

University of
South Wales
Prifysgol
De Cymru

Making Futures Happen

Teachers' and Advisers' Conference 2015

Thursday 22 and
Friday 23 January 2015,
University of South Wales.

#USWTAC

In partnership with:

student finance **wales**
cyllid myfyrwyr **cymru**



Student
Loans Company

Making Futures Happen

Teachers' and Advisers' Conference Thursday 22 and Friday 23 January 2015

Contents

- Speaker profiles

Workshop notes for Thursday and Friday

- Student Finance Wales Update
- Student Finance England Update
- Writing References and getting References right
- UCAS Update

Workshop notes for Thursday

- Personal Statements for competitive courses (Health courses)
- Qualification Reforms in Wales: What you need to know
- Diwygio Cymwysterau yng Nghymru: Yr hyn mae angen i chi ei wybod

Workshop notes for Friday

- Accessing support for ALN students

Please note: Presentation slides for some conference sessions are not included in the printed delegate pack. You can access slides/handouts online at:
www.southwales.ac.uk/conference-slides

Lord Andrew Adonis

Andrew Adonis was born in London in 1963 and educated at Kingham Hill School, a boarding school in Oxfordshire. He studied history at Keble College, Oxford, followed by a PhD in modern history and a fellowship at Nuffield College, Oxford, when he was also elected to Oxford City Council (from 1987 to 1991).

Andrew was a journalist at the Financial Times for five years (1991-96) before moving to the Observer as a political columnist. He joined Tony Blair's Number 10 policy staff in 1998, first as education adviser then, after 2001, as Head of the Policy Unit.

Andrew was Minister for Schools from May 2005 until October 2008, Minister of State for Transport from October 2008 until June 2009, and Secretary of State for Transport from June 2009 until May 2010. He was one of Labour's negotiating team with the Liberal Democrats in the post-election hung parliament negotiations. He currently sits on the front bench in the House of Lords as the Shadow Infrastructure Minister.

Peter Mulligan, Founder, SACU Limited and Demand Analysis Ltd

Peter holds a bachelor degree in building engineering and a master's degree in intelligence and military strategy. He has worked for the UK government in the emergency planning sector and spent five years with UCAS. The first three years were spent representing UCAS; giving keynote presentations at all the major higher education conferences, speaking at most of the UK universities and delivering workshops at hundreds of schools and colleges in the UK and abroad. His last years at UCAS were spent working on strategic projects to improve UCAS services.

In 2012 Peter founded Demand Analysis Ltd, a customer intelligence software company, with his business partner Steve Harrop. In 2013 they launched SACU Ltd with a host of free research tools to help students make informed choices about their future. Thousands of students from hundreds of schools and colleges across the UK and abroad have already used these innovative resources.

Graham Henry, Policy and Public Affairs Manager, NUS Wales

Graham leads on working with the NUS student officer team on policy development and focusing on the priorities and strategic objectives of the organisation, including issues surrounding student finance and higher education funding.

He has extensive experience of the politics of the fourth Assembly and has been involved in the Welsh political scene over the last five years, working at the Western Mail, South Wales Echo and WalesOnline on the business desk and as the Senedd Correspondent based at the National Assembly.

Jane Artess, Principal Research Fellow, International Centre for Guidance Studies, University of Derby

Jane began working in higher education as a tutor of the postgraduate Diploma in Careers Guidance at Manchester Metropolitan University following many years working in local authority careers services. She described it as 'putting practice back into theory!' and she particularly enjoyed establishing new academic and professional courses. As senior learning and teaching fellow she managed PGCE and masters programmes in post-compulsory education.

Developing research interests led to Jane being appointed as Director of Research at HECSU (the Higher Education Careers Services Unit) where she commissioned the Futuretrack studies and developed HECSU's research work for clients including Higher Education Funding Council for

England, Department for Business Innovation and Skills, Universities UK and the Higher Education Academy, as well as individual institutions and professional bodies.

Jane's work has involved contributing to conferences and work programmes in the USA, Denmark, Holland, Romania, Serbia, and all over the UK and Ireland.

Jane was delighted to take up a post as Principal Research Fellow with the International Centre for Guidance Studies at the University of Derby in November 2014.

Alan Bullock, Freelance Careers Consultant, Alan Bullock Careers

Alan is a Freelance Careers Consultant, Registered Career Development Professional of the CDI and member of the Careers Writers Association. He has had 37 years' experience as a guidance practitioner and manager in UK and overseas, and now works with a diverse range of schools, colleges, universities, corporate and individual clients around the country.

He was author of *Creating Your UCAS Personal Statement*, published by Trotman, and more recently has written over 50 articles for the 'Get Advice' pages of the *Which? University* website, including a series of generic and subject-specific personal statement articles reflecting on the advice of admissions tutors.

Moira Davies (moira.davies@southwales.ac.uk)

Moira is the Academic Admission Manager for the Faculty of Life Science and Education. Moira has been in this post since 2001 and has been in the Faculty for many years. Her role is cross-faculty, although a great deal of her focus is on nursing, midwifery and health and social care courses. Moira's clinical background was A&E and orthopaedic nursing and she teaches many subjects across the adult field. Moira manages the whole UCAS process from recruitment to offers, and acceptance, right through to enrolment.

Maria Parry (maria.parry@southwales.ac.uk)

Maria is a senior lecturer within the Faculty of Life Science and Education; she is in the adult field with her main teaching being palliative and end of life care across all the fields of practice. Maria is the award Leader for the Post Graduate Certificate in Palliative care which is aimed at qualified nurses. Maria has been within the school since 2001 and prior to that held several clinical positions, including staff nurse in general surgery, a ward sister within hospice care and a clinical nurse specialist role within the community.

Maria works alongside Moira Davies to support the admission process, working with many local schools to promote applications to nursing / midwifery and working closely with our student ambassadors.

Kate Crabtree, Deputy Director Qualifications and Regulation Division, Welsh Government

Kate has responsibility for the development and regulation of general and vocational qualifications in Wales and the Welsh Baccalaureate.

Kate was brought up and educated in Caerphilly. She attended Nottingham University gaining an Honours Degree in Social Policy before embarking on a Masters Degree in Social Work at Hull University. She worked as a Social Worker in Shropshire and Cardiff before embarking on a career in further education as lecturer and manager. During this time she completed an MBA.

Kate joined Welsh Government in 2006 and was promoted to her current role in 2011. She was the lead civil servant working with Huw Evans on the Review of Qualifications.

Dr Dylan Jones, Head of General Qualifications Development, Welsh Government

Dylan joined the Welsh Government in his current role in 2010, and leads on the development of GCSEs, AS and A levels in Wales.

Dylan was brought up in Llanbedrog on the Llŷn Peninsula and graduated in Mathematics at Bangor University. He has worked as a secondary maths teacher, a teacher educator and as an Education Adviser to the BBC. He has also undertaken roles at schools and teacher training inspector and as an examiner to the University of Wales and the University of Malta.

Dylan has extensive experience of education and training in Wales and during his time in Higher Education, published numerous papers in the field of mathematics and bilingualism. He was awarded PhD by the University of Wales for his contribution in this field in 2005.

Emyr George, Regulatory Relationships Manager, Ofqual

Emyr is a senior manager in Ofqual's General Qualifications Policy team. Over the past two years has been working closely with the Department for Education and with exam boards on the reform of GCSEs and A levels. Since joining Ofqual's predecessor in 2008, he has worked closely with awarding organisations and other stakeholders across a number of its regulatory functions.

