

A guide to accessing Higher Education

**A GUIDE TO ACCESSING HIGHER
EDUCATION**

**THE HIGHER EDUCATION FOUNDATION
COURSE**

ACCESS HE DIPLOMA 2010 - 2011

ACCESS

The Quality Assurance Agency for Higher Education recognised careers and Higher Education access course for adults

The course provides academic, vocational and career pathways along with Access to Higher Education in local and national university degree and foundation degree courses.

Successful completion of the course will provide students with a Access to HE Diploma in :

- Access to Education Studies and Early Years Professions
- Access to Social Science and Humanities
- Access to Health, Social Care and Professional Practice
- Access to Business, Legal and language Studies
- Access to Combined Studies

As part of the course students are given the opportunity to improve their levels of

- Study Skills
- Information Technology
- Communication
- Numeracy

Who is the Higher Education Foundation Course for?

The Higher Education Foundation Course (HEFC) is designed for people who wish to return to education. Some want to go on to take a degree or diploma course at a university or a college, others want to enhance their job prospects, while others want to give themselves a challenge. Whatever your reasons for joining the HEFC you will find yourself in the company of fellow students from many different backgrounds and experiences: all have one thing in common – a desire to learn.

The HEFC is a flexible open access course, which means that there are no absolute pre-entry academic requirements. However, because most of the subjects offered by the Course are at level 3, applicants to the course who do not have level two qualifications (GCSE's) may be advised to follow a two year pathway through the course preceded by completion of the Introduction to Access Course. There is no upper age limit, but students would need to be 19 years old on joining the course to be eligible for LSC funding.

In addition to increasing your knowledge and understanding of particular subject areas, the course will develop your social and communication skills and build your confidence. It provides an alternative route to higher education for students without previous adequate qualifications.

How does the HEFC Work?

The Higher Education Foundation Course has a modular structure. It is made up of modules or subject options each divided into two units; most HEFC modules are offered at level 3.

Each module is designed to take one academic year to complete, usually from September to June, and normally requires attendance at College for one day a week between the hours of 09:30am and 14:30pm. The period 14:00 – 15:00 is a timetabled tutorial monitoring hour, though you would not be required to see your tutor every week.

Full time students on the Course follow a selection of three modules and in addition produce a study skills portfolio known as the Higher Education Toolkit.

Part time students and those who need or wish to take longer to complete the course may study one or two modules in the first year and then complete the full HEFC in their second year of study. Over that time they will also build a study skills portfolio.

Access to Higher Education Diploma Award

The Access to Higher Education Diploma is awarded to students who successfully complete the equivalent of three modules, two of which must be at level 3, in a period of less than five years.

This will is awarded by the Open College of the North West (OCNW) as the licensed and authorised Validating Agency of the Quality Assurance Agency for Higher Education.

Students will also receive the Northumbria University Foundation Certificate.

Students who achieve a single module or unit completion will receive a University Record of Achievement.

Recommended Modules

Each Access Pathway has a set of recommended modules. These are the modules which might best serve your progression into the career of your

choice. Your choice of modules will be closely advised by the Course Coordinator and tutors of the course.

Choosing your Modules

You will be given the opportunity to make your choice of modules in close consultation with the Course Tutor and other staff. The aim will be to ensure that your choice represents exactly the right balance between your interests and aspirations. We want to ensure that you are moving through the course with a combination of modules and at a pace that precisely suits your individual needs.

Each of the modules will be time tabled to run four hours each week on one day and for thirty four weeks. Each module is divided into Units One and Two. In addition you will have arranged meetings with the coordinator as you compile your portfolio of study skills (the HE Toolkit).

What time do classes Start and Finish?

Most modules will be timetabled between
09:30 – 11:30 in the morning, and
12:30 – 14:30 in the afternoon.

We understand that there may be some students who may not be able to start and finish at precisely these times e.g. those who need to make arrangements for children. This will be taken into consideration by the module tutors but it is expected that students make adequate arrangements to allow them to attend each class punctually and be there each week for the full class session.

Which Modules are Available this Year?

