

VOCATIONAL LEARNING GUIDE



Birmingham, Solihull and the Black Country

Business, Administration and Finance | Construction and the Built Environment
Creative and Media | Engineering | Environmental and Land-based Studies | Hair and Beauty
Hospitality and Catering | Information Technology | Manufacturing and Product Design
Public Services | Retail | Society, Health and Development | Sport and Active Leisure | Travel and Tourism





A to Z FOREWORD



Welcome to the Birmingham, Black Country and Solihull A to Z Vocational Learning Guide.

Whether you are still at school, already involved in study or training, in work or currently unemployed, this guide aims to help you by:

- Giving you up to date information on the 14 different sectors which make up the world of work;
- Explaining what kinds of qualifications are available and how they fit together to form a ladder for your career progression;
- Showing you that there are many different ways to make progress through vocational learning;
- Sharing the success stories of local people, all at different stages of their careers and with different experiences of learning;
- Making sure you know how to get information, advice and guidance to help you get the qualifications you need.

WHAT IS VOCATIONAL LEARNING?

Vocational means to do with an area of work, eg. Engineering or Retail.

Vocational Learning is getting the set of qualifications you need to help you find out the knowledge, theory and skills which underpin your vocational area.

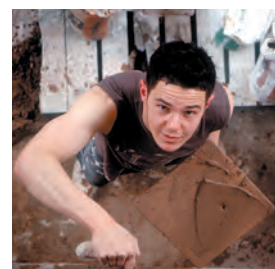
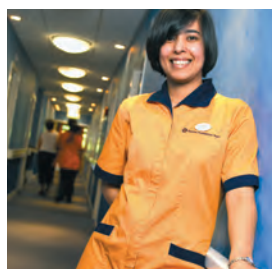
HOW DOES THIS GUIDE WORK?

It's arranged into 14 main sections, each one giving information about an area of work (or sector). These are:

- Business, Administration and Finance
- Creative and Media
- Construction and the Built Environment
- Engineering
- Environmental and Land-based Studies
- Hair and Beauty Studies
- Hospitality and Catering
- Information Technology
- Manufacturing and Product Design
- Public Services
- Retail
- Society, Health and Development
- Sport and Active Leisure
- Travel and Tourism

Each section gives information about the sector, what kinds of careers are available and what you need to do to get into them.

There is an introduction section to the Guide which gives you some general information and advice about vocational qualifications. There's also a concluding section which gives you contact details of course providers and other agencies which can help you, both nationally and locally.



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WHERE DO YOU WANT TO BE?



This A to Z Guide mainly looks at **vocational learning** and how it has changed the lives of real local people. A key benefit of vocational learning is that you can earn whilst you learn, so avoiding some of the problems that can affect learners on full-time or academic courses. Two-thirds of HND and HNC students complete their courses with no debts.



DID YOU KNOW . . .

- 40% of HE students are aged 25 or over when they start their courses?
- About half of HE students are studying part-time whilst working?
- About 40% of HE students do not have A levels?
- About half of HE students live at home and travel to study?

HIGHER EDUCATION IS FOR EVERYONE

Not just the posh with dosh; not just 18-year-old school leavers; not just people with A levels.

If you have the commitment, the right skills, the ability and the enthusiasm for your subject or vocation, then whatever your circumstances - **It's for you!**

WHAT HIGHER EDUCATION IS NOT:

- It's not just 3-year Honours degrees;
- It's not only studied full-time;
- It's not always at a University;
- It doesn't mean you have to live away from home.

IT'S ALSO:

- 2-year Degrees and Diplomas;
- Part-time study and whilst working;
- Study at a College or from home;
- Living at home.

WHERE ARE YOU NOW?

Aged 14 to 16

When choosing your GCSE, BTEC or 14-19 Diploma options at Y9 you can focus on the subjects that interest you most. Many schools offer vocational GCSEs, work-related activities and Apprenticeships with local colleges and training providers. These give you a chance to experience the world of work as well as gain qualifications whilst still at school. The 14-19 Diploma combines theoretical and practical learning, including functional English, Maths and ICT to equip you with the skills, knowledge and understanding you need for Further or Higher Education and long-term employability.

Aged 16 to 25

Your options include A levels in vocational subjects, Advanced 14-19 Diplomas, Apprenticeships and Advanced Apprenticeships, BTEC Nationals and NVQs. You can learn in the school sixth form, at college, with a training provider or in the workplace. The learning is tailored to your employment needs.

Aged 19 plus

Adults with work and/or family commitments can develop their skills and improve their qualifications through part-time, work-based or flexible learning. You can get into Higher Education with many qualifications besides A levels. Universities and colleges welcome mature students with experience of work and life.

HOW THIS GUIDE HELPS

This Guide gives information about 14 **vocational areas** or **sectors**.

The information refers to any qualification within that vocational area.

Each has its own section in which you will find:

- Examples of **Occupations** in that area;
- The **Landscape**, which gives you facts about that area - general information to help you choose the relevant qualifications for you;
- A **case study**, which is the story of a real local person who works in and studies or has studied in the area;
- A **Qualification and Credit Framework diagram** to help illustrate how the case study person got to where they are;
- A **Find Out More** section, giving some websites where you can get more information, advice and guidance.



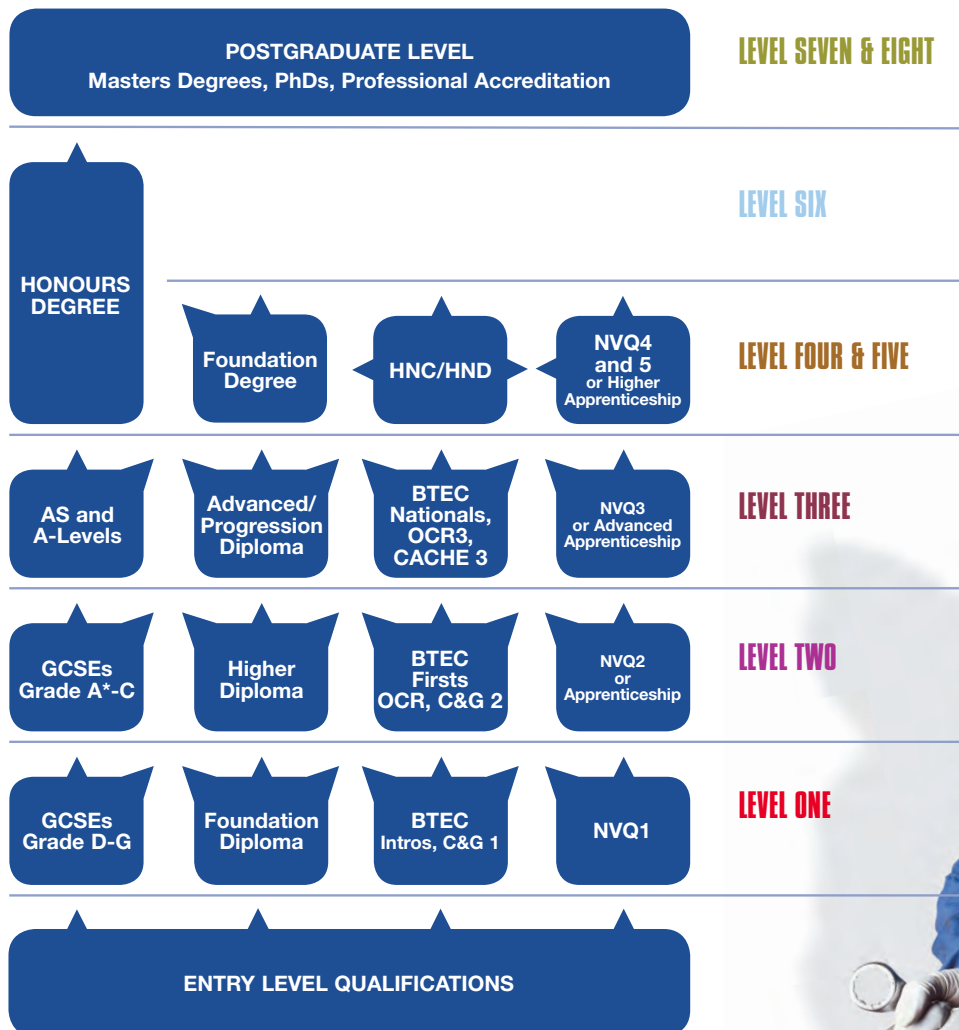
PATHWAYS TO SUCCESS



The best way to improve your chances of a good career is to get qualified. Whatever your age and whatever stage you're at in your education and training, there's a pathway to success that's right for you.

With so many qualifications on offer, you need to be able to sort the different types out, see how they compare with and relate to one another and what they involve. Fortunately, there's a map that helps you do this - it's called the Qualification and Credit Framework (or QCF). The table below shows examples of qualifications you can get (eg. Apprenticeship).

The Qualification and Credit Framework



Access to Higher Education Diploma sits as a **LEVEL THREE** course.



THREE STEPS TO LEARNING

Step 1 Level of Learning

Qualifications are at different levels of difficulty. The higher the level, the more demanding the qualification and the more challenging the work it equips you to do.

- **Entry Level:** covers the basic knowledge and skills needed for everyday life. Not geared to particular jobs.
- **Level 1:** also learning about everyday situations but may be linked to a job.
 - **Foundation learning:** Learners follow personalised programmes at Entry Level and Level 1 tailored to their individual needs and aspirations. A more personalised approach helps learners to build confidence and skills.
- **Level 2:** you gain a good understanding of the subject or vocation and build the knowledge and skills to equip you for many different job roles.
- **Level 3:** the greater depth of knowledge and theory and more advanced skills you need to go into Higher Education (HE), work independently or supervise or train others at work.
- **Levels 4, 5 and 6:** HE qualifications (HE Certificates, HE Diplomas and Degrees) which prepare you for technical and professional careers and for managing and developing others.
 - **Levels 7 and 8:** include higher degrees and professional qualifications for the specialist.

Step 2 Kinds of Learning

There are 3 main kinds of learning:

- **Academic:** you learn the knowledge and theory relevant to a **subject**. There may be practical work (eg. in the sciences or technologies) but it's related to the theory. GCSEs and A Levels are examples.
 - **14-19 Diplomas** have elements of academic and vocational learning

so sit between 'academic' and 'vocational'. You'll study in a sector of work (called a 'Line of Learning') but with an academic emphasis.

- **Vocational:** you find out the knowledge, theory and skills which underpin a **vocational area**. So for example you might do a BTEC National in Science (Forensic) to equip you to be a Forensic Scientist.
- **Occupational:** you learn **on-the-job** and are assessed in the workplace too. You learn some knowledge and theory relevant to the job but there's more focus on developing the skills and competences you need to be able to do that job effectively eg. National Vocational Qualifications (NVQs).
 - **Apprenticeships** are learning programmes with vocational and occupational elements (eg. you'd do an NVQ in the workplace and perhaps a BTEC on day release at college).

Step 3 Ways of Learning

There are two main ways of learning:

Full-time learning involves studying full time on a course at college or university; you may do some part-time work or work experience whilst you're studying.

Part-time learning is when you are in full-time work and you do your studies at college or university in the evenings or on days or half-days away from work by arrangement with your employer.

A variation of part-time study is **Distance and Open learning**, where you learn from home using learning guides sent via the post or online. Learning is supported by tutors who you might meet once a month. Open University courses are like this. Or you might learn through a **Virtual Learning Environment (VLE)**, an online system which supports learning by providing learning materials, assessment, feedback, interaction with other students and so on.

WHAT IS FURTHER EDUCATION?



This is the stage after age 16 where you've done your GCSEs, perhaps got a BTEC first or a 14-19 Diploma as well and are studying for a further qualification up to and including Level 3 (eg. BTEC Nationals, Advanced Diploma, NVQ3). Further Education providers include Sixth Form colleges, Further Education colleges, specialist colleges and training providers.

How's it different from higher education?

Higher Education is the stage after Level 3 where you're going for an HND, HNC or Foundation Degree (Levels 4 and 5), an Honours Degree (Level 6) or postgraduate/professional study (Levels 7 and 8). Higher Education courses can be studied in Further Education colleges, Higher Education colleges, Universities and University Colleges.

How much work is involved in vocational study?

It depends on the size of the qualification and its level of difficulty. Your course will be broken up into chunks of learning called Units or Modules. You will study a particular part of your course in a unit and at the end it will be assessed. Normally, you can't move on to the next unit until you've succeeded at the one you're on. Units tend to be of a standard size at a particular level and qualifications may be defined by the number of units they contain. The best example is BTEC

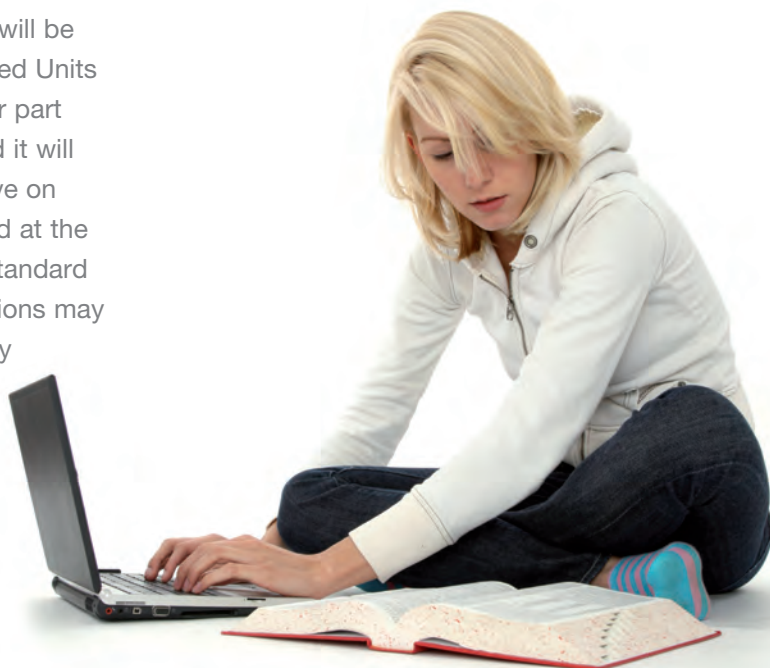
Nationals, where an Award has 6 units, a Certificate has 12 and a Diploma has 18.