Dr Francis Cowe, Director Strategic Alliance and UK Partnerships, UHOVI

Francis entered academia in 1999 on secondment from the Probation Service as a senior lecturer at University of Wales College, Newport developing criminal and community justice provision and leading on the development of Probation Officer Training in Wales, overseeing a pan Wales degree qualifying scheme that integrated theory, policy and practice experience.

He became an established member of staff in 2001 and became a Principal Lecturer in 2003. He set up the Newport Centre for Criminal and Community Justice and is a founding member of the Welsh Centre for Crime and Social Justice. He became an Associate Dean in the School of Health and Social Sciences in 2005, overseeing the development of curricula and student number growth. In 2008 he became Director of Academic Development and Planning at Newport overseeing the institutional curricula plans and supporting Associate Deans in developing and reviewing the curricula offer, developing foundation degrees and working on regional planning. In 2011 he took up a secondment to UHOVI as Deputy Director and worked with colleagues and partners to successfully deliver on the growth and success of Phase One and the successful Phase Two Bid growing both Full and Part Time provision within the UHOVI five counties. UHOVI won the National Guardian Award for Commitment to Widening Participation in 2013.

In 2014 Francis took up his current post whilst retaining some responsibilities within UHOVI. His key focus is: Strategic Alliance, UHOVI, FE Partnerships, Widening Access Regional Skills and Planning Agenda (LSKIP).

Paul Shipton, Student Finance Adviser, Student Finance Wales

Paul is the Student Finance Adviser to practitioners in South Wales and regularly visits schools, colleges and universities across the region.

He has previously worked for the British Medical Association leading on student finance, delivering information, advice and guidance on fees and funding to students and prospective students. He was involved in the NHS bursary review negotiations with UK Government and has worked with a range of organisations on widening participation initiatives delivering talks to prospective students. He has

worked in Spain, teaching English as a foreign language and more recently in marketing and stakeholder relations roles in South Wales.

Katy Barge, Student Finance Adviser, Student Loans Company

Before joining the Student Loans Company back in 2008, Katy worked in higher education to help meet the increasing demand for financial information, advice and guidance. Katy has also had roles within further education settings as well as the Department for Work and Pensions where she gained invaluable experience in assessing and delivering a variety of services and welfare benefits.

In her current role, Katy provides face to face training and support by running bespoke student finance workshops and presentations at a range of partner events throughout the West Midlands region.

Alan Jones, Professional Development Executive, UCAS

Alan Jones joined the UCAS Professional Development Team in November 2006 having spent 6 years in the contact centre as an Adviser, Team Coordinator and Quality Coordinator. His ongoing professional engagements and contacts with a wide range of customers from both the pre-HE and HE sectors, ensures that his finger remains on the customer pulse.

Alan was the first member of his family to go to university, and although he "got it all wrong" as a teenager (not completing a course secured at a Russell Group institution), he returned to HE as a mature student gaining a first class honours degree in 1999.

Alan also holds a CIPD certificate in Training Practice, is a member of the AUA, a cineaste, a published author and poet, and a keen supporter of the National Horror Festival of Wales, held annually at the University Arts Centre in Aberystwyth.

John Cranmer, Director of Music, Royal Welsh College of Music and Drama

John Cranmer joined the Royal Welsh College of Music & Drama in 2000 and became Director of Music in 2009. Based in Cardiff, the College is one of eight UK conservatoires, three of which specialise in both Music and Drama training. It is also one of five designated 'Royal' schools in the sector, and is the National Conservatoire of Wales.

In recent years John has been particularly active in repositioning the college within its UK peer group - a period which has seen widely-recognised enhancements to the standing of the College, the opening of state-of-the-art public performance facilities, the expansion of its portfolio of courses, and year on year increases in student applications. This presentation considers application and selection processes relating to specialist Music and Drama training programmes.

Aimee Bateman, Founder of Careercake.com, Recruiter, Careers Speaker and Coach

Since graduating from the University of Glamorgan in 2003, Aimee has worked for some of the largest recruitment companies including Hays Plc, Red Recruitment and Robert Half International. In 2011 Aimee set up her own consultancy and her award winning careers website Careercake.com.

In 2014, Aimee was awarded an Honorary Fellowship from Cardiff Metropolitan University, for her contribution to careers and the community at large. Her achievements have also seen her front a number of TV shows including:

- BBC1 Wales' X-Ray - 9 episodes as the 'Recruitment Expert', 2010-2011
- BBC3 Cash Mob – Presenter, 2010
- BBC2 Learning – Careers Presenter, Apprentice for a Day – April 2013

- Online Careers Reality Show – Host of The Job Academy – 2013 (currently over 1.5million views on YouTube and winner of the prestigious Creative Showcase Awards)

Aimee has been quoted in The Independent, Observer, Glamour, The Huffington Post and Jobs and Career Magazine. She also writes careers articles for The Guardian, Totaljobs.com, Jobsite.co.uk and The Undercover Recruiter.

In addition, Aimee the Welsh Ambassador for National Careers Week and the official Careers Coach for AAT (The UK's leading qualification and membership body for accounting staff) and the Welsh Ambassador for National Careers Week 2014.

Donna Whitehead, Head of the School of Law, Accounting and Finance, University of South Wales

Donna joined the University of South Wales in August 2012. Her previous post was as Team Leader for the Law School at the University of Sunderland. Donna is responsible for setting the strategic direction and priorities for the School of Law, Accounting and Finance. She also leads the development of the University's London Centre for the Faculty of Business and Society. Donna's research interest is family law and in particular, assisted reproduction and parenthood.

John Bidder, Director, Blippit

John Bidder is a busy father of three children at three different schools, as well as being a former primary teacher, ICT Adviser and in recent years the founder of Blippit Social; formerly known as SocialSchoolMedia. Blippit Social collaborate with nursery, primary, secondary and hospital schools to help them confidently and efficiently harness Facebook to engage with parents.

Kelly Young, Darlithydd Busnes a Rheolaeth, Prifysgol De Cymru/Prifysgol Metropolitan Caerdydd

Mae Kelly yn ddarlithydd profiadol o 12 mlynedd gyda chefnidir mewn rheolaeth, cyllid a busnes. Mae Kelly wedi gweithio fel Cydlynnydd y Bagloriaeth Cymru mewn coleg Addysg Bellach ac yn arbenigwr mewn entrepreneuriaeth a menter. Mae hi hefyd wedi gweithio fel rheolwr uwch ar lefel strategol mewn coleg Addysg Bellach ac yn gymrawd o'r Sefydliad Rheolwyr Siartredig (CMI).

Kelly Young, Business and Management Lecturer, University of South Wales/Cardiff Metropolitan University

Kelly has 12 years experience as a lecturer, with a background in management, finance and business. Kelly has worked as the Welsh Baccalaureate Qualification Co-ordinator at an FE College, and specialises in entrepreneurship and enterprise. She has also worked as a senior manager at a strategic level in an FE College, and is a fellow of the Chartered Managers Institute (CMI).

Charlene Clempson, Creative and Therapeutic Arts Lecturer, University of South Wales

Charlene teaches on the Art Pathway, and leads on the Working with Diverse Setting and the Placement Preparation modules. In addition, she regularly presents at academic conferences, designs textile works and creates art works for exhibitions.

Before working at the University, Charlene ran a range of projects and initiatives within the West Midlands. One of these projects- the Mural Project - was based at the University of Birmingham and encouraged the use of art within community settings to produce a collaborative and participatory piece of work.