The complete list of the modules available is as follows:

- [Biology](#)
- [English Language](#)
- [English Literature](#)
- [Health Studies](#)
- [Psychology](#)
- [Quantitative Methods](#)
- [Introductory Science \(Level 2\)](#)
- [Social Welfare](#)
- [Higher Education Toolkit \(mandatory\)](#)

In various combinations these modules provide access to a broad range of degree courses.

A brief outline of each of these modules is contained in following pages. Once you begin your studies you will be provided with a full syllabus and a more detailed scheme of work.

The modules will be designed to serve the interests of those students following one or other of the access pathways indicated above.

Progression through the Course in one or two years?

Students who wish to complete the Course in one year of full time study would select three of the available modules from the list above. Studying three modules requires a student to be in College for three days of each week between the times of 09:30 – 14:30.

Completion of the full Access to Higher Education Certificate requires students to achieve a minimum of a pass (40%) in three modules. Some students may need to take longer than one year to complete the Course. In that case, students can choose to study one or two modules for each year they are on the Course.

SUPPORTING OUR STUDENTS

We want to ensure that every student is fully supported in their studies throughout the course and that students are studying at a pace and level that suits their individual.

Course Tutorial Support

Each student on the Course will be assigned to a Course Tutor. The tutor will arrange to meet with you at regular intervals as you progress and attempt to ensure that there are no obstacles to your successful completion and enjoyment of your studies.

In addition, your course tutor will provide you with advice and guidance as you prepare your application to higher education.

You will be informed of the times and places in the College where your tutor may be found so you may make an appointment to see them at your and the tutor's mutual convenience.

Student Services

In addition to the tutorial support each student will have access to the full range of support offered by Student Services. This includes Careers, Counselling, Accommodation and additional assistance with UCAS applications

ASSESSMENT

Methods of assessment vary from module to module but normally include both coursework, such as written assignments, projects and presentations and in some modules end of unit tests and examinations which are taken at the end of Unit 2.

The main purpose of assessment is to let students and tutors see what progress has been made and how far the course objectives have been achieved. Tutors need to know how well you are progressing on the course so that they can help you with any areas of learning difficulty. They also need to monitor the effectiveness of the course. You need to know how well you are doing and how you can improve your performance where necessary.

To most people the thought of writing essays and sitting examinations is daunting. Whilst you are on the course you will be taught the skills necessary for you to cope.

Volume and Types of Assessment

Each principal subject Module comprises two free standing Units. Each Unit contains two types of assessment, typically

Unit One: an assignment and an end test

Unit two: an assignment and an examination

The coursework/ examination balance is normally 60%/ 40%.

Word limits have been standardised across the programme. For most Units, an assignment with a 60% weighting requires 1500 words and an assignment with a 40% weighting requires 1000 words.

Assignments can include: essays, projects, reports, practicals, creative work, presentations.

Measuring Achievement

Until the national grading system is introduced (2009/10) students completing a module or unit successfully will receive a Statement of Achievement which records the grade awarded: Distinction, Merit, Pass.

Module Descriptors and Schemes of Work

In the first class sessions of a module you will receive, from the tutor, a full descriptor for that subject. This will detail in advance each of the areas that you will be required to study. Additionally you will receive a scheme of work. This will be an outline, on a week by week basis, of the topic areas likely to be covered. The scheme of work will also indicate when assignments will be set and when you will be expected to hand them in to your tutor.

Assignment Deadlines

A generous amount of time will be allowed to give you the opportunity to plan your written work and, whilst you are preparing it, there will be an opportunity to discuss any problems you may encounter with your tutor. It is important to recognise that when a deadline is set students must meet that deadline. Tutors on the course appreciate that there may be occasions when, for a variety of reasons, you may not have completed an assignment on time. But whatever the reason it is vital that you let your tutor know so that your academic record is not adversely affected. Students who do not have authorisation to extend an assignment deadline will be penalised.

Study Skills and the Higher Education Toolkit

We assume that for each of our students this may be their first contact with the subjects they have chosen to study. We are aware that, as an adult returning to education after what may be a long period of time, you may need support and guidance in essential study skills. You will be given plenty of time to practice and develop the skills you will require. As you proceed with your choice of modules you will also compile a portfolio of work for the Higher Education Toolkit.

