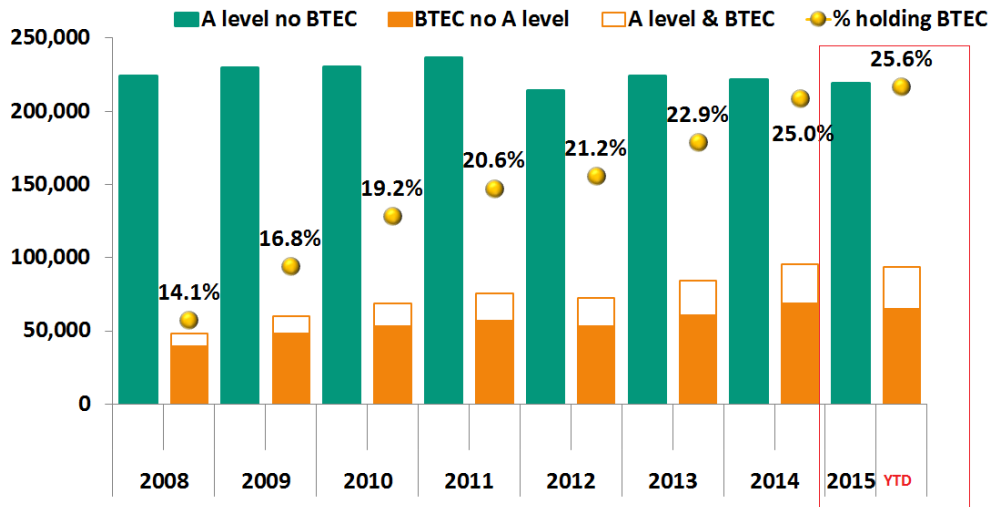
The information and advice challenge

- Diversity of learner qualification profile
 - Qualification reform
 - UCAS response
 - Progression Pathways project

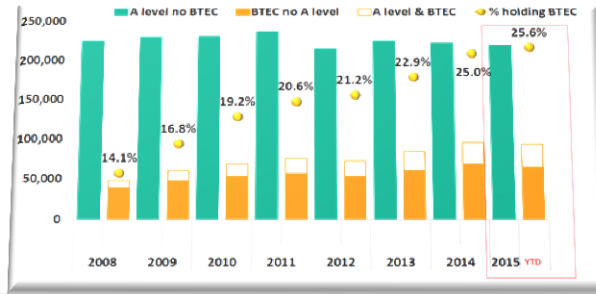
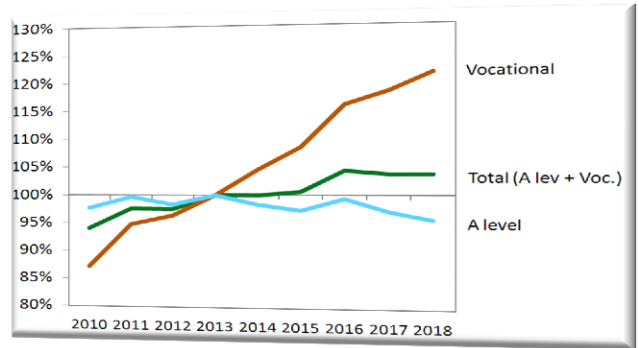
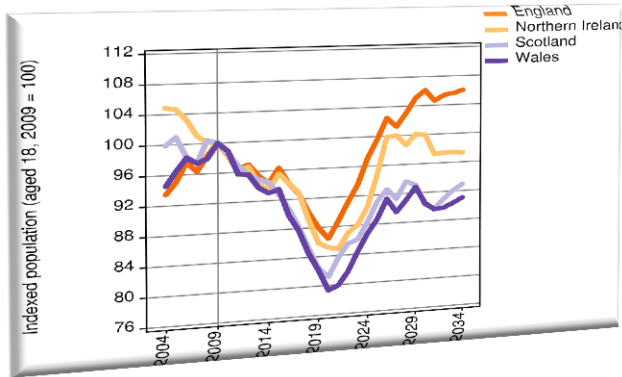