I'm working full-time – will I have enough time to do my course?

Yes, part-time courses for people in work are designed so that you can cope. You'll either do fewer units in the same time as a full-time learner or the same number over a longer time. Your course will run at times when you can get to college and your employer may give you study time as well.

I've been out of study for years – what support will I have?

Plenty! You'll have a tutor at college who will look after your study support; you can usually do extra classes to help with particular learning issues; colleges have learning support centres with dedicated staff you can talk to. Also, there'll be a lot of other adults returning to education in the same boat, so you won't be on your own.



WHAT IS A PROGRESSION AGREEMENT?

The Birmingham, Black Country and Solihull Lifelong Learning Network (BBS LLN) is a partnership of Further and Higher Education (F and HE) providers across the region. You'll find the contact details of the partners on pages 38 and 39 of this book.

A Progression Agreement is an arrangement between Colleges and Universities which spells out the value of a vocational qualification so that learners can see how to progress from it onto a HE programme (eg. a Degree or HND).

The Agreements help you to progress into HE by providing clear statements about what you, the learner, need to do to progress onto the HE course of your choice. This includes recognition of prior experience and qualifications or credits you've already achieved and setting out what else you need to do to get a place.

The BBS LLN believes that everyone who has developed the necessary skills should have fair and equal access to all levels of F and HE for vocational, work-based and career-orientated learning routes. To achieve this, the LLN has developed many Progression Agreements across the local network of Colleges and Universities and with private training providers too.



To help you find if your learning pathway has a Progression Agreement, BBS LLN have created the HE Route Planner, an online tool which you can use to find which course/s are available and gives you more information about what they are and how you get onto them.

Go to www.herouteplanner.co.uk



BUSINESS, ADMINISTRATION & FINANCE

OCCUPATIONS

Accounting Technician
Advertising Copywriter
Business Analyst
Chartered Accountant
Company Secretary
Event Organiser
Financial Manager
Human Resources Officer
Insurance Broker
Investment Analyst
Legal Secretary
Market Researcher
Payroll Clerk
Receptionist
Sales Representative
Secretary
Telesales Operator

THE LANDSCAPE

In 2008 there were 65,700 people working in Finance and Insurance industries and 184,500 employed in the Business, Administration and Support Services sector in the West Midlands.

To get into the careers shown here you will need at least Level 2 qualifications; for some (eg. Chartered Accountant) you'll need a degree plus professional qualifications. But you can gain access to all of them through vocational pathways.

As a starting point, you'll need a good skills base. Literacy/communication and numeracy (number skills) are essential, as is the ability to use computers. Being able to work well with others, manage your work time and review and improve your own working practices is also vital.

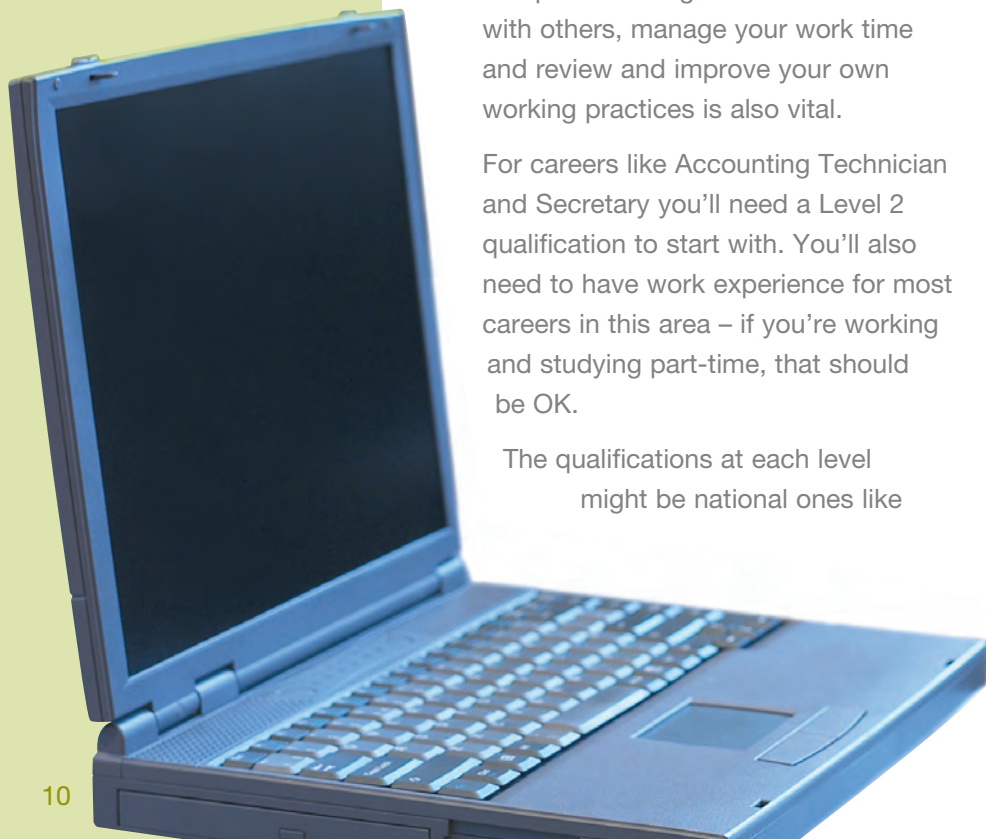
For careers like Accounting Technician and Secretary you'll need a Level 2 qualification to start with. You'll also need to have work experience for most careers in this area – if you're working and studying part-time, that should be OK.

The qualifications at each level might be national ones like

GCSEs or an NVQ3, or they may be particular to that career (sector-specific), such as the Association of Accounting Technicians (AAT) or Chartered Insurance Institute (CII) awards. See 'Find Out More' on the next page for some useful sources of information.

Post-16 learners in the Black Country have access to the Higher Education Modules in Schools (HEMiS) programme, run by Wolverhampton University, which gives learners in schools and colleges a taste of university life and can mean they get credits towards degree subjects. See 'Find Out More' for a weblink.

As you raise your sights higher, so the qualification demands rise too: so for the professional-level careers such as Business Analyst you're more likely to need a degree and a professional qualification (eg. from the Institute of Financial Services, IFS). It's also important to have relevant work experience even at these higher levels.



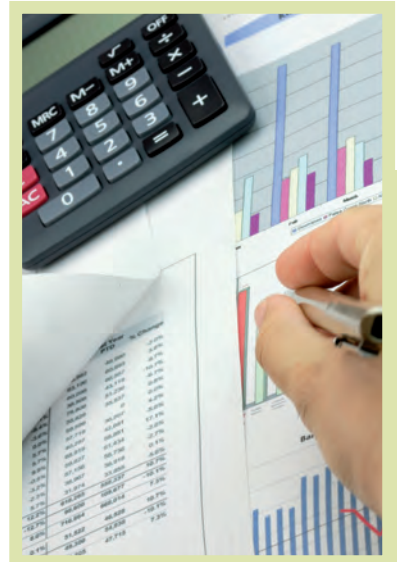
ANDREOUS MATHIUS

Andre did a mixture of GCSEs and BTECs at school, which he says “was quite relevant for the decisions I made when I left school”. He decided to go for a BTEC National Diploma in Business at Sandwell College because “I wanted to increase my knowledge and make a success of my life. I am aiming to get distinctions for all of my course”, he says.

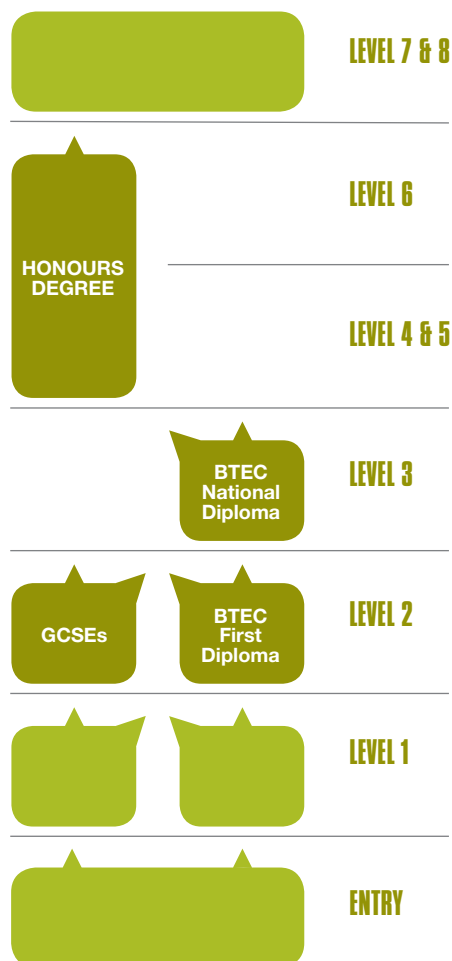
Why go for a vocational qualification? “I disliked exams and I found I could get a good education doing something I am good at which is a coursework-assessed Business course”. He’s added to his studies by doing a HEMiS module in Accounting and Finance as well as GCSE maths and a Certificate in Financial Studies. Students are often unaware they can add extra relevant qualifications to their main course in this way.

What does Andre think of the vocational learning experience? “The support for my studies was top class because there is always someone there to help you. Being in college was a good experience as the environment is more relaxed than what it was at school”.

Andre first thought HE might be for him when he was 15 “and I was not doing very well in school at the time”. He is now planning to go to Aston University to study Finance.



HIS ROUTE...



(See the table on page 6)

FIND OUT MORE

For general information about graduate careers, look at the Prospects site at www.prospects.ac.uk

For information about the local labour market, see the Aimhigher West Midlands Learning Pathways System at www.aimhigherwm-alps.org

For information on the Wolverhampton University HEMiS scheme, go to University home page at www.wlv.ac.uk and search for 'HEMiS'.

For accountancy, look at the Association of Certified Chartered Accountants at www.accaglobal.com

For Insurance industries see the CII site at www.cii.co.uk

For banking and finance industries, the IFS site is at www.ifslearning.ac.uk

For human resources, see the Chartered Institute of Personnel and Development site at www.cipd.co.uk

For Marketing, see the Chartered Institute of Marketing site at www.cim.co.uk

CONSTRUCTION and the BUILT ENVIRONMENT



OCCUPATIONS

Architect
Bricklayer
Carpenter
Chartered Surveyor
Civil Engineer
Electrician
Environmental Engineer
Estate Manager
Heating Engineer
Highways Engineer
Interior Designer
Land Surveyor
Painter and Decorator
Plasterer
Plumber
Quantity Surveyor
Roofer
Scaffolder
Stonemason
Thermal Insulation Engineer
Town Planner
Water Engineer
Window Installer

THE LANDSCAPE

In 2008 there were 121,200 people working in the Construction industry in the West Midlands. Whether this will rise in the future is not clear because of the economic uncertainties but previous forecasts predicted increases in employment amongst painters and decorators, carpenters, bricklayers, construction professionals and technical staff.

The West Midlands construction industry is made up of jobs in public housing, private housing, redevelopment and regeneration projects, work for Local Authorities, industrial and commercial builds. There are still skills shortages at both managerial and professional level (eg. Quantity Surveyors) and at skilled worker level (eg. bricklayers and carpenters).

Training requirements vary enormously, from 7 years minimum full-time study and professional experience for an Architect to part-time short course or on-the-job training for semi-skilled jobs.

Qualifications such as

Apprenticeships, NVQ Levels 2 and 3 and BTEC Nationals are available; you can study full-time at college, part-time at college whilst working or be assessed on-the-job for an NVQ. You can now

go for a 14-19 Diploma in Construction and the Built Environment at school or college as well.

Higher qualifications include Foundation Degrees and Higher National Certificates and Diplomas, as well as the traditional 3-year full-time Honours degree. Foundation Degrees, HNCs and HNDs are typically 2-year courses which can be topped up to a full Honours degree, usually with a minimum of another year's study.

The lead body of the Construction sector is ConstructionSkills (formerly the Construction Industry Training Board, CITB), which offers qualifications, gives grants to some learners and even runs 5 special National Construction Colleges around the country (one of which is in Birmingham – see 'Find Out More' on p13).

Various professional bodies represent the Construction industry and provide information on careers in it (eg. RIBA, the Royal Institute of British Architects and ICE, the Institute of Civil Engineers). See 'Find out More' for website addresses and more information.



NATHAN REEVES

Nathan left school with GCSEs and a City & Guilds qualification in Building Craft Occupation which he did at Walsall College whilst still at school. “I went to Walsall College to do an Apprenticeship in Shopfitting. It was interesting and I enjoyed the work experience – without that, I wouldn’t have known what the job was like”.