Mark Ingle, Psychologist, University of South Wales

Mark is a psychologist registered with the British Psychological Society. He has a background in the assessment, support and counselling of adults with Specific Learning Difficulties (SpLDs), mental health conditions and brain injuries within education and employment.

Mark has worked for the University of South Wales for 7 years and his role involves managing the provision of diagnostic assessments for SpLDs with students at the University. He is also responsible for managing a team of 50+ study skills tutors who provide one-to-one support to students with SpLDs and other disabilities.

UK Student Recruitment Team, University of South Wales

The UK Student Recruitment Team at the University of South Wales consists of 13 staff:

- Sarah Watkins, UK Student Recruitment Manager
- Joseph Murphy, Student Recruitment Officer (Widening access)
- Sêra Evans-Fear, Student Recruitment Officer
- Sandra Veasey, Student Recruitment Officer
- Rebecca Jones, Student Recruitment Officer (Welsh)
- Tom Hill, Student Recruitment Assistant
- Alex Kennedy, Student Recruitment Assistant
- Rebecca Breen, Student Recruitment Assistant
- Karan Broad, Student Recruitment Assistant
- Salema Ahmed, Graduate Intern
- Mike Chant, Higher Education Adviser
- Rosanne Fairclough, Higher Education Adviser
- Jonathan Tinnacher, Higher Education Adviser

The day-to-day work of the UK team involves school/ college visits and talks, UCAS fairs, Open and Applicant Days, subject taster sessions and conferences, teachers' and advisers' events, and producing HE awareness literature and newsletters. In a typical year, the team organises, attends and delivers over 400 sessions in schools and colleges, 35 UCAS fairs, 120 careers evenings, 70 on-campus subject-specific events, 20 Open and Applicant Days, and meets in excess of 40,000 prospective students.


**Thursday 22 and Friday 23 January
Sessions 2 and 4: Workshop A**

Student Finance Wales Update

Paul Shipton, Student Finance Adviser,
Student Finance Wales


sound advice on
STUDENT FINANCE

cyngor doeth am
GYLLID I FYFYRWYR




STUDENT FINANCE 2015/16

Wales




student finance wales
cyllid myfyrwyr cymru




SESSION CONTENTS

- Student Finance Update
- Section 1 - The Student Finance Package
- Section 2 - Additional Support
- Section 3 - Application Information
- Section 4 - Repayment
- Section 5 - Resources




student finance wales
cyllid myfyrwyr cymru




STUDENT FINANCE UPDATE

- 67,940 applications (new and continuing)
- Approximately 25,000 new student applications
- Continuing students responsibility of Student Finance Wales 2015/16
- 745 applications awaiting student signature
- Independent review of HE funding & Student Finance (Wales) expected to report September 2016




student finance wales
cyllid myfyrwyr cymru




sound advice on
STUDENT FINANCE

cyngor doeth am
GYLLID I FYFYRWYR

THE STUDENT FINANCE PACKAGE 2015/16

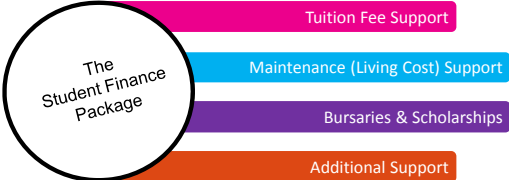


student finance wales
cyllid myfyrwyr cymru




THE STUDENT FINANCE PACKAGE


SUPPORT AVAILABLE TO STUDENTS INCLUDES:



- Tuition Fee Support
- Maintenance (Living Cost) Support
- Bursaries & Scholarships
- Additional Support



student finance wales
cyllid myfyrwyr cymru




TUITION FEES


OVERVIEW

- Currently capped at **£9,000** per year.
- The tuition fee will be decided by the university or college including if it charges different amounts for different courses.
- The average tuition fee for new students in 2014 was about £8,647.
- Students at private universities or colleges offering designated courses will be able to borrow up to £6,000* towards tuition costs. They won't be eligible for a Fee Grant.

*Students will have to self-fund any additional fee charged.



student finance wales
cyllid myfyrwyr cymru



TUITION FEES

TUITION FEE SUPPORT

For eligible Welsh students attending a full-time course at a publicly-funded UK university.

Tuition Fee Loan

- a non means-tested fee loan of up to £3,810

Tuition Fee Grant

- non means-tested Tuition Fee Grant to cover the difference between the maximum Tuition Fee Loan available and the tuition fee actually charged by the UK university
- a maximum grant of £5,190 if a tuition fee of £9,000 is charged
- grant and loan paid directly to university or college



student finance wales
cyllid myfyrwyr cymru



sound advice on
STUDENT FINANCE

cyngor doeth am
GYLLID I FYFYRWYR



THE STUDENT FINANCE PACKAGE 2015/16 MAINTENANCE SUPPORT



student finance wales
cyllid myfyrwyr cymru



SUPPORT FOR LIVING COSTS

- Support is available to help towards living costs students have while at university or college and all eligible students can get some funding
- Two types of support are available, **Maintenance Loan** and **Welsh Government Learning Grant**
- The Maintenance Loan is repayable
- The amount of loan available depends on where the student lives (e.g. with parents, etc) and studies
- Support for living costs are paid direct to the students' bank account each term




student finance wales
cyllid myfyrwyr cymru



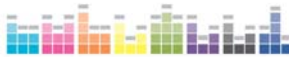
MAINTENANCE SUPPORT

MAINTENANCE LOAN 2015/16 MAXIMUM RATES

Full-year student (*)	75% non means tested	25% means tested	Maximum loan
Parental home	£3,121	£1,041	£4,162
Elsewhere	£4,032	£1,344	£5,376
London	£5,649	£1,883	£7,532
Overseas	£4,807	£1,603	£6,410

 An additional means-tested loan is available for each extra week of study for students attending their course beyond 30 weeks.

 (*) Slightly lower rates of support apply to final year students.



student finance wales
cyllid myfytywyr cymru




MAINTENANCE SUPPORT

WELSH GOVERNMENT LEARNING GRANT


- The Welsh Government Learning Grant doesn't have to be repaid
- The grant is dependent on household income (**100% means tested**)

 Household Income:
Up to £18,370

 Full Grant:
£5,161

 Household Income:
Up to £50,020

 Partial Grant:
(Min £50)

 Household income is the taxable earned and unearned income of the parents/partner the student lives with most of the time.