Accepts with A levels and BTECs

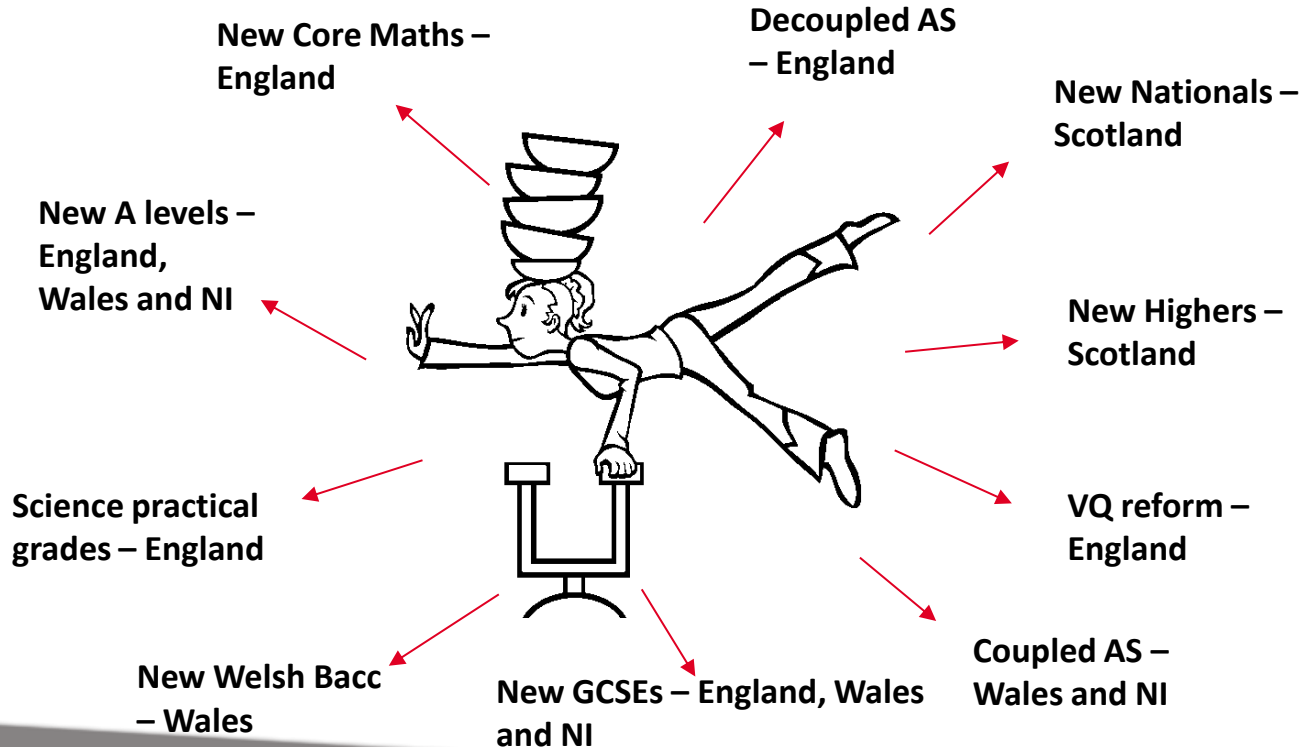
English accepted applicants of all ages: 2008 - 2015



Key trends



The changing landscape



Qualification reform timeline

Aug/Sep 13 Aug/Sep 14 Aug/Sep 15 Aug/Sep 16 Aug/Sep 17 Aug/Sep 18



Key

First teaching



Reach HE

* Based on current recommendations

Last updated: April 2014

Perceptions about current provision

- More than one in ten teachers rate careers advice as 'poor'.
- Only a third of learners discuss their strengths with parents or teachers with any frequency.
- Teachers and parents would like 'more comprehensive and up-to-date career information'.

The Telegraph, Capp and Lloyds Banking Group survey of 6,300 parents, learners and teachers



- Over two-thirds of companies believe that schools are ineffective at preparing young people for careers.
- 41% express that universities are not preparing young people for employment.

British Chambers of Commerce survey of 3,500 business and education leaders








UCAS' response

- Focus on the learner journey and 'one UCAS'
 - UCAS Progress
- UCAS' information and advice strategy
- Progression pathways



Our admissions services

Service	Scope	Description
	Full-time undergraduate	UK, EU, and international students applying for courses c.380 universities and colleges + teacher training in Scotland
	Practice-based music, dance and drama UG and PG	UK, EU, and international students applying for courses at eight UK conservatoires
	Postgraduate teacher training	UK, EU and international students applying for teacher training at English and Welsh providers
	FT, PT, taught and research postgraduate	UK, EU, and international students applying for FT and PT PG courses at 16 UK universities
	Post-16 education and training and apprenticeships	UK students applying for courses at 2,500+ English colleges and sixth forms

The learner journey is the axis

Better services to learners will benefit universities and colleges.