Nathan passed his Level 1 Apprenticeship, is now on Level 2 and is hoping to start on Level 3 next September. He decided against full-time study. “I prefer to be working whilst learning so that I’ve got some money coming in”. He has enjoyed college life and gets on well with the other learners.

Nathan hopes to go on to Level 4 studies at University. “I’d like to do a management course and won’t mind doing another year of studying. I fancy going into managerial work and I’m thinking about a local uni to do an HNC or HND”. He got some information and advice from his manager at work but the real stimulus came from a meeting with staff of the LLN Progression Agreement when they came to college. “My awareness of HE possibilities started during my Apprenticeship after I left school” he says.

What would he advise others thinking of doing a Vocational Qualification? “I’d advise them to go for it and get a job that gives you good training like the Apprenticeship”.

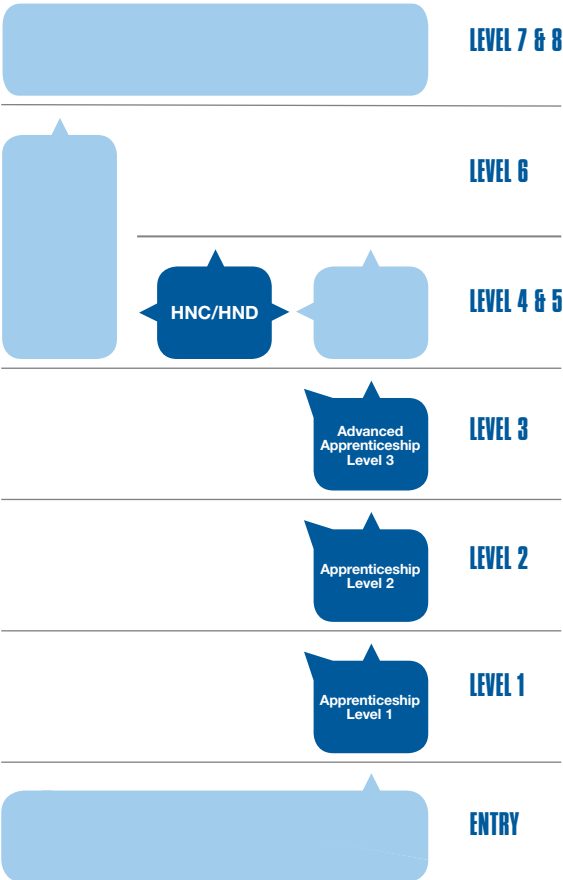


HIS ROUTE...



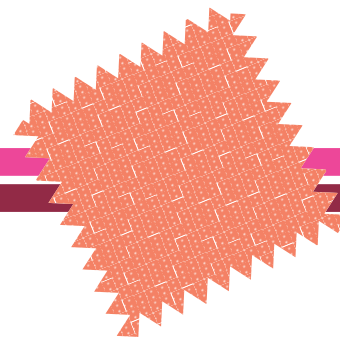
FIND OUT MORE

- For general information about graduate careers, look at the Prospects site at www.prospects.ac.uk
- For information about the local labour market, see the Aimhigher West Midlands Learning Pathways System at www.aimhigherwm-alps.org
- For general information about the construction industry, have a look at the ConstructionSkills site at www.cskills.org
- The ‘bconstructive’ website is also useful www.bconstructive.co.uk
- Information about Architecture can be found at www.architecture.com
- For Chartered Surveyors, the Royal Institute of Chartered Surveyors website is www.rics.org and for Town Planners it’s the Royal Town Planning Institute at www.rtpi.org.uk
- Those interested in Civil and Environmental Engineering should go to the website of the Institute of Civil Engineers (ICE) at www.ice.org.uk
- The Birmingham National Construction College is at 83 Lifford Lane, King’s Norton, Birmingham B30 3JE
T. 0300 456 5620
F. 0121 459 2948
E. nationalconstruction.college@cskills.org



(See the table on page 6)

CREATIVE & MEDIA



OCCUPATIONS

Actor

Animator

Author

Broadcast/Newspaper
Journalist

Ceramics/Pottery Designer

Costume Designer

Dancer

Fashion Designer

Film/Video Production
Manager

Industrial/Product Designer

Jeweller

Location Manager

Machine Printer

Media Researcher

Musician

Photographic Technician

Photographer

Printmaker

Recording Industry Producer

Sculptor

Technical Illustrator

TV/Film Camera Operator

Writer

THE LANDSCAPE

What do you think of when 'Creative and Media' is mentioned? The theatre? Artists and Sculptors? Radio and TV? It's true that all of these employment areas fall into this broad sector but it's not all about pure art. There are many technical jobs in the sector as well – increasingly so as computer-aided design (CAD) and other high-tech developments drive changes.

And change is a key word; most Creative and Media companies are small, with a high proportion of graduates in the workforce. This makes them very flexible and responsive to the market. Also, the very nature of the sector means it is innovative. Hence you need to have the kinds of skills that are easily transferred from one task to another, be prepared to update your skills continuously and have the commitment to achieve your goals.

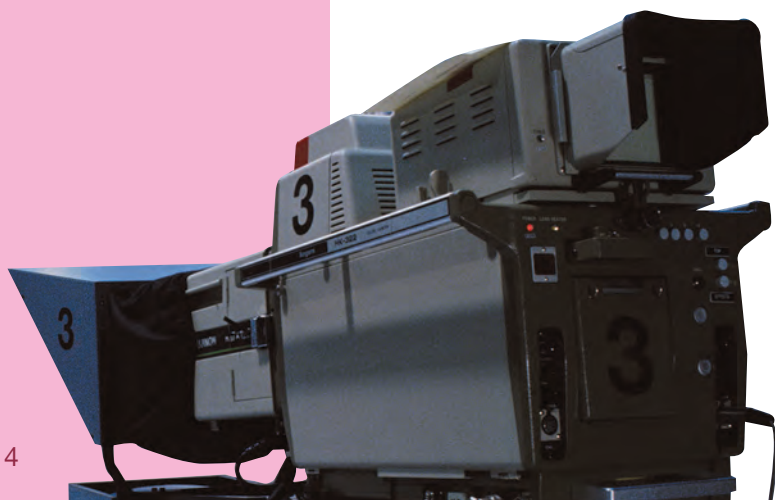
Many people working in the Creative and Media sector in the West Midlands are employed in small businesses with

an average of less than 5 staff. Employers in the region expect an increase in jobs in the sector over the next few years as the economic situation improves. The UK is a world leader in Creative and Media industries and this region is well represented.

Qualifications required for progression in the industry vary from traditional A levels and 14-19 Diplomas through BTEC Nationals (eg. in Art and Design) to NVQs.

There are also specialist qualifications – for example, the Audio Visual Industries Induction Certificate, a Level 2 award validated by City & Guilds. It's designed to give you the skills and knowledge necessary to make a start in the industry. See the City & Guilds website (in 'Find Out More' on p15) for more information.

Higher education qualifications are very useful across the sector and professional awards – eg. Certificate or Diploma in Management Studies (CMS/DMS) – will help you in finding managerial-level jobs.



CHARLIE BENCE

Charlie’s dyslexia prevented her from getting good GCSEs despite help from school so after Y11 she went to Sandwell College to do a BTEC First Diploma in Performing Arts. She’d always enjoyed dance and drama and the vocational course suited her abilities.

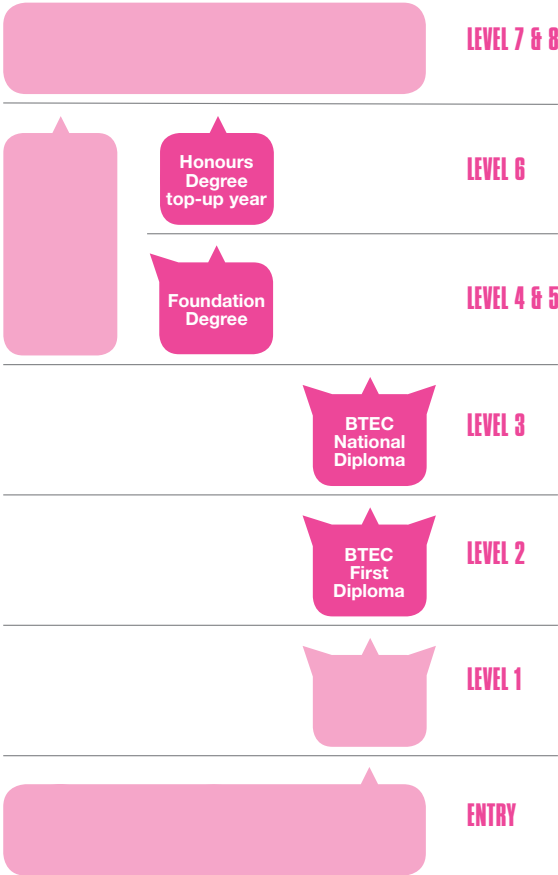
After taking a year out to have her baby son, Charlie then did a BTEC National Diploma in Musical Theatre at Dudley College. She uses her skills to teach a weekly drama class where she writes scripts for performances as well.

She’s now moved on to a Foundation Degree in Photography back at Sandwell College. “I’m really enjoying the photography course and college life”, she says, “particularly the creative side of it. And the practical nature of the course really suits me. I’ve always been aware of HE, even at school, but I thought that HE might be beyond me because of my dyslexia. Now I’ve found a course I can do and I’m good at”.

Any regrets about going into vocational learning? “None. Everyone should go for it! The friends and the college lifestyle are so good. It’s no good just leaving school and getting a job because you won’t know what you’ve missed”, she says.



HER ROUTE...



FIND OUT MORE

- For general information about graduate careers, look at the Prospects site at www.prospects.ac.uk
- For information about the local labour market, see the Aimhigher West Midlands Learning Pathways System at www.aimhigherwm-alps.org
- A good starting point is at the industry lead body, Creative and Cultural Skills – see its website at www.ccskills.org.uk
- For information about the audio-visual industries, see www.skillset.org
- If you’re interested in the stage, see the National Council for Drama Training at www.ncdt.co.uk
- Journalists can find more at the National Council for the Training of Journalists at www.nctj.com
- To find out more about printing, try the Printmakers Council at www.printmaker.co.uk
- For information on the Audio Visual Industries Induction Certificate see City & Guilds at www.cityandguilds.com/11351.html

ENGINEERING

OCCUPATIONS

Aerospace Engineer
Automotive Engineer
CAD Engineer
Communications Engineer
Electrical and Electronic Engineer
Gas Service Technician
Heating Engineer
Marine Engineer
Mechanical Engineer
Motor Vehicle Mechanic/Technician
Oil and Gas Engineer
Polymer/Plastics Technologist
Production Engineer
Production Supervisor
Satellite Systems Technician
Security Systems Installer
Site Engineer
Sound Engineer
Structural Engineer
Watch/Clock Repairer

THE LANDSCAPE

Engineering has been historically the most important industry in the West Midlands and the area was the cradle of the Industrial Revolution 250 years ago.

Now the traditional heavy industry is moving elsewhere and West Midlanders are doing what they've always done – recognising the necessity for change and pioneering those changes. Engineering is still a major employer though with 50,000 people working in the region in the motor trade alone.

Engineering is moving into new leading-edge design and technology areas. Highly-skilled Engineers will be in high demand as this change occurs.

The importance of IT in Engineering is apparent from the number of jobs for specialists who can bring the two areas together – for example, Computer Aided Design (CAD) Engineers.

Trained Engineers are at three main levels:

- Engineering Technician: requires an HND/equivalent
- Incorporated Engineer: needs a degree



- Chartered Engineer: postgraduate study needed to achieve Institute Membership status

Opportunities for Engineers now depend on high skills levels which can be developed through a wide range of qualification pathways.

The 14-19 Diploma in Engineering is an important qualification for 14-19 year olds, designed to give you a sound foundation in engineering principles. The Diploma blends theoretical knowledge with practical application and prepares young people for entry into work, Apprenticeships or further study. Engineering Diplomas are available at all levels and universities such as Oxford and Cambridge have said that they are acceptable for entry to degree courses.

The Apprenticeship is another recent qualification which is flourishing in Engineering. It allows you to study an NVQ whilst at work, a technical certificate at college and learn skills which you can use in a variety of jobs. It's a really good package and the Advanced Apprenticeship leads naturally into Higher Education programmes like HNDs, Foundation Degrees and Honours Degrees.

AL WHALEN

Al left school at 17 with 9 GCSEs and joined the Royal Air Force where he studied for a City & Guilds in Electronics and a BTEC National Diploma in electronics, which helped him gain an NCO's promotion. He then achieved an NVQ Level 3 in Engineering as well as a distance learning HNC in Aeronautical Engineering. He has now returned to the West Midlands where he has embarked on a Foundation Degree (Science) at the University of Wolverhampton.

Al says “I chose to do the FdSc to further my career in the RAF. I will be able to apply for a Commission as an Engineering Officer.”