MAINTENANCE SUPPORT

COMBINED SUPPORT:

Student living away from home, outside London 2015/16

Household income £	Welsh Gov Learning Grant	Maintenance Loan	Total
£18,370 & under	£5,161	£2,796	£7,957
£20,000	£4,715	£3,019	£7,734
£25,000	£3,347	£3,703	£7,050
£26,500	£2,936	£3,908	£6,844
£30,000	£2,099	£4,327	£6,426
£34,000	£1,142	£4,805	£5,947
£40,000	£734	£5,009	£5,743
£45,000	£395	£5,180	£5,573
£50,020	£50	£5,351	£5,401
£55,000	£0	£4,527	£4,527
£57,475	£0	£4,032	£4,032



student finance wales
cyllid myfytywyr cymru



MAINTENANCE SUPPORT
FEE SUPPORT FOR OTHER COURSES

Course Type(*)	Max Tuition Fee Loan Entitlement (publicly funded uni or college)	Max Tuition Fee Grant Entitlement (publicly funded uni or college)	Max Tuition Fee Loan Entitlement (privately funded uni or college)	Max Maintenance Loan
Sandwich Placement Year	£1,800	£900	£1,200	Reduced Loan Sandwich Year
ERASMUS Scheme	£1,350	£675	£900	Overseas Rate
Overseas Placement	£1,350	£675	£900	Overseas Rate



student finance wales
cyllid myfyrwyr cymru



sound advice on
STUDENT FINANCE

cyngor doeth am
GYLLID I FYFYRWYR



ADDITIONAL SUPPORT



student finance wales
cyllid myfyrwyr cymru



ADDITIONAL SUPPORT
OVERVIEW

Extra money or support may be available to students if they:

- have children or adults dependent on them
- have a disability, mental-health condition or specific learning difficulty
- are studying an NHS or Social Work course

NHS courses include: Nursing, midwifery, physiotherapy, chiropody, dietetics, radiography, occupational therapy, the later stages of medicine and dentistry.



student finance wales
cyllid myfyrwyr cymru



ADDITIONAL SUPPORT

DISABLED STUDENTS' ALLOWANCES (DSAs)

- Help towards the additional costs that a student may face as a result of their disability, mental-health condition or specific learning difficulty.

DSAs support:

- is available in addition to the standard student finance package
- does not have to be repaid
- is not affected by household income
- looks at the specific needs of the individual in relation to their disability and how it affects their studies



student finance wales
cyllid myfywyr cymru



ADDITIONAL SUPPORT

DISABLED STUDENTS' ALLOWANCES (DSA)

DSA rates 2015/16

Allowance	Part-time maximum support	Full-time maximum Support	Frequency of Payment
Non-medical personal helper	£15,885	£21,181	Annual
Specialist equipment	£5,332	£5,332	Duration of course
Other disability-related expenditure	£1,338	£1,785	Annual
Disability-related travel	No Limit – reasonable spending can be claimed		



student finance wales
cyllid myfywyr cymru



THE STUDENT FINANCE PACKAGE

STUDENTS WITH DEPENDANTS'

Childcare Grant

Based on 85% of actual registered/approved childcare costs up to maximum of:
£161.50 per week for one child
£274.55 per week for two or more children

If no childcare provider details are provided a maximum cap of £115 p/w will apply to the first installment.

Parents' Learning Allowance

Help with course-related costs for students with dependent children.
 Amount received will be between **£50** and **£1,557**.

Adult Dependants' Grant

For students with a partner or another adult who is financially dependent on them (cannot be an adult child). Maximum grant is **£2,732**.

! Dependants' grants are income related. Universities may offer additional support to students with childcare/caring responsibilities.



student finance wales
cyllid myfywyr cymru



sound advice on **STUDENT FINANCE** cyngor doeth am **GYLLID I FYFYRWYR**

ADDITIONAL SUPPORT SCHOLARSHIPS AND BURSARIES

student finance wales
cyllid myfyrwyr cymru




SCHOLARSHIPS AND BURSARIES

- Extra help for many students is available from universities.
- Each university has its own scheme – students need to research these.
- Students are more likely to get help if...
 - their family has a low income
 - they are the first person in their family to go to university
 - they study a particular subject (depending on university)
 - they get good grades at school/college
 - they study locally

! Students should check university websites and ask at open days and UCAS conventions for information on bursaries and scholarships: what is available and how/when to apply.


student finance wales
cyllid myfyrwyr cymru



sound advice on **STUDENT FINANCE** cyngor doeth am **GYLLID I FYFYRWYR**

APPLICATION INFORMATION

student finance wales
cyllid myfyrwyr cymru



APPLICATION INFORMATION

KEY MESSAGES

- Apply online at www.studentfinancewales.co.uk as soon as possible once the application opens
- Register on UCAS and we can let students know when it's time to apply
- They do not need a confirmed place at university or college to apply
- Make a note of their account log-in details and keep them safe
- Agree to share information from their application, this helps them to apply for many bursaries and some scholarships
- Students will be assessed for non means-tested support if there are any delays in receiving household income information.



student finance wales
cyllid myfywyr cymru



APPLICATION INFORMATION

COMPLETING AN APPLICATION

Before starting an application, students should have the following to hand:

- passport - SFW can check identity using valid UK passport details
- university and course details
- bank account details and National Insurance number

If parents or other sponsors will be supporting a student's application, they will need their own account on studentfinancewales.co.uk to provide information including:

- National Insurance number(s)
- Household income information
- Details of other child dependants

If sponsors can't submit income details online, they can complete a paper form.



student finance wales
cyllid myfywyr cymru



APPLICATION INFORMATION

'MY ACCOUNT'

Making it easier to navigate and understand

Welcome Ben




student finance wales
cyllid myfywyr cymru




sound advice on
STUDENT FINANCE

cyngor doeth am
GYLLID I FYFYRWYR



APPLICATION INFORMATION EVIDENCE AND HOUSEHOLD INCOME

student finance wales
cyllid myfyrwyr cymru



SUPPORTING AN APPLICATION HOUSEHOLD INCOME


If supporting an application for means-tested student finance, SFW will need to see details of parent(s), partners or other sponsors household (taxable earned and unearned) income and National Insurance number(s).

Earned income includes:


- wages, salaries, tips, and other taxable employee pay
- long-term disability benefits received prior to minimum retirement age
- net earnings from self-employment

Unearned income includes:

- interest from savings (only the annual summary is required)
- benefits and pensions
- rent from property or a room




student finance wales
cyllid myfyrwyr cymru




sound advice on
STUDENT FINANCE

cyngor doeth am
GYLLID I FYFYRWYR



STUDENT LOAN REPAYMENT

student finance wales
cyllid myfyrwyr cymru



STUDENT LOAN REPAYMENT

OVERVIEW

- Repayment contributions will not be made until students have finished their course and are earning over **£21,000 (£1,750 pm) gross**.
- **Full-time students** will begin to repay in the April after graduating from/leaving their course.
- Repayments will be 9% of income over £21,000 and will be deducted automatically from pay through the HMRC tax system for most students.
- If income falls to £21,000 or below repayments will stop.



student finance wales
cyllid myfytywyr cymru



STUDENT LOAN REPAYMENT

THE FIGURES

Income each year before tax	Income from which 9% will be deducted	Approximate monthly repayment
£21,000	£0	£0
£25,000	£4,000	£30
£30,000	£9,000	£67
£35,000	£14,000	£105
£40,000	£19,000	£142
£45,000	£24,000	£180
£50,000	£29,000	£217
£60,000	£39,000	£292



Any outstanding loan balance will be cleared 30 years after entering repayment.



student finance wales
cyllid myfytywyr cymru



STUDENT LOAN REPAYMENTS

THE INTEREST

Interest on your loan will depend on your income and circumstances:



During study until entering repayment



Interest Rate: Retail Price Index +3%



Income: Under £21,000



Interest Rate: RPI Only



Income: £21,000 to £41,000



Interest Rate: RPI + up to 3%



Income: Over £41,000



Interest Rate: RPI +3%



student finance wales
cyllid myfytywyr cymru



STUDENT LOAN REPAYMENT

DEDICATED WEBSITE



student finance wales
cyllid myfyrwyr cymru



STUDENT LOAN REPAYMENT

PARTIAL CANCELLATION OF LOANS

- Eligibility will be automatic once the student starts repaying their student loan, either voluntarily or when they are required to do so.
- Partial cancellation of up to **£1,500**.
- If they have a Maintenance Loan of £300 and the amount of their first repayment is £10, they will receive a partial cancellation of £290.
- If they have a Maintenance Loan of £3,000 and the amount of their first repayment is £50, they will receive a partial cancellation of £1,500.