Better services for universities and colleges will in turn benefit learners.



Diversity of UCAS' I&A

Courses and applying

Five different schemes

Videos

Social media

Which route is right for you?

There are many ways you can train to become a teacher. Find out which route is right for you! [UCAS interactive guide](#)
 Find out how to find the right route for you through the types of training available. Find out information about the routes leading to your preference.

Infographic titled 'WHAT'S YOUR ROUTE?' showing three paths: 'Direct route to becoming a teacher', 'Teaching Assistant route', and 'Trainee Teacher route'. It includes icons for 'TEACH', 'TEACHER', and 'SALARY'.

Infographic titled 'Choosing a course' with steps: 1. Find a course, 2. Apply and track, 3. Finance and support. It also includes a 'How to choose a course' section.

Infographic titled 'Writing a personal statement' with sections: 'Entry requirements', 'What the entry requirements could be', and 'BACK YOURSELF UP'.

Infographic titled 'Apply and Track' with sections: 'How to be in an application' and 'Apply and Track'.

Screenshot of the UCAS Teacher Training website showing search filters and results for 'Phonics' and 'Drama' courses.

Careers

Infographic titled 'Explore jobs' with categories: Science and research, Food scientists, Environmental science, and Ecologist.

Video thumbnail showing a woman speaking, with a play button and a '2 weeks ago' timestamp.

Video thumbnail titled 'How-to guides' with a 'Parent guide' subtitle and a '2:08' duration.

Video thumbnail titled 'Parents' guide to UCAS' with a subtitle 'Get to know the application process - Finance and support'.

Infographic titled 'Student finance' with sections: 'Explore jobs', 'Science and research', 'Food scientists', 'Environmental science', and 'Ecologist'.

Screenshot of UCAS social media activity including tweets, blogs, and key dates for clearing.

Web chats

Upcoming web chats

- Preparing for results day web chat - (Send me a reminder) 12 Aug 2015 - 16:00
- Results, Clearing and Adjustment web chat - (Send me a reminder) 17 Aug 2015 - 16:00
- Preparing for GCSE results day web chat - (Send me a reminder) 19 Aug 2015 - 16:00

Help and support

Exam Results Helpline

Get your questions answered from 13 August

Infographic titled 'Individual needs' with sections: 'Individual needs', 'Students with disabilities', 'Local information', and 'Find local support information'.

UCAS' I&A principles

1. Answer the questions learners have

2. Reflect the different starting points, preferences and profiles of the learners

3. Inspire, facilitate exploration and broaden horizons

4. Partnership and collaboration

5. Quality, completeness and impartiality

Partnership with experts

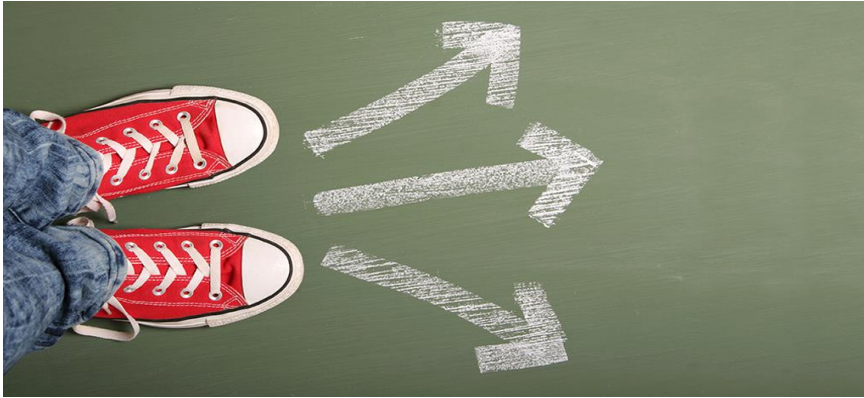
UCAS is working with third parties and specialists to provide the best quality information and advice content.

We want to facilitate a dialogue between the learner and the 'expert' they need.

We don't want to duplicate quality tools and services already available.



UCAS Progress



An information, advice and admissions service for young people making decisions about what and where to study after their GCSEs, irrespective of whether they're thinking about higher education.