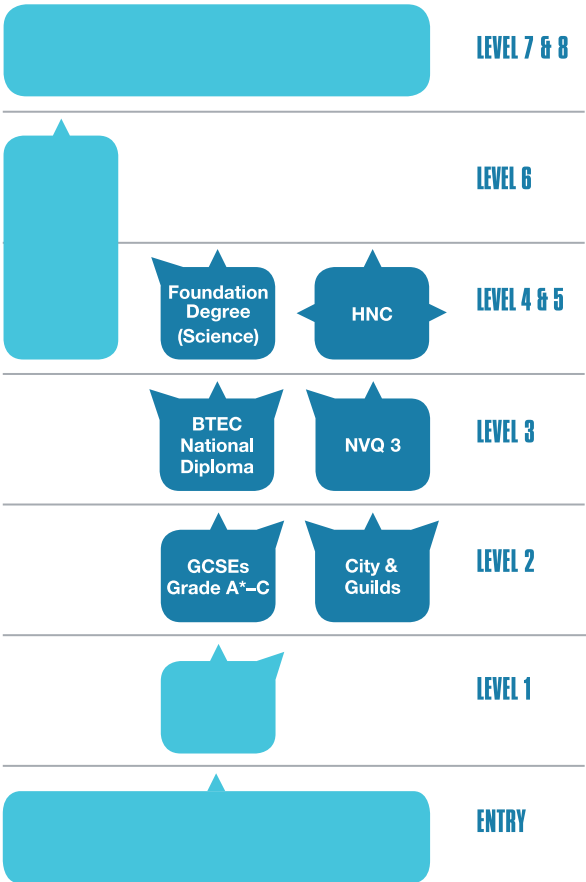
Al’s HNC counted as prior learning to get him fast-tracked onto year 2 of the FdSc. He’s able to carry on with his RAF duties because the FdSc is taught on one day each week.

The FdSc was assessed by a mixture of assignments and written exams. Al says, “I would have preferred assignments only as I seem to learn better that way”. However, he had good support through tutorials and tutor guidance for the assignments.

Al gives this sound advice to anyone thinking of doing a Foundation Degree: “set enough time aside to do the assignments, hand them in on time, and go for it!”



HIS ROUTE...

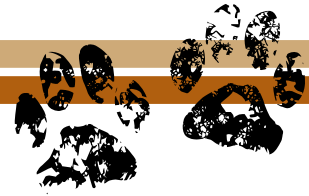


FIND OUT MORE

- For general information about graduate careers, look at the Prospects site at www.prospects.ac.uk
- For information about the local labour market, see the Aimhigher West Midlands Learning Pathways System at www.aimhigherwm-alps.org
- The Engineering Council sets standards for the engineering professions www.engc.org.uk
- The engineering sector skills council is SEMTA, giving information on careers and training www.semta.org.uk
- Each engineering specialism has its own Institute which supports the professional development of its member engineers. Each gives detailed information about the specialism. For a list of Institutes, go to www.engc.org.uk
- An example is the Institute of Chemical Engineers at www.cime.org

(See the table on page 6)

ENVIRONMENTAL & LAND-BASED STUDIES



OCCUPATIONS

Agricultural Crops

Agricultural Livestock

Animal Care

Animal Technology

Aquaculture

**Environmental Conservation
and Engineering**

Equine

Fencing

Farriery

Floristry

Fisheries Management

**Game and Wildlife
Management**

Land-Based Engineering

**Horticulture, Landscaping
and Sports Turf**

Production Horticulture

Trees and Timber

Veterinary Nursing

THE LANDSCAPE

Although the number of jobs in the sector overall is falling, most job losses will be amongst unskilled workers – if you have qualifications, your prospects will be better.

Some career areas will become increasingly important, though – especially in environmental-related industries. Engineers will play a key role in assessing and managing the effects of human activities and natural events on the whole environment. They will be involved with things like:

- Waste management
- Land reclamation
- Pollution and effluent control.

This is a sector where there are good opportunities for research. Science graduates may be interested in:

- Energy use and conservation
- Plant and animal breeding and genetics
- Crop protection
- Biotechnology.

There will also be more and more jobs created to help to counteract the effects of climate change, to meet demands for reduction in non-renewable energy resources and to develop new energy supplies as this becomes an increasingly important part of our lives.

There are many qualification pathways into careers in the environmental and land-based industries; one now well-established route is through an Apprenticeship. An Advanced Apprenticeship is suitable for an individual with the ability to achieve an NVQ at Level 3. See 'Find Out More' for a weblink on Apprenticeships.

If you are interested in research, you will need an honours degree in an appropriate science subject, usually in biological science or chemistry. You don't always have to have A Levels to get onto a degree course, particularly if you're a mature learner, where a popular route into HE is via an Access to HE Diploma, studied full or part-time at your local college. They are designed to prepare you for degree-level study and you can do different Access courses to suit your career aspirations.



MELANIE DOLMAN

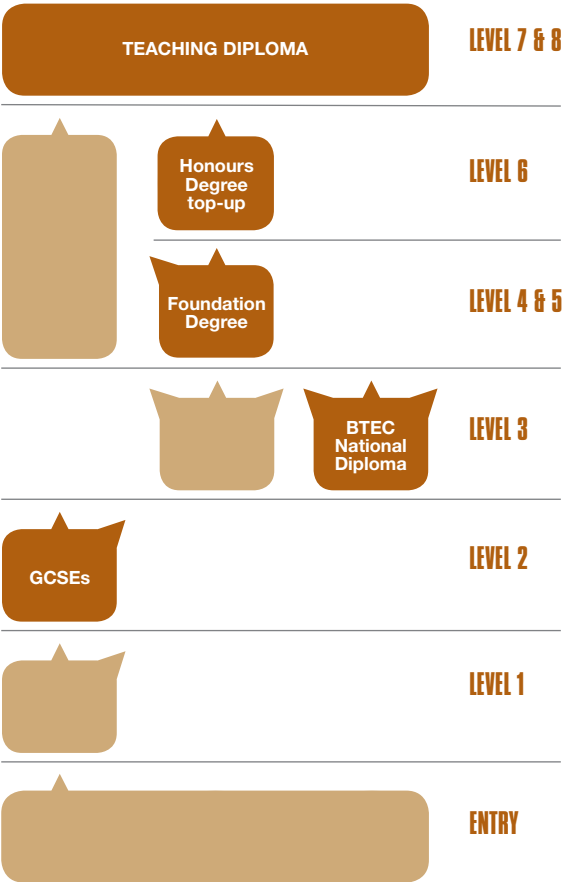
Melanie left school with GCSEs and went to Rodbaston College to do a BTEC National Diploma. “I didn’t enjoy school so didn’t want to stay on for sixth form. I wanted a practical course where I wasn’t in a classroom doing lots of theory because I felt I needed to build practical knowledge and experience. I studied full time”.

She says, “I loved my first year of college. I had a great tutor and for the first time I was interested in the subject being taught. I also loved the practical hands on learning – only around four hours a week were classroom based”. She eventually got a place on the Foundation Degree in Equine Management at Rodbaston, which she achieved. “Now I’m converting it to a full Degree by doing the top-up year which I finish in June. In September I will be starting my Diploma in Teaching in the Lifelong Learning Sector at Stafford University!”

To others thinking of getting a Degree, she says: “Do one! I gained so much, not only knowledge and experience but also confidence. People shouldn’t let school put them off learning because when you are in an environment where you and everyone around you are passionate about the subject it doesn’t feel like learning. It can also lead to great opportunities. I believe I would not be who I am today, or in such a great job that I love so much, if I had gone into employment straight from school”.



HER ROUTE...



(See the table on page 6)

FIND OUT MORE

- For general information about graduate careers, look at the Prospects site at www.prospects.ac.uk
- For information about the local labour market, see the Aimhigher West Midlands Learning Pathways System at www.aimhigherwm-alps.org
- See www.apprenticeships.org.uk for general information on the range of apprenticeships available in England.
- The sector skills council for the land-based sector is LANTRA. Its website is at www.lantra.co.uk
- To find out more about Access to HE courses, visit the Access website at www.accesstohe.ac.uk
- If you're interested in pursuing a research career in the environment, see www.nerc.ac.uk

HAIR & BEAUTY STUDIES

OCCUPATIONS

Hairdressing

Beauty Therapy

Barbering

Nail Services

Spa Therapy

African-Caribbean
Hairdressing

Hairdressing and
Salon Management

Salon Business
Management

Spa Management

Reflexology

Complimentary therapies

THE LANDSCAPE

According to Habia, the standards-setting body for the Hair and Beauty industry, the hairdressing and beauty therapy sector is rated by its staff as very rewarding to work in. Characteristics of the industry include opportunities to meet new people and being made to feel appreciated.

It's also an industry with a tradition of on-the-job training. In 2007-8, 83% of employees received training compared to an average of 69% across all industries. A high proportion of workers hold Level 2 and 3 qualifications. Hairdressers are 6 times more likely to hold professional vocational qualifications than any other sector, according to Habia.

There are at present over 36,000 hair salons in the UK employing about 180,000 staff with a turnover in excess of £4.8 billion. There are more than 7,500 beauty salons, and spa tourism is worth over £1.4 billion annually to the UK economy. These are industries predicted to maintain their position or expand in any economic situation.

Jobs in the industry require significant skills competences.

For example, a good Spa Therapist should have:

- Physical stamina
- Basic rules of science and maths
- Dexterity
- A 'vibrant, sparkling, strong and interesting' personality
- Good communication skills and diplomacy

Habia reports that there's a skills shortfall in Hair and Beauty industries which means the demand for trained staff will grow.

On-the-job learning and training is well established and Habia have a long-standing partnership with City & Guilds to provide NVQs. These awards are now supplemented by Apprenticeships and Advanced Apprenticeships in Hairdressing.

Beauty Therapists are more likely to have taken a full-time College course, such as a BTEC National in Beauty Therapy Sciences which involves development of underpinning knowledge, including science topics like dermatology and microbiology.

Habia has worked with HE institutions and Industry Forums to develop and approve frameworks for 2 year Foundation Degrees in Hairdressing, Beauty and Spa Services.



ZAIDA ZAMAN

Zaida went into work after leaving school at 16 with 8 GCSEs. “My GCSEs were very relevant to me as they were the stepping stone to my future career”, she says. “After working and after having two children I went back into education at the age of 28 and am still in education at this present moment”.

She did an NVQ Level 2 and 3 in Beauty Therapy and NVQ Level 3 in Indian Head Massage at City College Birmingham. “When I successfully completed my NVQ Level 3 it motivated me to pursue my ambitions further and fulfil my desire of becoming a lecturer in the field of Beauty Therapy. Now I’m undergoing my Foundation Degree in Salon Business Management (Beauty Therapy) at University College Birmingham”.

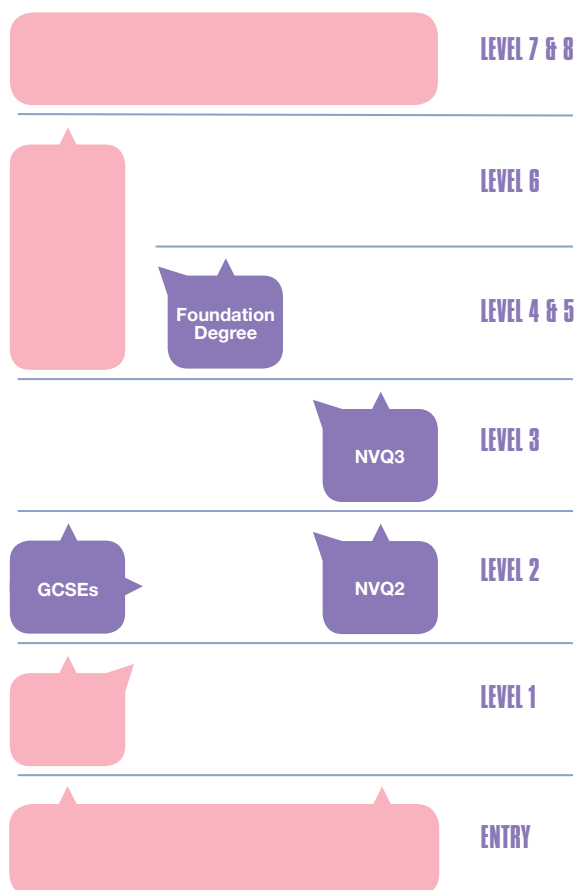
Zaida’s HE advice came from a careers adviser, who said that HE study “was an opportunity to open doors and determine a better future”.

What advice would Zaida give about vocational courses? “Firstly they are aimed at a wide range of ages and they are beneficial because they can route off into many different careers and professions”.

She says, “Education has no age, hence regardless what age you are you can study further, and if you believe, you can definitely achieve!”



HER ROUTE...



(See the table on page 6)



FIND OUT MORE

For general information about graduate careers, look at the Prospects site at www.prospects.ac.uk

For information about the local labour market, see the Aimhigher West Midlands Learning Pathways System at www.aimhigherwm-alps.org

The Habia website for the standard setting body for the industry www.habia.org

For details of the HE courses available, go to UCAS Course Search at www.ucas.com

Visit the Hair and Beauty section of the City and Guilds website at www.city-and-guilds.co.uk

For BTEC Nationals, see <http://www.edexcel.org.uk/quals/entry/swl/swl/hair>

HOSPITALITY & CATERING

OCCUPATIONS

Bar Manager

Bar Staff

Chef

Cleaners

Conference Organiser

Contract Caterer

Events Manager

Food and Beverage Manager

Head Bar Staff

Head Housekeeper

Head Porter

Head Waiter

Hotel Accounts Manager

Hotel Human Resources
Manager

Hotel Manager

Hotel Marketing Manager

Hotel Receptionist

Junior Chef

Kitchen Porter

Licensed Retailer

Porter

Pub Manager

Room Attendant

Restaurant Manager

Waiter

Wine Waiter

THE LANDSCAPE

The Hospitality sector includes all businesses that provide food, beverages and/or accommodation services. This includes restaurants, pubs, bars and clubs, hotels, contract catering and hospitality services.