The Toolkit is designed to encourage students to reflect on their learning as they proceed. It is an integral part of the whole course and a requirement for the Access to Higher Education Diploma.

Commitment and Forward Planning

Although entry on to the course requires no previous qualifications, it does require from each individual student a commitment to learning; and that involves a willingness on the part of students to open themselves up to new experiences and new ideas.

Students should also appreciate that the course will make demands on their time both in and outside of College. With that in mind, it is very important to plan ahead and to make sure you have the time the Course will require. If you are to have a successful time on the Course, you will have to prioritise it – and that may mean giving up leisure and other activities that currently take up time. The tutors will aim to support you at every step of your progress, but you have to take final responsibility for your studies.

The Course is not something we do to you; it is some thing you do for yourself.

Attendance at Classes

If you are going to obtain a valuable level three Access to HE Diploma qualification from the course, then you must appreciate that you will have to attend on a regular basis.

This means that you will be expected to be there at the set time for the start of the class and that you will be able to attend the whole of the class and that you will not miss classes without very good reason. Past experience has shown us that when students miss classes they are also reducing their final grade and making it much more likely that they will not complete the course.

If a student misses three consecutive classes without good reason (which would normally require a note from their doctor), or if a student has a record of regularly missing classes then we may withdraw them from the course.

Progression from the Course

As a Quality Assurance Agency recognised course, the Higher Education Foundation Course is a valid qualification for entry into university courses. Your applications to higher education courses will be supported by tutors and other staff on the course. Advice and guidance will be available to help you complete UCAS application forms and we will provide the academic reference required. In addition there is professional advice available in the College relating to student grants and loans.

We have a great record of success on the Access Course at Carlisle College. If you bring the energy and commitment we will provide the environment and

resources that will go together to make your period of study an enjoyable and life changing experience.

We look forward to working with you in the coming year.

Terry Jones

HEFC Coordinator

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BIOLOGICAL SCIENCE

Outline

A programme of study of the cell biology and human physiology aspects of biological sciences. It will aim to develop study and practical skills and to provide a basis for studies in higher education in Health Studies, Biological or Biomedical Sciences.

Level 3

Aims and Objectives

To provide knowledge of cell biology and human physiology upon which students can build further study.

To provide a study of basic biochemical concepts to aid the understanding of metabolic and physiological processes fundamental to biological systems.

To enable students to develop study skills.

To enable students to develop laboratory skills and the ability to analyse and present experimental findings.

To provide a course which will form the basis for higher education study in health studies, biological or biomedical sciences.

By successfully completing the programme of study students will be able to:

- Describe the structures, function and organisation of cell membranes and cell organelles
- Explain the process of storing, transmitting and expressing genetic information
- Describe the principles of the chemistry of living systems, particularly the actions of enzymes and the processes involved in cellular energy supply and nutrition
- Describe the features and explain the mechanisms of action and control of the major physiological systems of the body
- Carry out experiments and analyze the results and present the studies in the form of practical reports

Suggested Reading

Biological Science 1 & 2: N. P. O. Green and D.J Taylor

Biology: A Functional Approach: M. B. V Roberts

Biology: M. Rowland

Understanding Biology for Advanced Level: G and S Toole

ENGLISH LANGUAGE

Outline

This module aims by means of instruction, critical discussion and practice to develop in participating students an effective and confident command of English. It will enable student to meet the demands of study in higher education and enable them to express ideas and information in technically sound English in a variety of forms and for a variety of purposes.

Level 3

Aims and Objectives

To develop student's language skills to a level that will leave them confident to meet the demands of study in higher education.

To develop interest, enjoyment, understanding and critical appreciation of the content, structure, style and diversity of the language of literary and non-literary texts.

To offer students encouragement and practical help in fulfilling their potential for communication in English in its principal written and spoken registers.