Finishing school in 2016? What's next...

[Find out more](#)

1. Getting started

[What are my options?](#)

[Qualifications you can take](#)

[Apprenticeships](#)

[Traineeships](#)

[Step-by-step guide](#)

2. Find career ideas

[Explore subjects you like](#)

- Select -

[Explore jobs](#)

- Select -

[Take the Buzz quiz](#)

3. Search and Apply

[Search for courses](#)

[Sign in to UCAS Progress](#)

[Applying](#)

[Writing a personal statement](#)

[Interview tips](#)

4. Help and support

[How to use UCAS Progress](#)

[UCAS Progress FAQs](#)

[Local information](#)

[Parents and carers](#)

[Teachers and advisers](#)

UCAS Progress: Getting started

- Careers
- Qualification choices
- Apprenticeships
- Traineeships
- Where to study:
 - Sixth form
 - Sixth form college
 - FE college
 - Work-based



UCAS Progress: Search and apply

- Learners can search over 120,000 courses and 10,000 apprenticeships, and in year 11 can make and track applications.
- Enables colleges and other post-16 education providers to connect with prospective students.
- Schools can use I&A, monitor student progress, improve efficiency of reporting and target resources to those at risk of becoming NEET.



Some 'starting points'

Explore jobs and career areas...

Select a job family | Select a subject | Select a skill

Select a job family, subject, or skill to display a list of related job profiles.

Banking customer service adviser Banking customer service advisers process money as well as dealing with customer queries.	Primary school teacher Primary school teachers teach children from the ages of four to 11.	Nutritional therapist Nutritional therapists help improve and maintain health and wellbeing through diet and nutrition.
Barista Baristas make and serve coffee in shops, cafes, coffee shops and restaurants.	Forensic scientist Forensic scientists collect and analyse evidence from crime scenes.	Brewery worker You could be working on the whole of the beer production cycle, or just part of it.

Explore subjects they like...

Business studies

A knowledge of business and business processes can be useful in many different jobs including roles within the administrative and clerical job family, accountancy, banking and finance, and retail sales and customer services. It will also be useful if you are thinking about setting up your own business or being self-employed in the future.

Applied and job-related learning

There is a range of vocational qualifications such as BTEC, WJEC and approved trainee in an external business, such as:

- Accounting
- Business
- Business administration and office skills
- Computer and entrepreneurship
- Customer knowledge
- Hospitality
- Travel and tourism

Apprenticeships

There is a wide range of apprenticeships that link to an external business. These include:

- Personal assistant
- Customer service assistant
- Hubbank professional
- Database professional
- Duty manager
- Call centre agent
- Front of house manager

Explore skills they have...

Problem solving Some jobs particularly require problem solving skills and creative thinking to recognise problems and their causes, to identify a range of possible solutions and then assess and decide the best way forward.

Meteorologist Meteorologists analyse and forecast the weather.

Communication Your job requires verbal communication you may need to write or give speeches and presentations. For jobs which require written communication skills you will need to write clearly and convincingly - you could be producing or dealing with legal documents or writing articles for a magazine. You may also require good listening skills, the ability to concentrate or to be assertive.

Creativity You may need specific artistic or design skills for a job, or you may need to draw on a good imagination to come up with creative solutions to business challenges.

Banking customer service adviser Banking customer service advisers process money as well as dealing with customer queries.	Primary school teacher Primary school teachers teach children from the ages of four to 11.	Broadcast journalist Broadcast journalists report the news on TV, radio and online.
Barista Baristas make and serve coffee in shops, cafes, coffee shops and restaurants.	Copywriter Copywriters write advertising and marketing content.	Public relations officer Public relations officers are responsible for managing the reputation of a company.
Banking customer service adviser Banking customer service advisers process money as well as dealing with customer queries.	Primary school teacher Primary school teachers teach children from the ages of four to 11.	Television presenter Television presenters front factual and entertainment television shows.