student finance wales
cyllid myfyrwyr cymru



sound advice on
STUDENT FINANCE

cyngor doeth am
GYLLID I FYFYRWYR



2015/16 RESOURCES



student finance wales
cyllid myfyrwyr cymru



RESOURCES

- Guides
- Quick guides
- Short videos
- Website
- Practitioner site

student finance wales
cyllid myfywyr cymru

RESOURCES

The official website for comparing UK higher education course data

UNISTATS

Information set

Course	2015/16	2016/17	2017/18	2018/19	2019/20
Average annual fee for students from England	£8,200	£8,200	£8,200	£8,200	£8,200
For students from Northern Ireland	£8,200	£8,200	£8,200	£8,200	£8,200
For students from Scotland	£8,200	£8,200	£8,200	£8,200	£8,200
For students from Wales	£8,200	£8,200	£8,200	£8,200	£8,200
For students from Europe	£8,200	£8,200	£8,200	£8,200	£8,200
For students from Overseas	£8,200	£8,200	£8,200	£8,200	£8,200

student finance wales
cyllid myfywyr cymru

STUDENT FINANCE WALES INFORMATION ADVICE AND GUIDANCE TEAM



- Chris Baxter: Principal Student Finance Adviser
- Katy Barge: Wales support
- Kay Vizard-Kotkowicz/ Gari Thomas: North East/ Central
- Phil Lynes: West Wales
- Paul Shipton: South Wales



Contact details available at: www.studentfinancewales.co.uk/practitioners

student finance wales
cyllid myfywyr cymru

SUPPORT

WALES STUDENT FINANCE INFORMATION TEAM

The team provides help and support to anyone working with potential students and their families in Wales. It does this by:

- Engaging with practitioners (teachers, tutors and other advisers)
- Providing face-to-face contact, training and support and updates
- Delivering face to face student and parent talks



student finance wales
cyllid myfywyr cymru



sound advice on
STUDENT FINANCE

cyngor doeth am
GYLLID I FYFYRWYR



QUESTIONS?



student finance wales
cyllid myfywyr cymru



Thursday 22 and Friday 23 January
Sessions 2 and 4: Workshop B

Student Finance England Update

Katy Barge, Student Finance Adviser,
Student Loans Company

matrix [/uk/england](#) [/SFEEngland](#) [YouTube](#) [youtube.com/SFE/ELM](#) [www.gov.uk/studentfinance](#)

Student Loans Company **sfe** Student Finance England The student finance experts


AGENDA

- Student Finance England updates
- Student finance package 2015/16
- Application information and resources
- Questions and discussion

STUDENT FINANCE ENGLAND


REGIONAL SUPPORT

- Student Finance IAG Team supports a wide range of partners through a Matrix accredited service that is **free of charge**
- Provide training and support on all stages of the student finance process to those who plan and deliver student finance IAG as part of the wider CEIAG programme
- Run bespoke workshops and presentations
- Address common student finance questions and issues directed to sixth form team from students and their families
- Keep partners up-to-date with latest policy and process developments and new resources



STUDENT FINANCE ENGLAND
INFORMATION AND UPDATES

2015/16




SECTION 1

PROCESSING UPDATE
FULL TIME HIGHER EDUCATION

- As at 21 December just over 1.18m applications received for 2014/15 academic year – SFE (1.24m expected)
- Application rate for all English 18 year olds increased in 2014 to the highest ever level (34.8%)
- Of these: 75k ineligible
44k awaiting customer signature
- Application cycle for new full time students due to open late January
- Deadline dates end May (new students) and end June (returners)

2015/16



SECTION 1

STUDENT LOAN REPAYMENTS
INTERESTED IN INTEREST?


Income Contingent Student Loans for pre 2012 loans

- From 1st September 2014, until further notice, the interest rate set for the existing ICR Loans will be 1.5% until further notice (This may vary if the bank base rate is increased or decreased)
- From 1st September 2014 until 31st August 2015, the interest rate for Plan 1 ICR Loans will be the lower of the Retail Prices Index in March 2014, or 1% above the highest base rate of a nominated group of banks

Income Contingent Student Loans for post 2012 loans

- The basic RPI rate for post 2012 ICR Loans will be 2.5% (March 2014)
So RPI+ 3% will be 5.5%

i From April 2015 the repayment threshold for pre-2012 loans will be £17,335





AUTUMN STATEMENT FUNDING FOR POSTGRADUATE STUDY

- Government to offer income contingent loans for under 30s studying a postgraduate taught masters in any subject
- Loans of up to £10,000 - planned to be available from 2016-17
- Repaid concurrently with undergraduate loans
- Expected to benefit around 40,000
- Government will consult on the detail and confirm the delivery plan
- In 2015/16 HEFCE will allocate £50 million to HEPs to offer bursaries - £10,000 each to benefit 10,000 students





PART TIME STUDY POLICY CHANGE

- 85k part time applications submitted (130k expected)
- Numbers of part-time English domiciled undergraduate entrants fell from 259k in 2010-11 to 139k in 2013-14
- Tuition Fee Loan to be made available to eligible students with an equivalent or higher level HE qualification studying on a part-time Honours Degree course in the following:
 - Engineering
 - Technology
 - Computer science subjects
- Aim to enable those in employment to update their skills and qualifications



2015/16 onwards






BIS CONSULTATIONS UPDATE



- Recent consultations on 24+ Advanced Learning Loans (August), EU residency requirements (November) and Sharia Alternative Finance product
- Government proposed Sharia Alternative Finance product in consultation paper (April 2014) - mutual fund model
- Nearly 20k responses – 94% agreed there is demand for an alternative product.
- Primary legislation required and feasibility testing - therefore unlikely to be available before 16/17






STUDENT FINANCE PACKAGE

2015/16








FUNDING PACKAGE 2015/16

OVERVIEW

- Student Finance package for 2015/16 announced last Spring
- Maximum tuition charges and tuition loans maintained at 2014/15 levels
- Maximum Maintenance Grants and Disabled Students' Allowances also maintained
- Maximum Maintenance Loans and grants for dependants (CCG, PLA, ADG) will be increased by inflation – 3.34%



Details of the changes can be found in the Policy section at:
www.practitioners.slc.co.uk




TUITION FEES & LOANS

OVERVIEW

- The maximum tuition charges for full-time courses will be maintained at £6,000*, or £9,000** for 2015/16
- **Eligible students won't have to pay any tuition fees up front**
- Requested Tuition Fee Loan paid directly to the university or college
- The Tuition Fee Loan doesn't depend on household income
- Repayable only when income is over £21,000

* Up to £6,000 for approved courses at private providers
 **Where a publicly funded institution has an Access Agreement





DESIGNATION OF COURSES

ALTERNATIVE PROVIDERS

- HEFCE responsible for processing applications on behalf of the Department for Business, Innovations and Skills
- Process of deciding whether or not students attending alternative/private institutions can access loans and grants from the SLC
- Providers must meet criteria of teaching quality, financial sustainability, management and governance, and course eligibility
- HEFCE website lists HE courses at alternative providers that have course designation:

• <http://www.hefce.ac.uk/whatwedo/reg/desig/>





MAINTENANCE LOAN

MAXIMUM LEVELS 2015/16



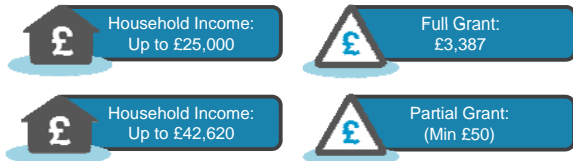
i If studying overseas as part of a UK course, Maintenance Loan support is still available. Up to £6,820 for 2015/16



MAINTENANCE GRANT

SUPPORT AND MEANS TESTING

- The Maintenance Grant doesn't have to be repaid
- How much grant a student gets depends on their household income (**100% means tested**)



i Household income is the taxable earned and unearned income of the parents/partner a student lives with most of the time



COMBINED MAINTENANCE SUPPORT

LIVING AWAY FROM HOME OUTSIDE LONDON

Household Income	Maintenance Grant	Maintenance Loan	Total
£25,000 & under	£3,387	£4,047	£7,434
£30,000	£2,441	£4,520	£6,961
£35,000	£1,494	£4,993	£6,487
£40,000	£547	£5,467	£6,014
£42,620	£50	£5,715	£5,765
£42,875	£0	£5,740	£5,740
£50,000	£0	£4,998	£4,998
£62,143 & over	£0	£3,731	£3,731



The calculator found on www.thestudentroom.co.uk/studentfinance can provide students with an estimate of their student finance entitlement



ADDITIONAL SUPPORT

STUDENTS WITH DEPENDANTS

Childcare Grant:

Based on 85% of actual registered/approved childcare costs up to maximum of: **£155.24** per week for one child
£266.15 per week for two or more children

Parents' Learning Allowance:

Help with course-related costs for students with dependent children
Amount received will be between £50 and £1,573

Adult Dependants' Grant:

Normally for the student's partner. Can be for another adult who is financially dependent on the student where the adult's net income is not more than £3,796 p.a. Maximum grant available: £2,757



Dependants' grants are income related. Universities may offer extra support to students with childcare/caring responsibilities



ADDITIONAL SUPPORT

DISABLED STUDENTS' ALLOWANCES

Allowance	Part-Time Maximum Support	Full-Time Maximum Support	
Non-medical personal helper	£15,543	£20,725	Per academic year
Specialist equipment	£5,212	£5,212	Duration of Course
Other disability-related expenditure	£1,305	£1,741	Per academic year
Disability related travel	No Limit – Reasonable spending can be claimed		



For both full-time and part-time postgraduate students there is a single allowance of up to £10,362 a year



DISABLED STUDENTS' ALLOWANCES POLICY CHANGES - BACKGROUND

- Broad rationale to target the limited resource available to those students in most need of it
- Current system of DSA support has not been reviewed since 1995 and doesn't take into account technological advances, increases in the use of technology or the introduction of the Equality Act 2010
- Changes apply to FT, FTDL, PT and PG DSAs applying to Student Finance England for DSAs for the first time in 2015/16
- The application process for students will remain essentially the same
- The maximum amounts payable under DSA allowances will be maintained in 2015/16





DISABLED STUDENTS' ALLOWANCES POLICY CHANGES - BACKGROUND

- For 2015/16 the full range of NMH support will continue to be funded through DSAs but institutions expected to take on more responsibility for providing NMH from 2016/17 – making reasonable adjustments
- £200 student contribution towards a computer
- DSAs funding will no longer be provided for scanners and printers as a matter of course
- DSAs funding is not available towards the additional costs of specialist accommodation owned or supplied by the institution or an agent of the institution



Details of the changes and Guidance Document can be found in the Policy section at: www.practitioners.slc.co.uk



2



APPLICATION PROCESS INFORMATION & RESOURCES





STUDENT FINANCE APPLICATIONS

KEY MESSAGES

- It will take at least six weeks* to process an application so apply early!
- Apply online at gov.uk/studentfinance from end January 2015
- Students don't need a confirmed place at university or college to apply
- Apply using first choice, can change details later needed
- Agree to share information from their application, this helps apply for many bursaries and some scholarships



*SFE handle over 1 million applications a year, most involve interactions with other government departments e.g. HMRC

The student finance experts



APPLICATION INFORMATION

COMPLETING AN APPLICATION

Before starting an application, students should have the following to hand:

- Passport - SFE can check identity using valid UK passport details
- University and course details
- Bank account details and National Insurance number

The easiest way for parents or other sponsors to support a students application is online through GOV.UK, providing information including:

- National Insurance number(s)
- Household income information (based on prior tax year)
- Details of other child dependants



You can use our [Application Process video](#) during your sessions

The student finance experts



NEXT STEPS

SFE DOCUMENTATION

Following assessment, SFE send important documentation to the student regarding their application and financial entitlement:

Entitlement Letter:

- Once an application is assessed we send the student an entitlement letter highlighting the student finance they can get
- Students should keep this letter as they might have to show it to their university or college when they register

Online Declaration:

- If the student applied online, the letter will also include a declaration students must sign and return to us



sfe
student finance england
The student finance experts

SECTION 3

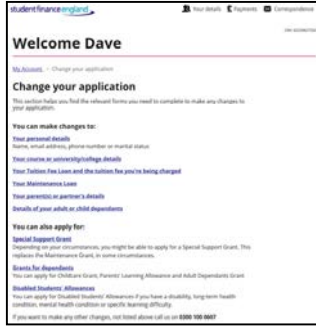
NEXT STEPS

CHANGE OF CIRCUMSTANCES

Making changes depends on the status of an application/course start date:



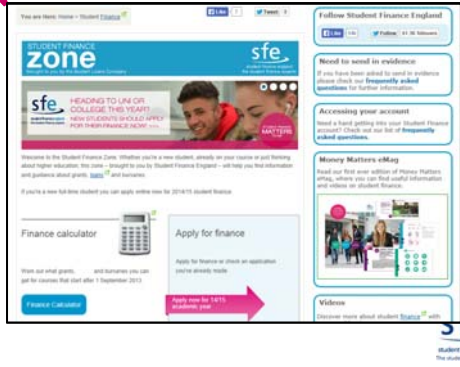
2015/16



SECTION 3

SFE ONLINE

FURTHER INFORMATION & RESOURCES



2015/16

SECTION 3



2015/16



PRACTITIONER RESOURCES

DEDICATED WEBSITE





PRACTITIONER RESOURCES

IAG MATERIALS

Access and download our wide range of IAG resources including:

- Suite of Factsheets
- Series of Quick Guides
- PowerPoint Presentations
- Videos and Marketing Materials

All sorted by audience type to make it easy to find what you need



New resources will be added during the year, as the information students need changes. Register/check back for updates



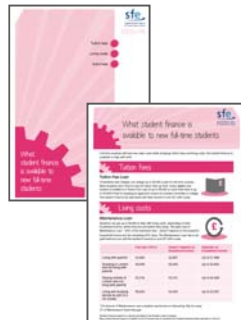


PRACTITIONER RESOURCES

FACTSHEETS

Our factsheets are designed to help you explain student finance, covering key subjects including:

- Student finance and eligibility
- How and when to apply
- Repayments and interest
- Myths, facts and FAQ's for parents





PRACTITIONER RESOURCES

DEDICATED REGIONAL SUPPORT



Student Finance Advisers:

Our team of dedicated regional advisers work closely with key partners across England to deliver a range of Matrix accredited services including advice and support with SFE resources, policy and processes.