A report by People 1st, the sector skills body for the industry, indicates that hospitality and catering 'continues to play an important role in the UK economy. It now accounts for nearly 5% of the UK's total economic output.' The sector employs about two million people, which is something like 1 in 14 jobs.

In 2007, there were 145,900 people employed in jobs in accommodation and food services in the West Midlands.

Opportunities in restaurants include management and chef work. Hotels offer a whole range of professional opportunities, including finance, human resources and marketing.

Contract catering involves providing professional food services for hospitals, schools and colleges, entertainment venues or large organisations.

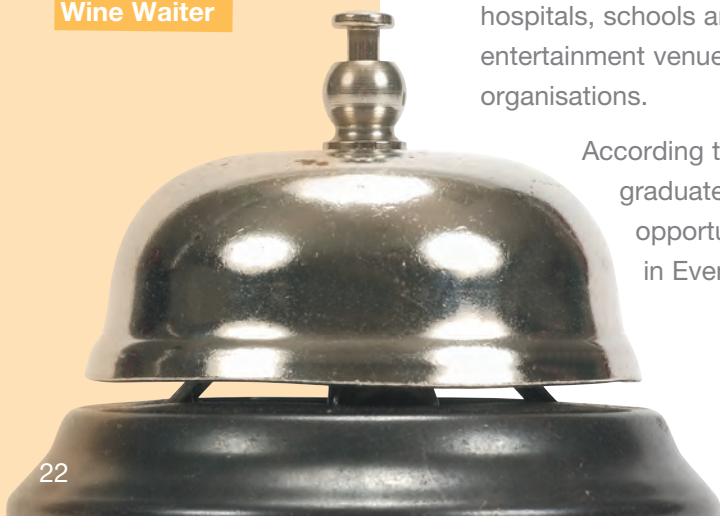
According to Prospects, the graduate careers service, opportunities in careers in Events Management

are expanding. A graduate in the profession 'would be responsible for the production of events from conception through to completion'. Events can include:

- exhibitions and fairs
- festivals
- conferences
- promotions and product launches
- fundraising and social events

The qualifications designed to support these careers develop your general skills and background knowledge and help you become more competent in the actual job itself. Thus you might study a BTEC First Diploma in Hospitality or an NVQ 2 in Food Processing and Cooking, or in Front Office. You might also take a Health and Safety qualification such as a Level 2 award in Food Safety in Catering.

And you can progress up the qualification ladder. With a Level 3 qualification like the BTEC National in Hospitality, you can move on to HE courses such as HNC/D, Foundation Degrees or Honours Degrees, opening doors into a managerial career.



SAM WIDNALL

Sam is a deaf student and, although doing well at school, felt that he “needed life experience outside of the deaf school”, so he enrolled on the NVQ Level 1 Catering course at Halesowen College. He found his school experience “very relevant” and achieved GCSEs in Maths and Art, but says, “I wanted a practical skills course I could manage with my deafness so I could improve my chance of getting a good job”.

He’s enjoying the vocational learning and the college experience and the support he’s had has been top-class. “My teacher, signer and Personal and Social Development teacher are all really good and my English is improving. The PSD is very helpful and important for my course work”, he says.

Sam’s moved from NVQ Level 1 via NVQ Catering Level 2 into the first year of a VRQ Level 3 Diploma in Professional Cookery and he’s looking forward to going on to the second year of the VRQ next year. At present he plans to go into employment after he achieves his Diploma.

Sam says, “It is a great college, the courses have unlocked many skills for me and it’s given me the opportunity to be successful in the future”.



HIS ROUTE...



(See the table on page 6)

FIND OUT MORE

- For general information about graduate careers, look at the Prospects site at www.prospects.ac.uk
- For information about the local labour market, see the Aimhigher West Midlands Learning Pathways System at www.aimhigherwm-alps.org
- The British Hospitality Association is the national trade association for hotels, restaurants and caterers www.bha.org.uk
- The Institute of Hospitality is an international body representing staff at managerial level www.instituteofhospitality.org
- People 1st is the sector skills body for hospitality and catering at www.people1st.co.uk
- The Hospitality Awarding Body site is at www.hab.org.uk
- The Food and Drink Federation is at www.fdf.org.uk

INFORMATION TECHNOLOGY

OCCUPATIONS

Applications Developer
**CAD/CAM Programmer/
Trainer**
Computer Games Designer
Computer Operator
Computer Service Technician
Database Administrator
E-learning Developer
Graphic Designer
**Information Systems
Manager**
Internet Professional
IT Consultant
IT Product Developer
IT Sales Professional
IT Trainer
Multimedia Designer
Multimedia Programmer
Network Engineer
Network Manager
**Software Developer/
Programmer**
Software Engineer
Systems Analyst
Systems Designer
Technical Support Person
Web Designer

THE LANDSCAPE

Latest labour market information from e-skills, the IT industry sector skills council, shows that there are 7,665 workplaces in the IT and Telecoms industry in the West Midlands, 91% of which are IT companies and 9% Telecoms.

e-skills reports that 117,500 people are employed in the West Midlands IT and Telecoms workforce. This includes around 73,000 in the IT and Telecoms industry itself and a further 44,500 working as IT or Telecoms professionals in other industries.

The IT and Telecoms workforce in our area is highly qualified. 49% of IT and Telecoms professionals hold a qualification at level 4 or higher, and only 6% of IT and Telecoms professionals in the West Midlands are not qualified to Level 2.

Qualifications you can work towards include awards designed specifically for the industry, such as the OCR iPro for IT practitioners, and the ITQ, the IT industry's own NVQ. The ITQ was revised in 2009 and is available at Levels 1, 2 and 3. See 'Find Out More' on p25.

IT Apprenticeships include IT Services and Development, Communication Technology (Telecoms) and IT User. An ICT Higher Apprentice can achieve a Foundation Degree from three years of employment combined with part-time study. A further year's commitment converts this to an Honours Degree.

If you're considering going on to HE, there are over 3000 degree courses in universities and colleges covering all aspects of the industry. You can study full-time, or part-time if the 'earn as you learn' option is good for you. After your first degree, you could go on to post-graduate study for a Masters, which allows you high-level specialisation and professional development.

But it's not just technical skills you'll need to have a successful career in IT. Dealing with people, team-working and problem-solving are very important. You'll also benefit from having general business skills, since all employers are dependent upon IT.



MODOU SAGNIA

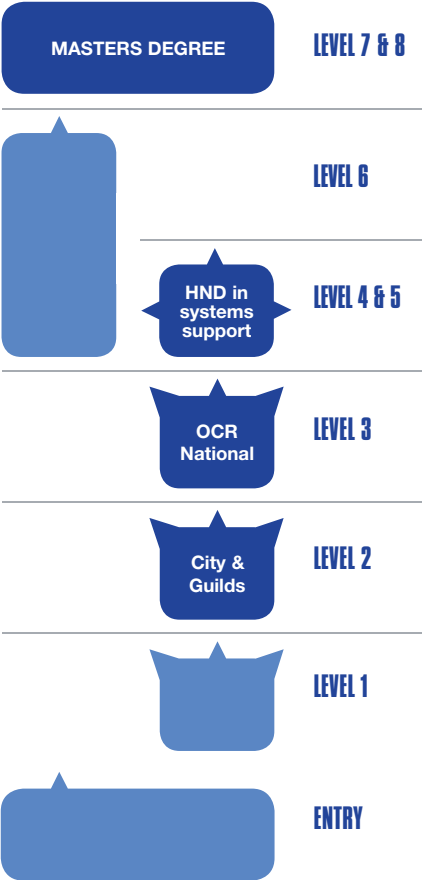
Modou took a City & Guilds course in IT then OCR courses in Computer Maintenance and Networking, from where he arrived at a HND which he is doing now. “It was a natural progression – each subject I took moved me on to the next,” he explains. “I am hoping to go on to Aston University and do a Masters Degree; that is something which will open a lot of doors for me”.

It’s not only the quality of the training he is so grateful for. “It has helped me with every aspect of my life,” he believes. “I’m quite a shy person but the other students and the tutors have been friendly and helpful and my confidence has improved a great deal. Things like Customer Service were not something I was happy about, but now I have more faith in myself and my abilities and can relate well to other people”.

Modou is convinced that his eventual degree will take him wherever he wants to go. “My training here will be recognised anywhere I decide to work”, he says. “All I want to achieve at the moment is a good life, and I know that what I am doing now will ensure it for me.”



HIS ROUTE...



(See the table on page 6)

FIND OUT MORE

- For general information about graduate careers, look at the Prospects site at www.prospects.ac.uk
- For information about the local labour market, see the Aimhigher West Midlands Learning Pathways System at www.aimhigherwm-alps.org
- For information about the ICT Higher Apprenticeship see www.e-skills.com/Apprenticeships
- For further detailed information about careers visit www.connexions-direct.com/jobs4u
- The regional ICT strategy – Digital West Midlands – provides a framework for the development and exploitation of ICT. For more information visit www.advantagewm.co.uk
- Information on the ITQ can be found at <http://itq.e-skills.com>
To find out about iPro, go to the OCR website at www.ocr.org.uk/qualifications/type/vrqiipro/index.html
- The sector skill council for ICT is e-skills, from which much of the above information was retrieved www.e-skills.com

MANUFACTURING & PRODUCT DESIGN



OCCUPATIONS

Baker

CAD/CAM Designer

**Clothing Pattern Cutter/
Grader**

**Distribution/Logistics
Manager**

**Manufacturing Production
Manager/Planner**

**Manufacturing Systems
Engineer**

Packaging Technologist

**Polymer/Plastics
Technologist**

Process Engineer

Product Designer

Production Manager

**Purchasing Manager/
Administrator**

Quality Assurance Manager

Tailor/Dressmaker

Textile Technician

Timber Technologist

Warehouse Manager

Welder

Wine Producer

THE LANDSCAPE

Manufacturing is concerned with producing goods such as:

- Chemicals
- Food and Drink
- Machinery and Equipment
- Metals
- Rubber and Plastics
- Wood and Paper

The West Midlands region employs 313,000 people in Manufacturing industries.

Advantage West Midlands says that 'manufacturing is still one of the region's major strengths and is essential for its future prosperity. It is the most productive of the major sectors and the biggest creator of wealth. It is a lead driver of innovation, accounting for 77% of all business-related Research and Development and its productivity has increased by 50% over the last decade.'

The West Midlands is home to important manufacturing brands and innovations, as well as an extensive regional supplier network. Manufacturing and design is important for the future prosperity of the region which is renowned for its

inventiveness – but there's a danger that low skill levels in the sector will result in a lack of productivity and competitiveness.

This means a well-qualified workforce! There are well-established vocational qualifications such as BTECs, City & Guilds and NVQs. 14-19 Diplomas are now established for more academic learners in schools and colleges. Apprenticeships allow you to specialise in careers in the Furniture, Glass, Paper and Print sectors. See the Proskills website in 'Find Out More' on p27.

There's also a high demand for graduates in the sector. Manufacturing in the UK can thrive by playing to its strengths of research, design, technology and innovation. To be successful in this, it needs a constant stream of graduates.

Degree courses which include an industrial placement year (known as sandwich courses) are an option well worth looking at. You would study typically for 2 years at university or college, then have a year working in a graduate-level job in an industry relevant to your course. You'd be paid whilst working (on average, about £12,000 per year), get essential on-the-job experience and a great CV. You'd then return to university for one final year.



RICHARD JENNINGS

Eighteen-year-old Richard Jennings is studying for a degree in Mechanical Engineering at Wolverhampton University.

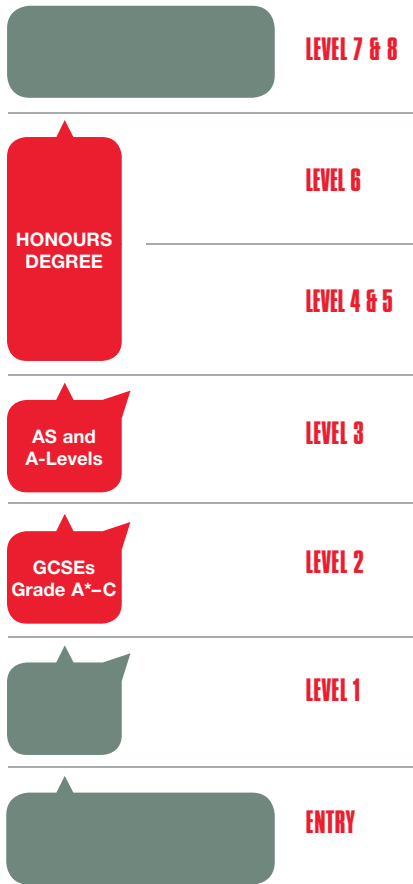
Ever since he can remember, Richard has been determined to pursue a career in the Army. Having gained two AS and two A levels at school, he applied to Wolverhampton University to take a vocational degree in Mechanical Engineering which will give him the opening he wants into the Forces.

“A degree gives me the opportunity to go in at Officer level, but as far as I’m concerned, I feel it’s important that I should work my way up through the ranks. Nevertheless, a degree will give me the chance to move forward within my chosen field of Engineering”.