Careers using business studies

Banking customer service adviser Banking customer service advisers process money as well as dealing with customer queries.	Primary school teacher Primary school teachers teach children from the ages of four to 11.	Human resources manager Human resources managers deal with recruitment, training and retention of staff.
General practitioner General practitioners (GPs) are doctors who treat and diagnose a variety of medical conditions.	Public relations officer Public relations officers are responsible for managing the reputation of a company.	(Image of two people talking)

UCAS progression pathways project

- Apart from A levels, level 3 qualifications are not well understood by learners, parents, teachers, employers or HE providers
- Changes to VQs and their assessment are even less well understood
- Complexity and lack of understanding of apprenticeships
- More students want to take mixed or vocational pathways



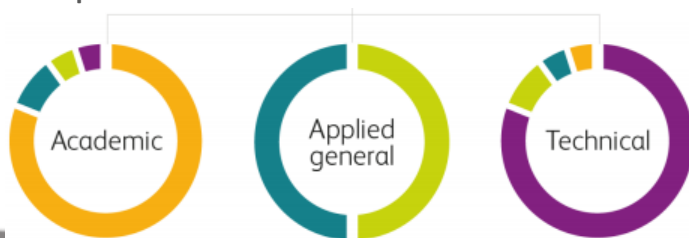
Progression pathways

<https://www.ucas.com/advisers/guides-and-resources/qualification-reform/progression-pathways>



Objective

Provide information and advice for both learners and HEPs on the issues they should respectively consider to secure appropriate, fair, and transparent progression to HE for those holding less traditional qualifications.



Resources

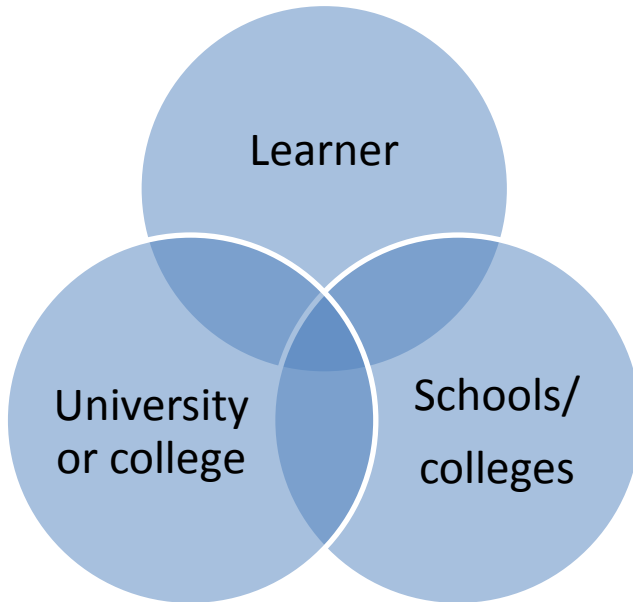
- An animation and online tool to help learners explore the different pathways.
- Videos for learners exploring issues to consider when making Level 3 choices.
- Content for admissions teams to support the recruitment and retention of these learners.
- Report summarising key issues.

Progression pathway goals

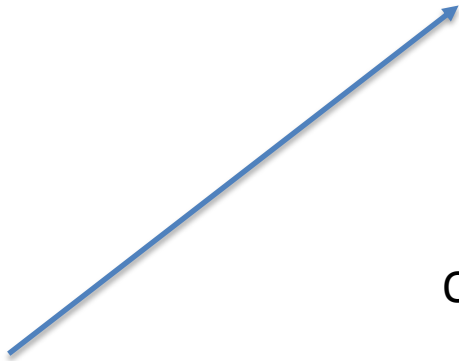
- Understanding the balance of knowledge and skills in level 3 qualifications
- interactions and connections between different qualification pathways so learners can navigate across routes
- the likelihood and ease of progressing to HE, employment, or apprenticeship depending on the level 3 pathway chosen



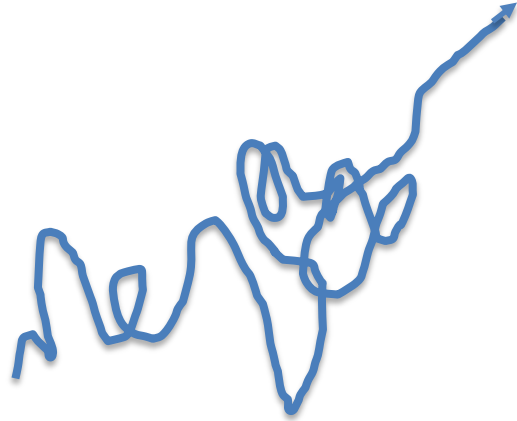
Three perspectives...



What does success look like?



Or...