If I can support you with any area of student finance please do get in touch:
katy_barge@slc.co.uk **07827 449280**

Practitioners Helpline:

The SFE Practitioner Helpline and email box is for detailed/complex cases and advice (this line is *not* for students)

SSIN_queries@slc.co.uk **0300 100 0618** (Mon to Fri – 10-4pm)



Thursday 22 and Friday 23 January
Sessions 1 and 3: Workshop B

**Writing References and Getting
References Right**

Sêra Evans-Fear, Student Recruitment
Officer, University of South Wales

Rosanne Fairclough, HE Adviser,
University of South Wales

Writing References and getting References right



Sêra Evans-Fear and Rosanne Fairclough
Student Recruitment Team
University of South Wales

Why so important?

- Increasing numbers of applications to more competitive courses & caps on students places = increased competition.
- References and personal statements are being relied on more to make university offers.
- **Both are important in demonstrating whether the applicant has the necessary skills and academic ability to study the course.**
- 'A second opinion' – adding value

The Perfect Combination

UCAS Reference
Provides universities and colleges with an informed and academic assessment of an applicant's suitability for further study.



Personal Statement
The student's opportunity to sell and differentiate themselves, to influence the Admission Tutors and explain their motivations.



UCAS References:

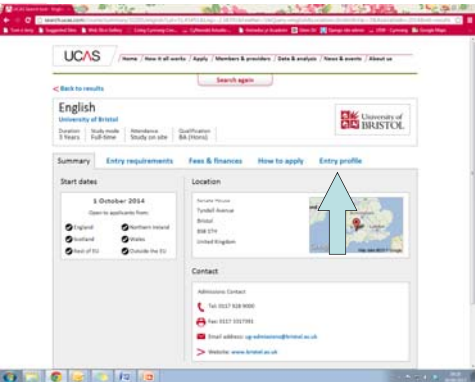
What are universities looking for?

- Written by a member of staff who *knows* the candidate and his/her performance
- Places the candidate and their actual/predicted results in context
- Supports the candidates in their personal statement
- Gives an **honest, fair and relevant** assessment of the candidate's potential to succeed at a higher level in the chosen subject.



Before you start....

- Who is most suitable to write references in your school/college? Are they suitably trained? Will you co-ordinate the team?
- Start early!
- Read the whole application!
- Do you understand the applicant's intended career direction, chosen courses and preferred places of study?
- Check out selection criteria and attributes universities and colleges are looking for as provided in their prospectuses, websites, or entry profiles on the UCAS website.



Structure (2)

3 sections:

1. Introduction

- summary profile of student, special points

2. Subject paragraph(s)

- details from subject teachers; best first!

3. Concluding paragraph

- other activities/achievements, personal qualities;

- strength of support for application;

- further information as appropriate about any special circumstances.

Content

Overall, need to demonstrate the student's:

- Ability
- Potential
- Suitability for HE & chosen course

Need to make a clear recommendation – any ambiguity may suggest otherwise.

Content

- Existing achievement and details of performance from subject teachers
- Other qualifications, e.g. Key Skills, Critical Thinking, General Studies
- Motivation and commitment towards the chosen course(s)
- Powers of analysis and independent thought/ learner
- Relevant work experience, proposed career plan and, where relevant, their suitability for training for a particular profession
- Personal circumstances and how they could affect performance
- Additional preparation by student in support of application
- Ability to stick to deadlines
- Performance in individual modules or course components, but contextualise
- Examples of exploring the subject beyond the bounds of the school curriculum.

Consider qualifications reform

- Different qualifications are offered in different schools and colleges
- This will become more widespread with qualifications reform
- The reference is an opportunity to highlight the educational context in which a student has studied.

University of Bath's Statement on Changes to Qualifications in Schools and Colleges:

*"When considering applicants' qualifications, we will take into account the context in which they have been studying and the educational opportunities that have been available to them. We receive some of this information directly from UCAS, but it will help us if schools and colleges can include any additional relevant information in the **reference**."*

Predicted Grades

- Requested separately.
- Underestimated grades can result in no offer being made
- Overestimated grades can result in candidates seeking places via clearing
- Do predicted grades match entry requirements of courses chosen? How do you know what these are?
- If you are the person that signs off the UCAS form, check that the predicted grades are correct
- If predicted grades are well above AS grades then explain why the student's potential exceeds their previous attainment
- If predicted grades are not a reflection of their true abilities, state why the student has been disadvantaged and what their intellectual potential ought to allow them to get.

UCAS Reference

What admissions tutors say....

Tip 1

Be specific

How about:

“Sharon is a highly competent and perceptive student of history. Her written work benefits from a commendable economy of delivery, and a relevant, direct approach. Her factual understanding is immediate, even when the issues are complex (such as the events leading up to the downfall of apartheid in South Africa, which she has researched with diligence) and her thoughtful contributions in class and insightful coursework show her to have a healthy, sceptical mind; very useful in a historian.”

Tip 2

Don't exaggerate

“I've noticed that both teachers and students have the same problem: over exaggeration! Sometimes, reports or statements appear ridiculous, as the student has wanted to 'study the subject since birth' or the teacher feels the student 'is the brightest star in the firmament ... skilled at absolutely everything they turn their hand to' (neither of these are actual statements, but I think the idea behind both is becoming prevalent). So, I think a bit more honesty and a bit less exaggeration would be beneficial for all concerned.”

Tip 4

Make sure the reference matches the predictions

"I can say that most important for me as admissions tutor is that the reference for a student and the prediction of grades on the UCAS forms are strongly related, so that, especially in borderline cases, we have good arguments to take the students at the end, for example in Clearing."

© University of South Wales

What can students do to help you write the reference?

- Critically appraise their performance to date (and consider means of future improvement)
- Consider evidence of their performance outside of their core subjects
- Consider their contribution to extra-curricular activities both inside and outside school/college

© University of South Wales

UCAS Reference Family Fortunes!

What are the top 4 words used in UCAS references?



Word	Frequency
1. GOOD	110
2. VERY	80
3. EXCELLENCE	70
4. EXCELLENT	60
TOTAL	320



UCAS Reference Family Fortunes!



- What percentage of predicted grades are
- too optimistic
 - too pessimistic?
 - accurate?

The screenshot shows the UCAS website page for 'Undergraduate referees'. It includes a navigation menu, a sidebar with various options like 'Explore your options', 'Undergraduate', 'Partners and providers', and 'Data & analysis'. The main content area is titled 'Undergraduate referees' and contains a section for 'Providing references' with a video player showing 'PROVIDING A REFERENCE'. Below the video, there is a list of 'What to include' in a reference, such as 'Their past 18 academic performance' and 'Their attitude, motivation and commitment'.



✓ Dos and Don'ts ❌

- Do confirm any personal circumstances that may have affected the student's predicted grades.
- Do include information about any special needs and other requirements but **do not** give information about a student's health or disability **without their agreement**.
- Do **not** repeat information that the student has given, unless you want to comment on it.
- Do **not** write as a report
- Do **not** mention re-sits, unless positively
- Do **not** mention specific universities

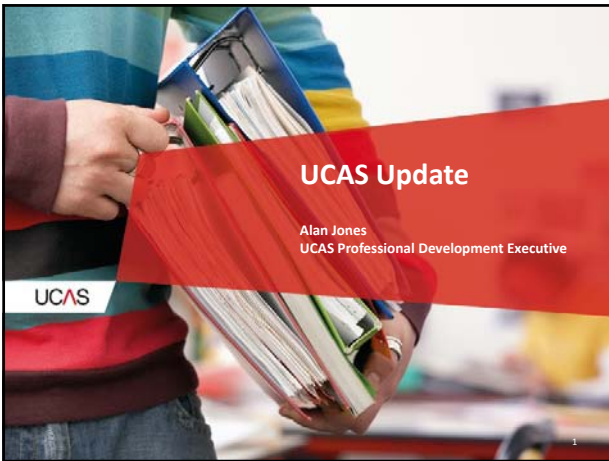
Questions?