By successfully completing the programme of study students will be able to:

- Read critically a variety of literary and non-literary texts
- Distinguish and summarise the principal ideas in a piece of writing
- Recognise the writer's intentions
- Identify and describe the techniques used by writers
- Respond individually and analytically to a variety of written forms
- Retrieve and make use of relevant information in appropriate ways
- Write in a clear and fluent style
- Adopt a register and tone which is appropriate to the audience and purpose
- Write with technical accuracy with regard to the conventions of grammar, spelling, punctuation, sentence and paragraph construction
- Structure a piece of writing coherently

Suggested Reading

There is no prescribed textbook or collection of reading materials. A variety of texts will be used for instruction and stimulus and these will be taken from a wide range of sources and designed to illustrate the varieties of written styles in English. It is important for students to recognise that they must take responsibility for improving their literacy skills. To that end, before the beginning of the Course, students should be reading broadsheet (The Guardian, The Independent, The Times) newspapers on a regular basis. In addition, they should be reading more widely and seriously (try any of the 100 greatest novels) and beginning to write on a regular basis.

ENGLISH LITERATURE

Outline

This course offers experience in the academic study of English Literature primarily by means of the sustained exploration of a number of set texts each of which illustrates one of the major genres of English Literature: drama, narrative fiction, and poetry. It aims to encourage students to develop reasoned and imaginative literary judgement independently and in collaboration with others by means of the analysis of the set texts and other literary texts. Students will be introduced to the historical and literary contexts of works of literature and to a number of theoretical perspectives in the approach to works of literature.

Level 3

Aims and Objectives

To read critically with sensitivity to issues of structure and genre a variety of literary texts in English.

To explore the significant cultural, literary and historical contexts and acknowledge the variety of ways of responding to literature.

To identify and demonstrate in analysis elements of content, form and style.

To distinguish principal features of plot, character, settings, themes and language in a number of literary texts.

To recognise and respond appropriately to the principal kinds of figurative expression, including metaphor, simile, personification and symbol.

To develop informed critical values and judgements about the quality of the texts considered during the course.

By successfully completing the programme of study students will be able to:

- Learn to recognise the formal elements of literary composition
- Develop techniques for expressing ideas and opinions in a critically evaluative style
- Develop an appreciative sense of the historical, cultural and theoretical contexts of literary texts

Suggested Reading

The literary texts set for study vary from year to year. Students preparing to enter the course are advised to read widely and to include in their reading novel, works of drama and poetry. A range of valuable introductory texts include:

Contemporary Poetry Poets and Poetry since 1990 Series: Cambridge Contexts in Literature Brinton

Paperback

(ISBN-13: 9780521712484) <!--DOI: 10.2277/Contemporary Fiction The Novel since 1990 Series: Cambridge Contexts in Literature Pamela Bickley

Paperback

(ISBN-13: 9780521712491) <!--DOI: 10.2277/The Modern Short Story Series: Cambridge Contexts in Literature Frank Myszor

Paperback

(ISBN-13: 9780521774734 | ISBN-10: 052177473X) <!--DOI: 10.2277/Twentieth Century British Drama Series: Cambridge Contexts in Literature John Smart

Paperback

(ISBN-13: 9780521795630 | ISBN-10: 052179563X) <!--DOI: 10.2277/Shakespearean and Jacobean Tragedy Series: Cambridge Contexts in Literature Rex Gibson

Paperback

(ISBN-13: 9780521795623 | ISBN-10: 0521795621) <!--DOI: 10.2277/The Victorian Novel Series: Cambridge Contexts in Literature Barbara Dennis

Paperback

(ISBN-13: 9780521775953 | ISBN-10: 0521775957) <!--DOI: 10.2277/Women's Writing Past and Present Series: Cambridge Contexts in Literature Caroline Zilboorg

Paperback

(ISBN-13: 9780521891264 | ISBN-10: 0521891264) <!--DOI: 10.2277/

HEALTH STUDIES

Outline

A programme of study that introduces students to the key perspectives and discipline bases associated with the study of health. The module aims to develop both study and practical skills that will provide a basis for higher education studies in Nursing and Health.

It would be an advantage for students intending to study this module to have experience, perhaps at auxiliary level, in the care sector. Those without such experience will be encouraged to gain practical experience whilst undertaking this module.

Level 3

Aims and Objectives

To provide a knowledge base for a range of careers in the health sector.

To provide specialised units of study directly relevant to individual vocations and professions within the health sector in which students may be working or in which they intend to seek employment.