‘The fundamental starting point for good careers advice is to recognise that career paths are no longer linear’

Dr Alex Linley, CEO of Capp

UCAS



Questions?



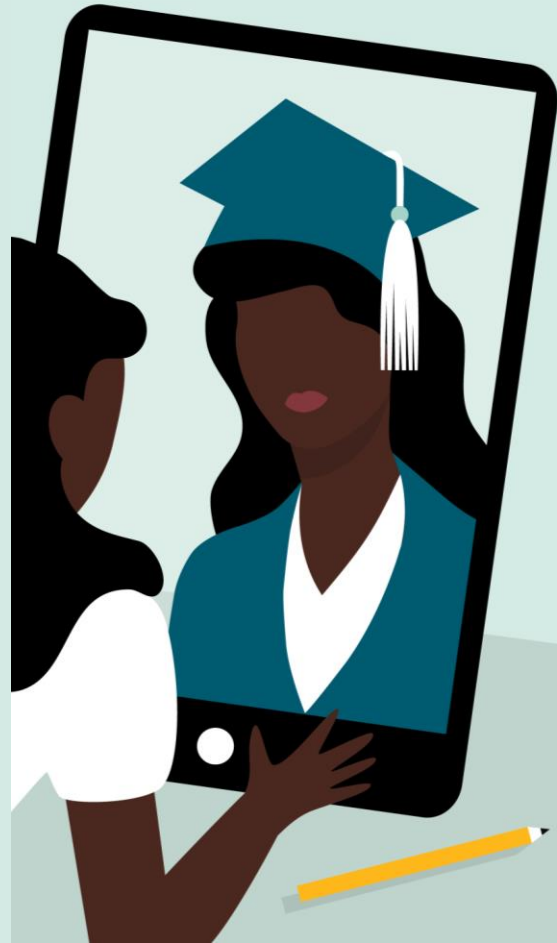


Pearson

14-19 Qualification Reforms and their Implications for HE

David MacKay
Head of Stakeholder Engagement
(HE)

5 July 2016



14-19 curriculum reforms

- AS/A levels
 - Linear (England only)
 - AS not contributing to A level result
 - Comparable outcomes with current subject grade profiles
- GCSEs
 - New 9-1 grade scale (9 the highest grade)
 - Comparable outcomes with current subject grade profiles (7=A; 4=C; 1=G)
 - Grade 5 required for performance tables
 - Most universities have indicated a baseline requirement of grade 4
- Vocational reforms (for performance tables)
 - Applied General (AG) and Tech Level (TL)
 - External assessment – AG 40%, TL 30%
 - Larger mandatory core – AG 60%, TL 40%
 - Support from stakeholders – AG Higher Education, TL employers/professional bodies

HE entry requirements for current BTECs

- **Most university courses accept the BTEC Level 3 Extended Diploma on its own with grades equivalent to A level grades in terms of UCAS points equivalence**
- Some require specific units. For example:
 - Some engineering degree courses require the optional unit *Further Mathematics for Engineering Technicians*
 - Some science degree courses require specific optional biology and/or chemistry units
- Some selective degree courses now require an A level alongside the BTEC National qualification. For example:
 - A level mathematics for engineering and computing programmes
 - An A level science for some science degree programmes
- Some selective courses now require BTEC grades that are higher than the UCAS Tariff equivalent for A levels

Pearson's approach to the review of the BTEC Nationals

Most of the main BTEC National subjects have now been redeveloped for first teaching in 2016 (progression to HE in 2018). Approach taken:

- They were redeveloped as 'BTECs' and fitted against DfE Applied General or Tech Level criteria as appropriate
- Whether AG or TL, developments were informed by our advisory groups with membership from Higher Education, employers and professional bodies.
- Letters of recognition were obtained from Higher Education Institutions, employers and professional bodies for both AG and TL qualifications

Features of the revised BTEC Nationals

- External assessment – at least 33%
- Larger core of mandatory units – at least 50%
- Students must pass all externally assessed units and most or all of the mandatory units
- Synoptic assessment
- One resit for externally assessed units
- One resubmission/one retake for internally assessed units
- Strengthening and embedding of mathematics and/or English (writing) requirements