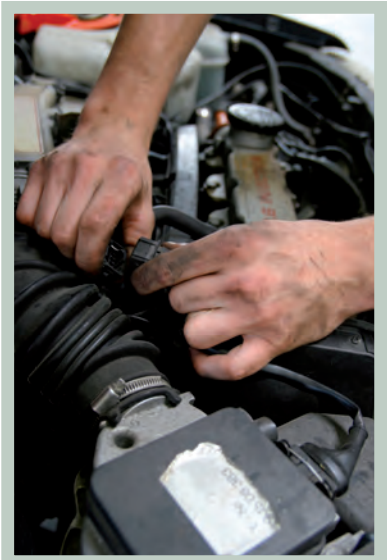
Richard attends lectures on one and a half days each week, and studies at home for two days. The remainder of his time is largely spent working for the Territorial Army. “I’m looking forward to putting theory into practice during the next year or so,” he says. “Basically, I am prepared to do whatever is needed. It’s all part of the job, and doing this degree means I will have more choices as to where I am able to go in the future, and to make the most of the career I’ve always dreamed of”.



HIS ROUTE...



(See the table on page 6)



FIND OUT MORE

- For general information about graduate careers, look at the Prospects site at www.prospects.ac.uk
- For information about the local labour market, see the Aimhigher West Midlands Learning Pathways System at www.aimhigherwm-alps.org
- For further detailed information and case studies visit Semta, the sector skills body for Manufacturing. www.semta.org.uk
- The food and drink manufacturing and processing sector skills body is www.improveltd.co.uk
- For Advantage West Midlands go to www.advantagewm.co.uk
- Proskills is an organisation which works for specific manufacturing areas www.proskills.co.uk
- The National Skills Academy for Manufacturing is at www.manufacturing.nsacademy.co.uk
- MetSkill (for the metals industry) www.metskill.co.uk

PUBLIC SERVICES



OCCUPATIONS

Armed Forces

Barrister

Childminder

Community Worker

Connexions Adviser

Court Usher

Customs and Revenue Officer

Environmental Health Practitioner

Firefighter

Health and Safety Adviser/Inspector

Legal Secretary

Local Government Officer

Paramedic

Passport Control Officer

Police Officer

Social Worker

Solicitor

Teacher

Teaching Assistant

Trading Standards Officer

Vehicle Breakdown Engineer

Voluntary Worker

THE LANDSCAPE

The Public Services sector employs nearly three-quarters of a million people in the West Midlands, mainly in:

- Criminal Justice Service
- Emergency and Uniformed Services
- Voluntary and Community Workers
- Central and Local Government
- Education and Training

The jobs and careers in Public Services are amongst some of the most critical to the future of the region. As we move into the global knowledge economy, our teachers, trainers and university and college lecturers become even more essential to the West Midland's development.

If you're considering going into school teaching, you'll need a degree. You also need to have what's called Qualified Teacher Status (QTS). You can either go for a standard 3-year Honours degree and then do an extra year's study for a Postgraduate Certificate in Education (PGCE) – or you could do a Bachelor of Education (BEd) degree which doesn't need the PGCE. For full information on teacher training, see the TDA site in 'Find Out More' on p29.

As always, the better the qualification the better your prospects of progression. Specific courses for the sector, such as the OCR National in Public Services or the 14-19 Diploma in Public Services, are available to support the general provision of vocational qualifications. These are designed to help you develop your skills and knowledge of your different Public Service career options.

You may decide to go for better qualifications to help you progress more quickly 'through the ranks', for example, the High Potential Development Scheme assists the most able police officers to move towards the top jobs in the police service. Graduates will have the best chance of getting access to the scheme, because graduate or postgraduate study is an important component.

Whatever your chosen pathway, remember that you can make an important contribution to the well-being of your community by going for a career in the Public Service sector.



SUNIL NARR

Sunil wanted to join the Police Service so, after leaving school with CGSEs and a GNVQ, he enrolled on a BTEC National Diploma in Public Services at Dudley College. “I didn’t enjoy school much and didn’t achieve a great deal”, he says.

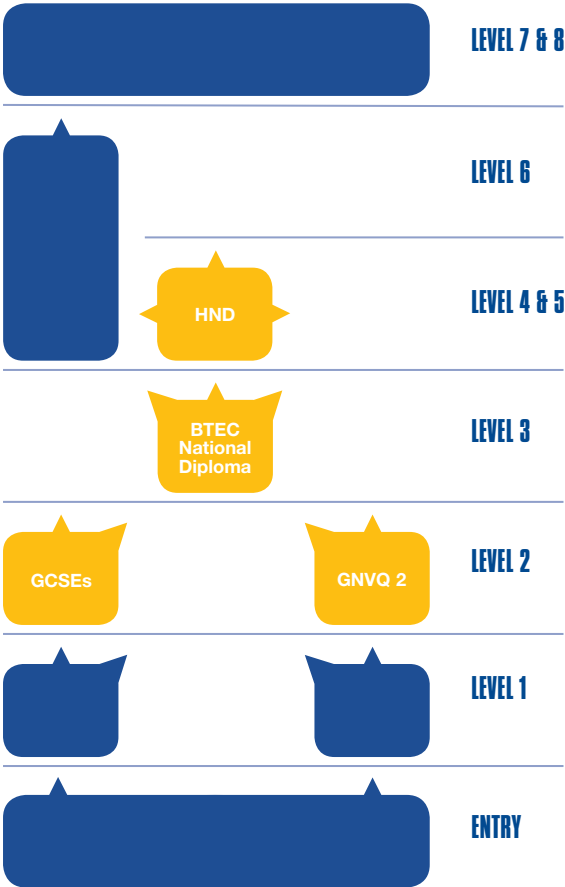
After getting his BTEC, he decided to go for an HND in Public Services, again at Dudley, on advice he received at the college. “The college asked me to be a visiting lecturer on my course while I was still studying!” he says.

He had joined the Territorial Army when at college. He’d finished his HND and passed his Police assessment when his TA unit was called up to serve in Afghanistan. Sunil was a lance-corporal, second in command of his infantry section, engaged in action against insurgents. His unit was featured in action in a TV news report and, upon his return, paraded at Buckingham Palace to have medals awarded by Prince Charles. “To think a Black Country boy who didn’t do well at school could achieve all this”, he says, “and all through the links at College”.

Sunil was offered a permanent post as a Public Services lecturer at Dudley College on his return from military service. “I’d enjoyed teaching before I went to Afghanistan so I accepted the job”, he says.



HIS ROUTE...



(See the table on page 6)



FIND OUT MORE

- For general information about graduate careers, look at the Prospects site at www.prospects.ac.uk
- For information about the local labour market, see the Aimhigher West Midlands Learning Pathways System at www.aimhigherwm-alps.org
- The Public Services Compact has useful information www.publicservicecompact.org
- If you’re interested in any aspect of Teaching, go to the Training and Development Agency website at www.tda.gov.uk
- For the police service, go to www.how2become.co.uk/police.htm.
- To find information about recruitment into the Armed Forces, see www.local.co.uk/uk/Armed_Forces_Recruiting
- The law enforcement agencies are represented by www.skillsforjustice.com

RETAIL



OCCUPATIONS

Bookseller

Butcher

Car Salesperson

Cash and Carry Manager

Checkout Operator

Computer Sales Person

Florist

Garden Centre Manager

Greengrocer

Market Trader

Medical Sales Representative

Merchandiser

Newsagent

Pet Shop Assistant

Retail Buyer

Retail Manager

Retail Merchandiser

Sales Manager

Store Owner/Manager

Retailer – Wines and Spirits

Sales Assistant

Stock Control/Replenishment Assistant

Store Demonstrator

Technical Representative

THE LANDSCAPE

Latest Labour Market data indicate that 239,200 people work in the Retail sector in the West Midlands, with just over 26,000 retail establishments. This is about 10% of the region's workforce.

The retail industry in our region is one of the best-regarded in the UK, with seven shopping areas listed in the top 50 in the country and Birmingham's Bull Ring near the top of the list. It is an industry which is continually improving and developing – widespread retail-led regeneration and refurbishment of properties continues as the Midlands is ranked top in the UK for retail expansion.

Employers need staff with the skills to relate well to customers, who have self-confidence and a helpful approach to dealing with people.

But, according to Skillsmart Retail, the industry's standards body, only 39% of managers and senior officials have NVQ Level 3 or higher. About a quarter of retail workers do not have a qualification equivalent to an NVQ Level 2.

Typically, an NVQ 2 in Customer Care would allow you to study units in Customer Service, impression and image, delivery, handling problems and self-development. You'd be doing this at the same time as working, making your learning really relevant to your needs.

Graduate level jobs are increasing. Skillsmart Retail has worked with over 40 retail companies to develop an employer-led Framework for Foundation Degrees in Retail Store Management. So you would be a graduate having the knowledge, experience and skills that employers regard as essential for managers in the industry.

Skillsmart Retail sees these Foundation Degrees as a way to improve performance of first line and middle managers already in store operations roles. You can then develop your retail career further – many larger retail companies offer graduate management training schemes, preparation for a move into senior management.



PAULINE COTTRELL

Pauline Cottrell is 54 and works for the West Bromwich Bus Company. Last year she achieved an NVQ Level 2 qualification in Customer Care, and is aiming to continue to Level 3.

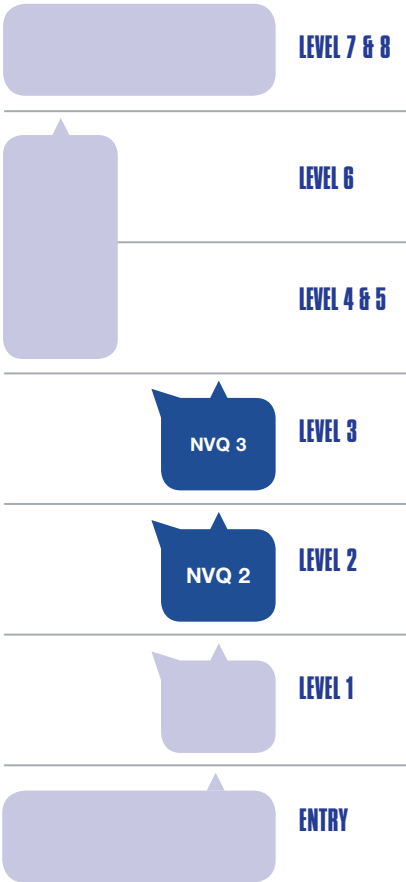
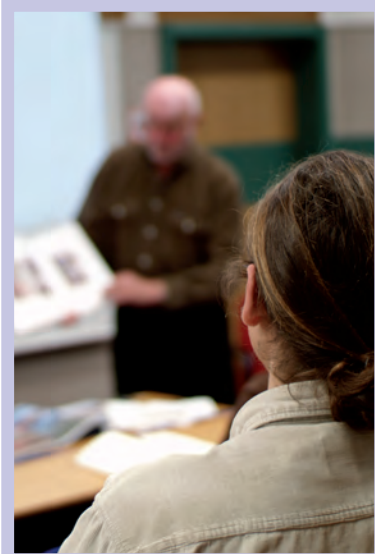
Pauline left school at 15. “Back then, unless you were at the top of the class, you didn’t have to do ‘O’ levels (the forerunner to GCSEs), and although I enjoyed school I wasn’t one of the highest achievers, so I left without any qualifications,” she recalls. “At the time, it didn’t bother me too much as I soon found a job which meant I could earn money, and that was what mattered”.

Later, Pauline was approached by a representative of the Aim Higher programme. “She suggested that I could get a proper qualification in Customer Care and I jumped at the chance. I enjoy working with people, so this was an ideal opportunity for me”.

Pauline believes that passing her NVQ2 has enhanced her life in many ways. “I wouldn’t have believed that I was capable of so much and I’ve got a lot more confidence now. My English has improved, I’ve learned to use a computer and I feel good about myself. This training has proved to me that I’ve got brains, and I’m not afraid to use them!”



HER ROUTE...

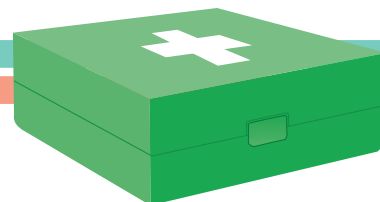


(See the table on page 6)

FIND OUT MORE

- For general information about graduate careers, look at the Prospects site at www.prospects.ac.uk
- For information about the local labour market, see the Aimhigher West Midlands Learning Pathways System at www.aimhigherwm-alps.org
- For further detailed information and case studies visit the Retail sector skills council at www.skillsmartretail.com
- For retail jobs, see www.connexions-direct.com/jobs4u
- To see a list of graduate recruitment schemes in Retail, go to www.skillsmartretail.com/SR/Careers/Graduates/default.aspx
- The Institute of Operations Management site is at www.iomnet.org.uk

SOCIETY, HEALTH & DEVELOPMENT



OCCUPATIONS

Assistant Practitioner
Care Worker
Childminder
Clinical Psychologist
Counsellor
Dental Hygienist/
Technician
Dentist
Dietician
Dispensing Optician
Doctor
Health Visitor
Hospital Porter
Medical Laboratory Assistant
Midwife
Nurse
Nutritionist
Occupational Therapist
Pharmacist
Physiotherapist
Psychiatrist
Radiographer
Residential Social Worker

THE LANDSCAPE

Health care is a huge employer in our region. Skills for Health, the health sector skills council, reports that there were 180,700 people working in the sector in March 2010. Of these, just under three-quarters were female. This shows a slight rise in numbers over figures for 2009.