To provide an introduction to health this, in conjunction with other areas of study, may provide progression to graduate study.

To develop a range of skills, techniques, personal qualities and attitudes essential for successful performance in the health/care sector.

To enable students to make an immediate contribution in employment.

To enable students to access employment in the health/care sector.

The module will focus on issues relating to

- Nursing Studies
- Health Promotion
- Diet and Nutrition
- Human anatomy and physiology
- Influences on health and disease

Suggested Reading

Health and Lifestyles - Blaxter M

Human Nutrition– Barasi ME and Mottram RF

Introduction to Nursing: Concepts, Issues and Opportunities – Lindberg J B
(et.al.)

The Lippincott Manual of Nursing Practice

INTRODUCTION TO PSYCHOLOGY

Outline

This module aims to provide the students with a broad understanding of the scope, methods and applications of Psychology. This is accomplished through the provision of an extensive account of the empirical, theoretical, and methodological content of the discipline. The module adopts the philosophy of the British Psychological Society which defines Psychology as an 'empirical science'. It aims to provide learning opportunities to ensure that students achieve greater understanding of the substantive psychological issues and gain first hand experience of empirical data collection.

Level 3

Aims and Objectives

To provide students with an appreciation of the various theoretical and methodological approaches in Psychology.

To provide students with access to key empirical findings.

To develop practical and methodological skills in the collection and interpretation of data.

To enhance critical thinking skills and promote individual and group based learning strategies.

To develop effective research report and essay writing skills.

By successfully completing the programme of study students will be able to:

- Describe various approaches and schools of thought in Psychology
- Critically discuss psychological theories and evaluate them through group discussions and essays
- Use a selection of basic statistical techniques in an appropriate manner
- Plan and carry out a suitable psychological investigation and interpret the results in an appropriate manner
- Present results using appropriate graphical techniques
- Discuss ethical issues in relation to experimental psychological research
- Describe key psychological theories of behaviour in group discussions and essays.

Suggested Reading

Psychology: The Essential Science – R Baron

Psychology for A Level – M Cardwell

Psychology: The Science of Mind and Behaviour – R Gross

Experiment, Design and Statistics in Psychology – C Robson

QUANTITATIVE METHODS

Outline

This module covers skills in mathematics up to a level acceptable for entry into higher Education and teacher training. The module focuses on the areas of basic arithmetic processes, algebra, statistics and trigonometry. Extensive use will be made of scientific calculators throughout the course.

Level 3

Aims and Objectives

To promote interest, enjoyment and understanding of mathematics.

To develop confidence in the use of basic mathematical skills.

To introduce students to techniques of quantitative analysis appropriate to a number of disciplines.

To prepare students for entry to higher education.

By successfully completing Unit One students will be able to:

- Perform basic arithmetic operations; list factors of numbers; calculate HCF/LCM; express numbers to required accuracy; evaluate numbers expressed in index format; calculate using percentages.
- Use symbolic notation to express relationships; simplify algebraic expressions; form, manipulate and solve linear equations; factorise algebraic expressions.
- Collect, organise, display and interpret data; calculate mean, median, mode and range.
- Produce and interpret graphs using experimental data.
- Calculate perimeter, area and volume.

By successfully completing Unit Two students will be able to:

- Solve simultaneous linear equations; factorise algebraic expression; solve Quadratic equations (Algebra).
- Use sine, cosine and tangent ratios; solve problems involving angles of elevation and depression; solve practical two and three dimensional problems (Trigonometry).
- Calculate and use mean, median, and mode for data in a frequency distribution (Statistics).

- Use the vocabulary of probability; use relative frequency as a measure of probability (Logic and Probability).
- Construct graphs based on quadratic equations (Graphs).
- Use graphical methods to solve quadratic equations and simultaneous equations

Suggested Reading

Any modern GCSE Mathematics textbook (up to Level 10 of the National Curriculum) will provide support material for the course.

INTRODUCTORY SCIENCE

Outline

A programme of study which provides a foundation in science where elements of biology, chemistry and physics are drawn together using a number of linking themes. The module is investigative in nature, and no prior knowledge of science is necessary. The module will appeal to practising or intending teachers of primary science, to students who do not wish to pursue a subject-specific HEFC science module and to students who want to complement their subject-specific HEFC science study with a broader-based science module.