Pearson communication strategy on qualification reform

- Presentations on the changes to qualifications (BTECs, AS/A levels, GCSEs, etc) to Higher Education to help inform the setting of entry requirements, including:
 - Visits to individual universities – 62 visited to date in England, Wales and Northern Ireland
 - A joint meeting of 14 Scottish universities
 - Representative organisations, including ARC, HELOA regional groups
- Pearson extranet is being made available to HE institutions providing:
 - General information sheets outlining the changes to BTEC Nationals, AS/A levels, GCSEs, Core Maths, International Advanced Levels, International GCSEs, HNCs and HNDs
 - BTEC subject guides giving detailed information on the titles, structures and mandatory content of the individual subject qualifications
 - The facility for HE providers to ask questions about the reforms

University of Birmingham BTEC Project

- Entry Requirements Information
- [Webpage for BTEC Applicants](#)
- UoB BTEC Day
- Undergraduate Mentoring Pilot
- Pre-entry Workshops
- New BTEC specifications
- Transitional support for New Entrants

shape your future here...



Curriculum Reform 2016-2022

A changing landscape – challenges and opportunities

James Seymour

Director of Admissions and Recruitment

The University of Buckingham

james.seymour@buckingham.ac.uk



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Offer Making – more and more quickly

- Cap lifted for 2015 entry – no more ABB student number controls for most courses
- only c10-15% grades predicted correctly across their base three A-level subjects
- Will % of A*- B Grades decline again in 2015, 2016, 2017?
- Unconditional offer schemes
- Make more offers in face of increased/perceived competition?
- Competition increasing for students, not offers



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The UK Post-16 climate 2015-2021

- “Staying on” in education and/or training after 16 now compulsory
 - Decline in the number of 16-18 year olds until 2020 but not in all parts of the UK
 - Sixth Forms expanding and new ones opening up
 - FE sector in transition
 - GCSE English and Maths retakes required if no Grade C or above (more Maths teachers needed...)
 - Funding challenges – larger cohorts to balance budget and still offer broad curriculum - funding per FTE cut but expansion easier
 - Some schools/colleges relaxing entry criteria for sixth form
 - GCSE grades more volatile
 - Schools/colleges joining “academic arms race”
 - Wales, Scotland, NI have their own issues...
-
- Pace of change rapid and uncertain...our core market



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Curriculum Reform – A levels from 2015 (2017 entry)

- AS and A level decoupled but co-teachable
- AS worth 40% of an A level in UCAS tariff
 - A level will repeat some AS topics but at a higher standard
- Linear A levels at end of 2 years (back to 1990s)
- Less coursework, more exam based assessments
- Subject specifications changing, some A levels disappearing
 - More mathematics components, wider range of assessment styles
- No external January exams (already the case from 2014), less resits
- Extended Project (EPQ) more popular and with UCAS points
 - 3 A levels plus EPQ model will be common
- New Core Maths qualifications in Y12-13
- Separate certificate of endorsement for science practical work



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The Buckingham Applicant Pool

- 2,500 undergraduate applications for c400 places in 2016
- Major plans for growth in 2016-2022
- 2 year degrees, Times University of the Year for Teaching Quality, top for Graduate Employment and Student Satisfaction, campus accommodation guarantee. Independent University
- Full service Medical School and MBChB programme
- Direct and UCAS applications, Jan, July and September starts

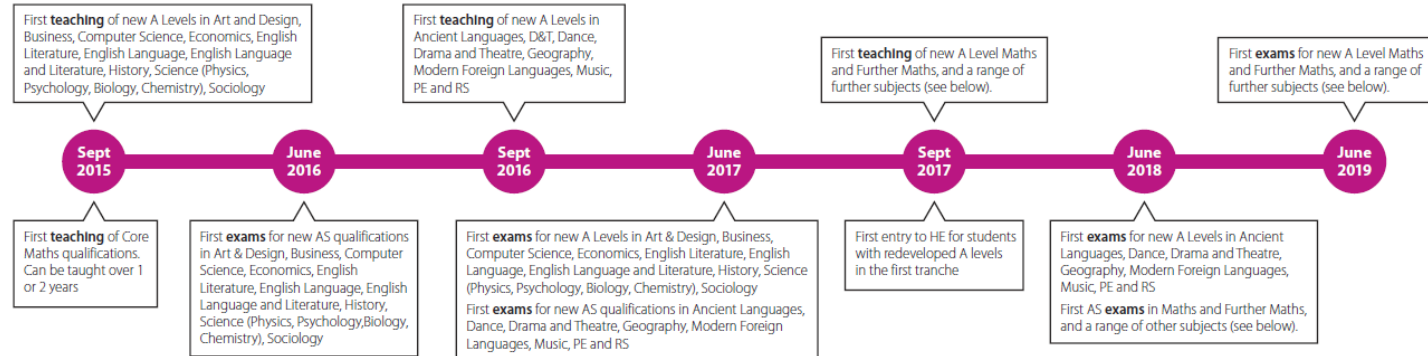
- 20%+ non A level UK entry in 2015
- Entry requirements: BBC-AAB
- 50% international students but UK intake growing significantly each year
- Average A level on entry: BBB-BBC, 320 UCAS points
- A*A*A*-BCC range accepted depending on the Degree