The workforce is relatively highly qualified, with 128,900 people (71%) reported as having Level 3 qualifications – but more than 1 in 6 establishments say there are skills gaps amongst their employees. So there's a double whammy – you need good qualifications for health sector jobs but you also need to keep your skills uprated when you're working there.

Further, when you look at the examples of occupations on this page, you can see that many of them need people trained to the highest levels.

Over the past decade, there has been an increasing trend towards nursing becoming a graduate profession. The Nursing and Midwifery Council recently restated its commitment to graduate-level registration for all nurses in England (already the case

with Midwives) in its 'Front Line Care' report from early 2010.

Skills for Health, like other sector skills councils, recognises the importance of Apprenticeships in bringing more young people into the health workforce and raising skills levels overall.

The Council for Awards in Children's Care and Education (CACHE) provides qualifications from Foundation Level to Level 4 for those wishing to work with children. CACHE Level 3 awards have UCAS Tariff points and are accepted by universities for appropriate degree courses.

Foundation Degrees (FDs) give HE training opportunities within the sector, providing work-based learning in partnership with employers. They are taught in universities and colleges and you can usually top-up your FD to a full Honours degree with an extra year's study. FDs can be an earn-as-you-learn option which you can get into if your vocational qualification is at least at Level 3.

SATVEER NIJJAR

Satveer has dreamed of going into HE since she left school halfway through her 'A' levels. She says "Things were put on the 'back-burner' after I left home due to problems and then the birth of my daughter. I was a teenage single mum, with bi-polar disorder, so the odds were stacked against me".

It took three attempts to do her Access to HE course due to bi-polar episodes and hospitalisation, before completing it at City of Wolverhampton College. "The Access course was fantastic as it catered for others who have been out of education for a period of time as well as having commitments such as children".

Satveer got to University last year on what she calls her 'last chance'. She is studying a BSc (Hons.) Psychology at the University of Wolverhampton.

"Even if one person who reads my story thinks, 'Oh, I can do it because she has', it's worth it", Satveer says. "You are never too old or have too much baggage. If you have a health problem, there is support out there; so go for it! Often the only thing stopping you, is you".

"I followed a dream of ten years, and have finally made it to university. The support along the way has been inspiring and I am grateful for all those who have not only taught me but made a difference to my life".



FIND OUT MORE

For general information about graduate careers, look at the Prospects site at www.prospects.ac.uk

For information about the local labour market, see the Aimhigher West Midlands Learning Pathways System at www.aimhigherwm-alps.org

For detailed information and case studies on the health industries visit Skills for Health at www.skillsforhealth.org.uk

For NHS careers go to www.nhscareers.nhs.uk or www.connexions-direct.com/jobs4u

For more information on future developments in the industry in our area visit www.ifh.westmidlands.nhs.uk

To download the Front Line Care report go to http://cnm.independent.gov.uk/wp-content/uploads/2010/03/front_line_care.pdf

For more information on Foundation Degrees, see www.fdf.ac.uk

For CACHE awards information see www.cache.org.uk

For information on UCAS Tariff points visit www.ucas.ac.uk/students/ucas_tariff/



(See the table on page 6)



HER ROUTE...

SPORT AND ACTIVE LEISURE



OCCUPATIONS

Fitness Centre Manager

Golf Course Manager

Greenkeeper

Health Centre/Fitness Instructor

Leisure Centre Assistant

Leisure Centre Manager

Outdoor Activities Instructor

Outdoor Pursuits Manager

Personal Trainer

Sportsperson

Sport and Exercise Scientist

Sports Administrator

Sports Coach/Instructor

Sports Development Officer

Sports Physiotherapist

Theme Park Manager

THE LANDSCAPE

The latest labour market data from SkillsActive, the industry's sector skills council, shows 502,900 people working in the sport and active leisure industries, worth £7.2 billion annually to the UK economy. The sector has about 32,000 establishments, most of which employ 5 people or less.

The qualification profile of the West Midlands workforce is about the same as the national picture, with roughly one-third being qualified to Level 4 or above. The main areas of skills shortage are for technical, practical or job-specific skills, team working skills, customer handling skills, problem solving skills and oral communication skills. You'll also need to be adaptable and committed if you're going to succeed.

The Council of Europe says that 'Sport embraces much more than traditional team games and competition. Sport means all forms of physical activity which aim to improve physical fitness and mental wellbeing and forming social relationships'.

There has been rapid growth in the private sport and active leisure

industry and governments place increasing importance on it to help hit public health targets in the fight against illness and obesity.

Vocationally-related qualifications which exist to support this expansion include the 14-19 Diploma in Sport and Active Leisure, available for 14-19 year olds at Levels 1, 2 and 3 in schools and colleges.

Foundation Learning awards are personalised programmes which develop functional skills such as maths, English and IT. They lead on to higher level qualifications, such as the Level 2 and 3 NVQs which are available in the industry. Level 3 qualifications such as the BTEC National in Sports and Exercise Science provide high-quality training in themselves and provide an entry route into HE.

Opportunities in HE are legion: UCAS reports nearly 2,000 HE courses under the heading of 'Sport'. There'll be something for your particular interests – choose from Sport and Exercise Science, Sports Science, Coaching Science, Sports Engineering and many, many more.

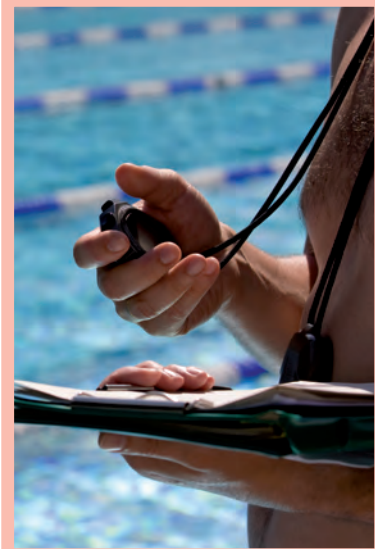


JAMIE BULL

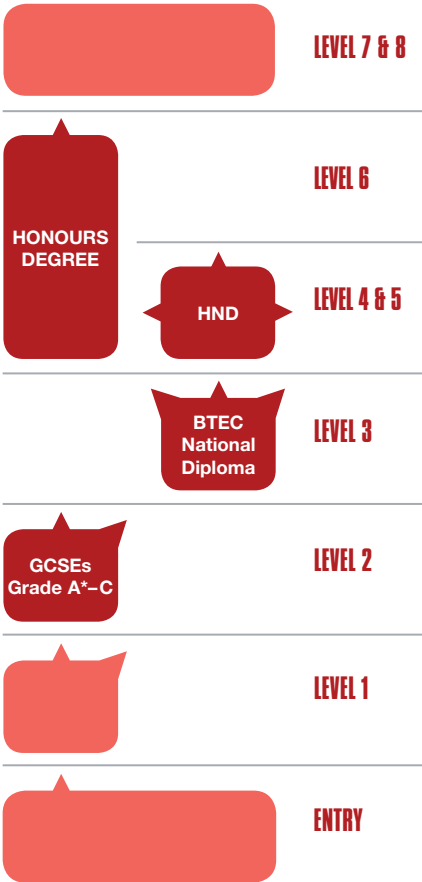
Jamie left school at 16 with 5 GCSEs and enrolled on the BTEC National Diploma in Sports and Fitness at Solihull College. The course was assignment-based with no exams, which suited his style of learning. He says, "I decided to study for a vocational qualification as it covered a more specific area from which you can gain access to your preferred career choice."

Jamie enjoyed the range of learning styles which included presentations, practical applications, computer room sessions and work experience. He had regular one to one meetings with his tutor to support his learning and to monitor progress. He had feedback on his assignments which gave him the chance to improve.

His vocational studies helped him progress onto the course he is doing now, a Higher National Diploma in Sports and Exercise Science. Jamie is currently in the final year of his HND and next year he's gained a place on the second year of a Sports and Exercise degree at the University of Gloucestershire. "The National Diploma was the first step on the path which has enabled me to go onto university and obtain a degree. I would definitely recommend vocational courses, as they can lead to Higher Education".



HIS ROUTE...



(See the table on page 6)

FIND OUT MORE

- For general information about graduate careers, look at the Prospects site at www.prospects.ac.uk
- For information about the local labour market, see the Aimhigher West Midlands Learning Pathways System at www.aimhigherwm-alps.org
- SkillsActive is the sector skills council for the health and fitness sector www.skillsactive.com
- People 1st looks after the leisure aspects www.people1st.co.uk
- UCAS has masses of information about HE at www.ucas.com
- You can find out more about Skills at the Diploma section of the Directgov site yp.direct.gov.uk/diplomas/
- For information about gap years, see www.gapyear.com
- For the Year in Industry version of a gap year, see www.yini.org.uk

TRAVEL AND TOURISM



OCCUPATIONS

Air Cabin Crew

Cinema Manager

Cinema/Theatre Attendant

Entertainment Manager

Holiday Centre Worker/
Manager

Holiday Representative

Marketing Manager

Passenger Services
Supervisor

Secretary

Telesales Operator

Theme Park/Fairground
Worker

Theme Park Manager

Tour Manager

Tour Operator

Tourism Consultant

Tourism Officer

Tourist Guide

Tourist Information Centre
Manager/Assistant

Travel Agent

THE LANDSCAPE

There's a lot of overlap between this sector and Hospitality and Catering. You'll get a better idea of what we're looking at here from the list of jobs and careers on this page.

The West Midlands has many tourist attractions and there are above average numbers of Travel and Tourism workers compared to other employment sectors in the region. The trend for people to take holidays at home means the demand will probably increase with time.

People 1st, the sector skills council for Travel and Tourism, says in a recent report that 'there are hundreds of industry-related qualifications across the UK, but employers and employees do not always understand their relevance to careers in the industry. Although two thirds of employees are training, only three percent of this training currently results in a recognised qualification.'

This means that if you're well qualified with a recognised qualification, your chances of getting and keeping a job and of progressing through your career are much better.

Qualifications to help you progress include:

- NVQs in Customer Care – achieved whilst you're working
- BTEC First Certificates and Diplomas – good general qualifications at Level 2
- 14-19 Diplomas in Travel and Tourism for those at school or college
- BTEC Nationals in generic areas like Travel and Tourism or more specialised areas like Aviation Operations: these are Level 3 qualifications which allow you to progress on to HE.

Doing a degree will unlock many more doors for you in the Travel and Tourism industries. Whatever degree options you go for, they will give you an understanding of the industry, its structure and related sectors. You may go for a joint or combined degree where you study more than one subject, providing a broader range of skills.

Finally, there are plenty of part-time and seasonal jobs in Travel and Tourism, so if you're studying currently, you might want to look at the possibility of not only adding to your income but also getting useful job experience – and the opportunity for some travelling!



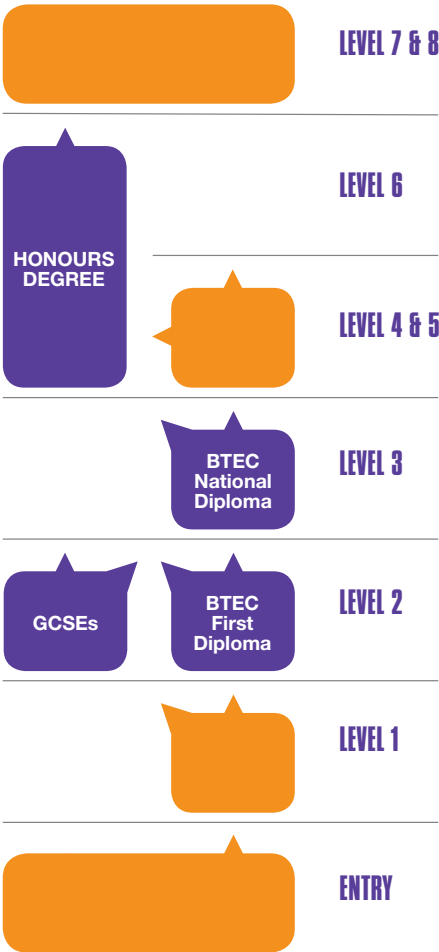
TYRONE FOWLES

Tyrone is studying on a BTEC National Diploma in Travel and Tourism at University College Birmingham. He moved to UCB after leaving school with GCSEs and a BTEC First Diploma. “The problem with school was it didn’t give us the experience of life skills that we need – it was too test-based”, he says.

College has been great for Tyrone. “We’re treated like adults – it’s your choice whether you want to do well in your studies or not, so you grow as a person. I had lots of support and the coursework suited me much better than doing tests. And I had the chance to do some voluntary work with young people with the UK Youth Parliament”.

He’s applied to do a Degree course in Events Management, either at UCB or Leeds Metropolitan University. “UCB is really good for giving you advice about HE because it’s a university as well”, he says. “There’s lots of staff to help you through the application process”.

So would Tyrone advise anyone to go for a vocational course? “Definitely. BTECs are really good for those like me who don’t like exams and prefer hands-on stuff. But”, he stresses, “if you’re going to do it you really need to go for it. You only get out of it what you put in”.



FIND OUT MORE

- For general information about graduate careers, look at the Prospects site at www.prospects.ac.uk
- For information about the local labour market, see the Aimhigher West Midlands Learning Pathways System at www.aimhigherwm-alps.org
- The sector skills body for travel and tourism is People 1st, at www.people1st.co.uk
- The Institute of Travel and Tourism website is at www.itt.co.uk
- For information about the industry see www.statistics.gov.uk
- To search for jobs in the industry try www.traveljobsearch.com
- More information about BTEC qualifications can be found at www.edexcel.org.uk/quals
- There are over 1000 diploma and degree courses in Travel and Tourism on the UCAS Course Search site at www.ucas.com/students/coursesearch

(See the table on page 6)



HIS ROUTE...