Level 2

Aims and Objectives

To provide an alternative qualification to GCSE science for students aiming for courses of initial teacher training; in view of the Government's ruling that such students should have a Grade C pass at GCSE or equivalent in English, Maths and Science from 1998.

To provide a science foundation course for practising primary school teachers who do not possess a science GCSE or equivalent qualification.

To provide a foundation in science for those students for whom a subject-specific HEFC science module is inappropriate or unattractive.

To provide knowledge of science sufficient to enable prospective and practising teachers to deliver key stages 1 and 2 of the national curriculum.

To provide an understanding of a range of scientific principles.

To develop skills useful in the practice of experimental sciences.

To develop knowledge and understanding of basic scientific terminology, laws, definitions and theories.

To develop the students' confidence in their ability to handle scientific concepts and subject matter.

By successfully completing the programme of study students will understand that:

- Energy is a very important theme which underpins and links all the branches of science.

- Materials are the basis for understanding the composition and interaction of living and non-living things.
- Cycles and change are fundamental to many of the processes taking place in nature.
- Classification and sorting are crucial devices if we want to make sense of the world we inhabit.
- Forces and movement help to explain many of the activities associated with living organisms and the physical world.

Suggested Reading

Hill, G. (1997) Revise GCSE Science, Letts Educational, ISBN 1-85805-440-0

Longmans revise guides GCSE Science , Longman, 1992 ISBN 0-582-03856-1

Parsons, R.(1998) KS4 Higher Tier Revision guides, Physics, Chemistry and Biology Pub. Coordination Group Publications ISBN 1-84146-904-1

SOCIAL WELFARE

Outline

This module introduces the student to the theoretical and professional context in which social welfare workers operate in Britain today. Students will examine the concepts of discrimination and oppression and reflect on the implications of this debate for welfare practices. Communication, interpersonal and study skills necessary for a career in the field of social welfare will be developed. Students will acquire an understanding of the tasks undertaken by welfare workers and how the different professional groups involved in welfare work relate to each other.

The module is suitable for students who wish to develop a career in the field of social welfare. It is also of general interest to those intending to pursue studies in social sciences at HE level.

No previous experience of study required, although a pre-access course or Level 2 English would be beneficial.

Level 3

Aims and Objectives

To enable students to acquire a general understanding of the nature of social welfare in the context of modern British society.

To enable students to acquire a general understanding of the tasks, responsibilities and duties carried out by professionals in the field of social welfare.

To enable students to begin to develop some of the essential interpersonal and communication skills for professional careers in social welfare.

To introduce students to basic theoretical perspectives and their application to practical social problems.

To help students to explore the relevance of applied learning from other disciplines .

To enable students to acquire an understanding of the functional relationship between the professionals involved in the social welfare field.

To provide opportunities for students to acquire and develop the necessary study skills to undertake professional training in social welfare based occupations.

To introduce students to the concepts of discrimination and oppression, and enable them to reflect on social welfare provision in this context.

Suggested Reading

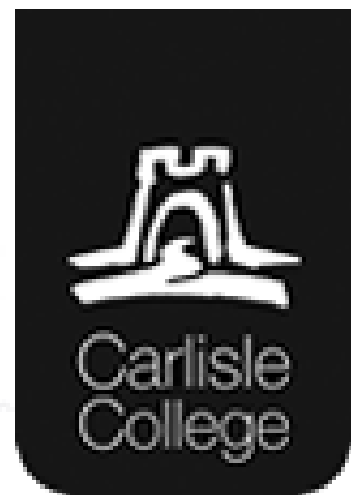
Moore, S (1993) *Social Welfare Alive!* (Stanley Thomas)

Tossell, D & Webb, R (1994) *Inside the Caring Services* (2nd Edition) (Edward Arnold)

Hill, M (1993) *Understanding Social Policy* (4th Edition) 31 July 2002.(Blackwell)

Bryson, L (1992) *Welfare and the State* (Macmillan)

McCarthy, M (1989) *The New Politics of Welfare* (Macmillan)



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