- Approximate figures.



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A Levels



What's changing

Between 2015 and 2018, all A Levels will be redeveloped.

The government has stated that the purpose of taking A Levels is primarily for entry to university.

New A Levels will be fully linear

All exams will be at the end of two years of study. There will be no exams in January.

Non-exam assessment

For English, History and Computer science, the amount of coursework has been reduced from 40 to 20%. The assessment of practical work in Science will not contribute to the final A Level but will be reported separately in a certificate of endorsement.

Question types

More variety in the types of questions asked, e.g. multiple choice questions and extended essay questions.

Change of titles

Business studies to Business; Computing to Computer science.

AS

The AS qualification will no longer count towards the final grade of an A Level but will be a separate qualification in its own right. The AS qualification will be 100% externally assessed (with the exception of Art & Design).

What's staying the same

No change in standard of the A Level and the AS qualification.

The AS content will be a subset of the A Level content and can be co-teachable with the A Level.

Grades will remain as present: A* to E for A Level, and A to E for AS Level.

What's happening to other A Levels?

A Level subjects to be discontinued from September 2017:

Anthropology, Applied art and design*, Applied business*, Applied ICT, Applied science, Citizenship studies, Communication and culture, Critical thinking, Economics and business**, Engineering, Home economics-Food, nutrition and health, Human biology*, Humanities, Leisure studies, Media: communication and production, Moving image arts, Performance studies*, Performing arts*, Pure mathematics, Quantitative methods (AS), Science (AS), Science in society, Travel and tourism, Use of mathematics (AS), World development

Subjects to be reformed include:

Accounting, Ancient history, Archaeology, Classical civilisation, Creative writing, Design and technology**, Electronics, Environmental science, Film studies, Further mathematics**, General studies, Geology, Government and politics, Health and social care, History of art, ICT, Law, Mathematics*, Media studies, Music technology, Philosophy, Statistics

Curriculum Reform – Buckingham's position

Admissions Requirements

- Statement to Schools/colleges May 2016
- What do we accept now, what are the benefits of the reforms?
 - Keep it simple
 - Flexible, open, consultative with our feeder schools/colleges
 - 4th AS level, AS/A levels, GCSE requirements
 - GCSE expectations from 2017
 - Mix of old and new subjects – until at least 2021!
 - Vocational Qualifications and Mix
 - Flexibility at confirmation/results
 - Typical offers – Grades not Tariff for 2017-2021
 - International Students/Counsellors/Advisors/Schools
 - Continue to promote and welcome the IB
- BTEC and GCSE also more rigorous for 2016, 2017 entry
- Need to protect/preserve our A level/academic intake



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Curriculum Reform

An opportunity to look at what we do and why we do it

- New subject specifications and reforms may benefit our students
 - Impact of Core Maths, EPQ, “Academic” A levels
 - Reduction in “Strategic failure” in students
 - BTEC, Cambridge Technical and other Vocational quals more rigorous in 2016-2017
- Developing our curriculum 2016-2022
 - Assessment/coursework mix
 - EPQ model for dissertation/extended essay?
 - 1st-2nd stage weighting
 - Modules/retakes
 - December/January exams and assessments
 - More time for teaching and learning
 - First year/prelim transition/retention
 - What is the first year for? – it matters at Buckingham
 - Communicating with our graduate/placement employers on what their recruits will look like



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Thanks for listening

- Questions/comments welcome
- Open Days 20 August, 1 October
- July, September and January intakes
- james.seymour@buckingham.ac.uk
- www.buckingham.ac.uk/teachers

OCR Exam Board link

- <http://www.ocr.org.uk/Images/166800-ocr-guide-to-qualification-reform.pdf>



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