THE PROGRESSION AGREEMENT

These are members of the Birmingham, Black Country and Solihull Progression Agreement Partnership. These colleges and universities work together to provide vocational courses which fit together to allow you to take a route upwards through the qualifications on offer. We've shown you the routes taken by the people you've been reading about in the previous pages of this Guide – these progression agreements mean you could work out your own routes to suit your own needs.

A typical progression agreement, between the University of Wolverhampton and University College Birmingham and nine Further Education Colleges, is in the areas of Health, Social Care, Early Years and Education. It shows how learners studying different Level 3 courses at the colleges can progress into a range of HE courses at the universities. It describes the university application and admission processes and who to talk to for help. For more information, go to the BBS Routeplanner on p40.

OUR PARTNERS



Aston University

Undergraduate Course Enquiries
Aston University, Aston Triangle,
Birmingham B4 7ET
T. 0121 204 3000
ugenquiries@aston.ac.uk

University of Birmingham

Undergraduate Admissions
Edgbaston, Birmingham B15 2TT
T. 0121 415 8900
admissions@bham.ac.uk

Birmingham City University

Course Information Enquiries
City North Campus, Birmingham,
West Midlands B42 2SU
T. 0121 331 5595
choices@bcu.ac.uk

Bournville College

Course Enquiries
Bristol Road South, Northfield,
Birmingham B31 2AJ
T. 0121 483 1111
info@bournville.ac.uk

Birmingham Metropolitan College

See different campus addresses
at www.bmetc.ac.uk/home.aspx
Course enquiries:
T. 0845 155 0101
ask@bmetc.ac.uk

Cadbury Sixth Form College

Course Enquiries
Downland Close, Kings Norton,
Birmingham, B38 8QT
T. 0121 458 3898
enquiry@cadcol.ac.uk

City College Birmingham

FREEPOST RSCE-KUAY-AULA
F.A.O. Admissions City College
Birmingham Fordrough
Campus 300 Bordesley Green
Birmingham B9 5NA
T. 084 50 50 11 44
enquiries@citycol.ac.uk

City of Wolverhampton College

College Direct
Paget Road Campus
Paget Road, Wolverhampton
WV6 ODU
T. 01902 836000
mail@wolvcoll.ac.uk

Dudley College

Course Enquiries
The Broadway, Dudley,
West Midlands DY1 4AS
T. 01384 363363
student.services@dudleycol.ac.uk

Fircroft College of Adult Education

Course Enquiries
1018 Bristol Rd, Selly Oak,
Birmingham, B29 6LH
T. 0121 472 0116
marketing@fircroft.ac.uk

Halesowen College

Information Line
Whittingham Road, Halesowen,
West Midlands B63 3NA
T. 0121 602 7777
info@halesowen.ac.uk

Joseph Chamberlain Sixth Form College

Course Enquiries
1 Belgrave Road, Highgate,
Birmingham B12 9FF
T. 0121 446 2200
info@jcc.ac.uk

King Edwards VI College Stourbridge

Lower High Street Stourbridge,
West Midlands DY8 1TD
T. 01384 398 100
reception@kedst.ac.uk

Newman University College

Admission and Prospectus
Information
Genners Lane, Bartley Green,
Birmingham B32 3NT
T. 0121 476 1181
admissions@newman.ac.uk

Open University

Prospectus Requests
66 High St, Harborne,
Birmingham B17 9NB
T. 0121 426 1661
west-midlands@open.ac.uk

Queen Alexandra College

General Enquiries
Court Oak Road, Harborne,
Birmingham B17 9TG
T. 0121 428 5050
enquiries@qac.ac.uk

Sandwell College

Campus details:
www.sandwell.ac.uk
T. 0800 622006
enquiries@sandwell.ac.uk

Solihull College

Campus details:
www.solihull.ac.uk
T. 0121 678 7000
enquiries@solihull.ac.uk

Solihull Sixth Form College

Widney Manor Road
Solihull B91 3WR
T. 0121 704 2581
admissions@solihullsfc.ac.uk

South Birmingham College

Campus details:
www.sbirmc.ac.uk
T. 0121 694 5000
admissions@sbc.ac.uk

Stourbridge College

Student Services
Hagley Road Centre,
Hagley Road, Stourbridge,
West Midlands DY8 1QU
T. 01384 344344
info@stourbridge.ac.uk

University College Birmingham

Marketing Unit
Summer Row,
Birmingham B3 1JB
T. 0121 693 5959
marketing@ucb.ac.uk

University of Wolverhampton

Admissions
Wulfruna Street,
Wolverhampton WV1 1LY
T. 01902 321000
admissions@wlv.ac.uk

OTHER USEFUL CONTACTS

Education Business Partnerships (EBPs)

EBPs are local partnerships between employers, their representatives and education and training providers. They organise events which bring the worlds of business and education together – for example, by bringing employers into schools to offer business-related activities to children.

Local EBPs can be found at:

Birmingham and Solihull

www.ebpartnership.org.uk

Dudley

www.dudleyebp.co.uk/home

Sandwell

www.sandwellebp.co.uk

Walsall

www.walsallebp.co.uk

In each of the vocational area sections we've given you some sources of information just for that career area – known as sector-specific information. Here, we've added some extra places where you can find out more: for instance, if you're not sure which job is right for you.

Most of the information is on the internet. If you don't have internet access at home, don't worry – you can get online at your nearest public library.

Birmingham libraries provide free internet access but you may have to book in advance (for example, at Birmingham Central Library). Dudley library service allows you 2 free hours of internet use and again you need to check how to book. In Solihull libraries, internet access is free for the first hour. Access to the internet is free in Sandwell libraries; in Walsall, it's free once you've joined the library (membership is also free) – and the same applies to Wolverhampton libraries.

You may also be able to use the internet facilities in FE Colleges, community centres and in Connexions offices: check at your local centre.

On pages 40 and 41, you'll find local information sources (for Birmingham, Black Country and

Solihull). On pages 42 and 43, there's information from national organisations.

LOCAL SOURCES

The Aimhigher West Midlands Learning Pathways System (ALPS). For information about the local labour market
www.aimhigherwm-alps.org

Aimhigher West Midlands
The local Higher Education scene
www.aimhigherwm.org

Area 14-19 Prospectuses
Online lists of all the courses in the area:
Birmingham and Solihull
www.youchoose14-19.co.uk
Dudley
www.fourteen2nineteen.com
Sandwell
www.4teen9teen.co.uk
Walsall
www.choosewalsall.com
Wolverhampton
www.area-prospectus.com

Connexions careers service
Careers advice for young people
Birmingham
www.connexions-bs.co.uk
Solihull
www.solihull.gov.uk/connexions/
Black Country
www.connexions-bc.co.uk

West Midlands Regional Observatory

For labour market information
www.wmro.org

Birmingham, Black Country and Solihull Route Planner



The HE Route Planner builds on the Progression Agreements between colleges and universities in Birmingham, Black Country and Solihull. Using the Route Planner you can explore the opportunities for progressing into and through higher education, identify specific courses and the entry requirements needed. This is an interactive system which you can use to pick out courses, including short courses.

A Progression Agreement can lead to a guaranteed interview and in some cases, a guaranteed offer of a place.

www.herouteplanner.co.uk

NEXTSTEP

Nextstep provides careers advice for adults. The local Nextstep website is:

www.nextstepwestmidlands.org.uk

Here you'll find information about adult careers in Birmingham and Solihull and the Black Country

TRAINING PROVIDERS

Course Finder West Midlands

is a useful source:

www.coursefinderwm.co.uk

The Birmingham and Solihull Workbased Learning Provider Network

is hosted at:

www.jordans.co.uk

The Black Country Training Group

is hosted at:

www.matrixstandard.com

LOCAL AUTHORITIES

Birmingham City Council Education Department

Margaret Street,
Birmingham B3 3BU

T. 0121 303 3647

www.birmingham.gov.uk/education

Dudley Metropolitan Borough Council

Council House,
Priory Road,
Dudley,
West Midlands DY1 1HF

T. 933 555 2345

www.dudley.gov.uk/education-and-learning

Sandwell Metropolitan Borough Council

Sandwell Council House,
Oldbury,
West Midlands B69 3DE

T. 0845 358 2200

www.laws.sandwell.gov.uk/ccm/navigation/education-and-learning

Solihull Metropolitan Borough Council

Solihull Council, Council House,
PO Box 18,
Solihull B91 9QS

T. 0121 704 6000

www.solihull.gov.uk/education/default.htm

Walsall Metropolitan Borough Council

The Civic Centre,
Darwall Street,
Walsall,
West Midlands WS1 1TP

T. 01922 650 000

www.walsall.gov.uk/index/education.htm

Wolverhampton City Council

Civic Centre,
Saint Peters Square,
Wolverhampton,
West Midlands WV1 1SH

T. 01902 551 155

www.wolverhampton.gov.uk/education_learning/



NATIONAL SOURCES OF INFORMATION AND ADVICE

NATIONAL SOURCES

Access Funds

To support HE learners; contact local college or university or see www.direct.gov.uk
www.studentfunds.co.uk

Adult Dependents Grant

For this and much more information on finance see the Directgov site at www.direct.gov.uk

Association of Graduate Careers Advisory Services

Advice and information on graduate careers
www.agcas.org.uk

Aimhigher

The parent body of the local Aimhigher organisation
www.direct.gov.uk

Apprenticeships

All you need to know about these qualifications at www.apprenticeships.org.uk

Career Development Loans

Find out more on the Directgov site at www.direct.gov.uk

Care Leavers' Grants

For financial help for those in care during the long HE summer vacation
www.studentfunds.co.uk

Care to Learn

To help with childcare and travel costs for under-19s with children who want to study.

See Directgov
www.direct.gov.uk

Cascaid Connect

Links to careers information and resources
www.cascaid.co.uk

Childcare

The official site for help and advice with finding and paying for childcare. See Childcare and Directgov
www.childcarelink.gov.uk
www.direct.gov.uk

Directgov

The one-stop-shop for finding out about all government services to do with training and employment
www.direct.gov.uk

Disabled Students' Allowance

Find out more on www.direct.gov.uk

Education Guardian

Includes news and information about HE. See also the Times Higher Education.
www.education.guardian.co.uk

Foundation Degree Forward

For information about Foundation Degrees
www.fdf.ac.uk

Hotcourses

Database for HE and FE vocational undergraduate and postgraduate courses
www.hotcourses.com

Learndirect

Information on all aspects of learning and training opportunities and support.
www.learndirect.co.uk

National Association of Student Employment Services (NASES)

To help with identifying your skills needs, CV-writing and more
www.nases.org.uk

National Council for Work Experience

Promotes work experience for learners and employers
www.work-experience.org

Non-UK and EU Students

See the Council for International Student Affairs site at www.ukcisa.org.uk and the British Council site at www.britishcouncil.org

NUS Online

The National Union of Students' site has information on all aspects of HE life

www.nus.org.uk

Prospects

For information about graduate careers

www.prospects.ac.uk

SKILL (the National Bureau for Students with Disabilities)

Information and FAQs for students with particular needs

www.skill.org.uk

Student Finance England

For information about financial support for HE study. You'll apply online for grants and loans in future – go to

www.direct.gov.uk

Student Loan Company

The organisation which deals with your grants and loans

www.slc.co.uk

Times Higher Education

News and information about HE

www.timeshighereducation.co.uk

UCAS (Universities and Colleges Admissions Service)

The company that deals with all applications to UK HE for first degrees, diplomas and PGCEs. Also has a database of information on all HE courses and institutions plus advice and guidance. You do your UCAS application online – that's here too

www.ucas.ac.uk

Universities UK

The universities official site with information, advice and useful links

www.universitiesuk.ac.uk

UNIAID

The student's finance charity. Website has online budget tool (All About U) and other information

www.brightsideuniaid.org

Worktrain

National jobs and training site, allowing searches by subject area, qualification, teaching style and location. Another branch of Directgov!

www.direct.gov.uk

ADDRESSES

BBS
Birmingham
Black Country
& Solihull
LIFELONG LEARNING NETWORK

LLN Birmingham, Black Country and Solihull

Cambrian Hall
Brindley Drive
Birmingham B1 2NB
T. 0121 604 1000 Ext. 7975
www.bbcslin.ac.uk
r.pine@ucb.ac.uk

Aimhigher Birmingham and Solihull

University of Birmingham
Aston Webb Building
Edgbaston
Birmingham B15 2TT
T. 0121 414 2670
aimhigher@contacts.bham.ac.uk

Aimhigher Black Country

Aimhigher Black Country
University of Wolverhampton
Wolverhampton Science Park
Glaisher Drive
Wolverhampton WV10 9RU
T. 01902 323586
r.hart@wlv.ac.uk



Aimhigher...
Black Country

T. 01902 323586

Aimhigher...
Birmingham & Solihull

T. 0121 414 2670



The contents of this publication may be photocopied for use by organisations involved in teaching or supporting learners and by organisations who provide information, advice and guidance about learning and work.

This Guide can be downloaded from the LLN website at www.bbcslin.ac.uk and can be made available in a range of community languages or on audiotape on request.

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