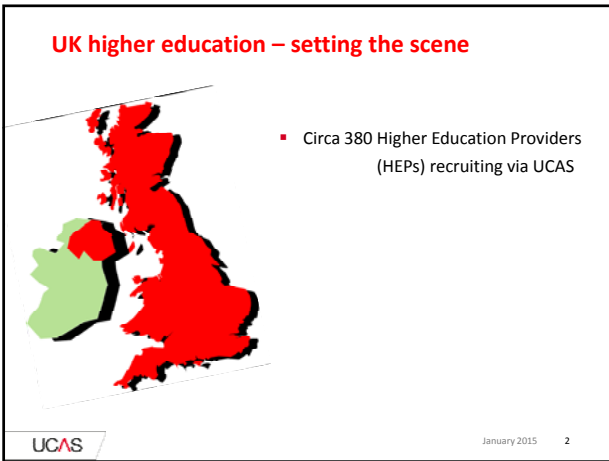


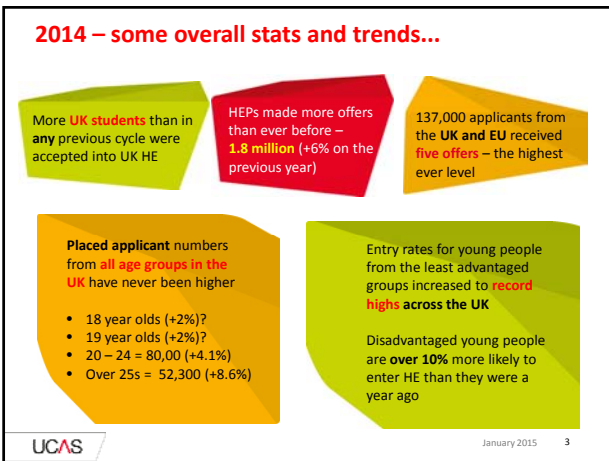
Thursday 22 and Friday 23 January Sessions 2 and 4: Workshop C

UCAS Update

Alan Jones, Professional Development
Executive, UCAS







2014 – some more overall stats and trends...

A levels remain the most popular quals taken by those entering HE...but entry rates for those holding BTECs has risen again

35% of students with three Bs went to a "higher tariff" provider

Of the 650 parliamentary constituencies in the UK, some have around 50% of 18 year olds progressing to HE, while others have less than 15%

The gap between men and women widened to over 8 percentage points

This imbalance is replicated across 98% of constituencies

"...a market has been created in higher education."

Mary Curnock Cook
UCAS Chief Executive

Research and making 'wise' choices

- Perhaps more leeway for greater aspiration in a 'buyers' market' **BUT...**
- Picking the **right** courses and the **right** providers remains **THE most important thing to get right**
- No previous generation has had access to so much information available via so many channels



2014 – Welsh perspectives

The proportion of the 18 year old population who entered HE increased 1% to 27.1%.

Calculated using the latest revised population estimates, this is the highest proportion ever recorded

Proportion of young people who enter HE by 19 has increased to a record level (35.1%)

19 year old entry rate also increased for the fourth successive cycle to highest record level (9.1%)

Advantaged 18 year olds around two and a half times more like to enter HE than disadvantaged 18 year olds (down from almost four times more likely in 2006).

Welsh HEPs' offer rate to UK 18 year olds = 63%

Similar to England (64%) and Scotland (64%)

Acceptances of applicants from Wales increased for the third consecutive cycle to 20,200 – an increase of 500 (+2.6%), almost reaching the high recorded in 2009

2014 – Welsh perspectives

Acceptances to HEPs in Wales increased to **26,000** (+ 400 or + 1.7%) – not quite offsetting the decrease in the 2012 cycle, but only 500 fewer than the high in 2009

English and Welsh providers **more likely than ever** to make offers to UK 18 year olds

Acceptance rates for 18 year olds in England and Wales were broadly unchanged in 2014

England = **84.8%**
Wales = **86.6%**

Around 50% of all accepted applicants through UCAS hold three or more A levels

Over 5,000 18 year olds changed HEP after A level results publication day in 2014 – twice the number in 2011

Applicants placed at their insurance choice HEP are **six times** more likely to change provider than those placed at firm choice HEP

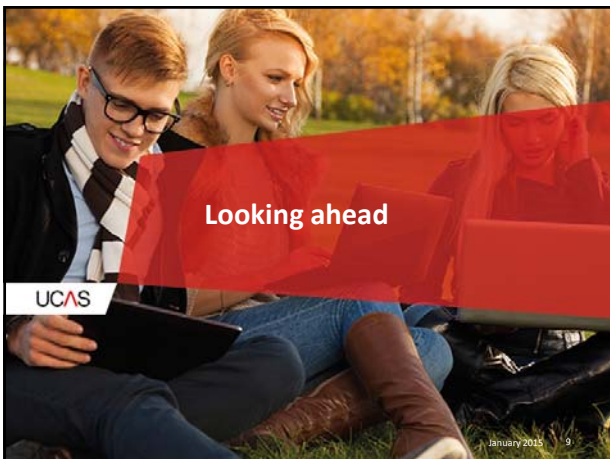
UCAS End of Cycle report 2014

<http://www.ucas.com/2014-ucas-end-cycle-report>

- Applicants
- Acceptances
- Acceptance rates
- Acceptance rates for 18 & 19 UK yr olds
- Entry rates by region
- Entry rates by parliamentary constituency
- Offer making to mainstream applicants
- Offer making by providers
- Unconditional offer making to 18 yr olds
- Acceptance routes
- Use of insurance choice
- Changes between A level results day and end of cycle
- Recruitment changes for providers between 2011-12 and 2014-15
- Qualifications held by applicants
- Entry rates by background
- Application and entry rates by sex

<http://www.ucas.com/data-analysis/analysis-notes>





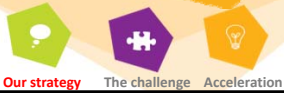
Looking ahead

Where are we going?



UCAS strategy 2010-2015:

- A fundamental review of UG admissions to inform the creation of a new single portal
- Extend out to include PG / PT / International
- Protect the core and build the new



The challenge

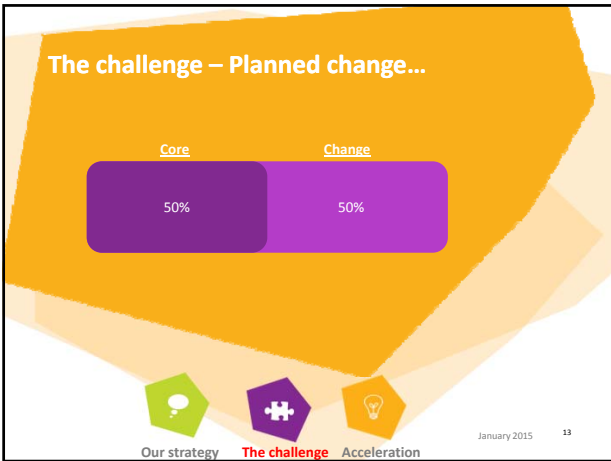
The Core:

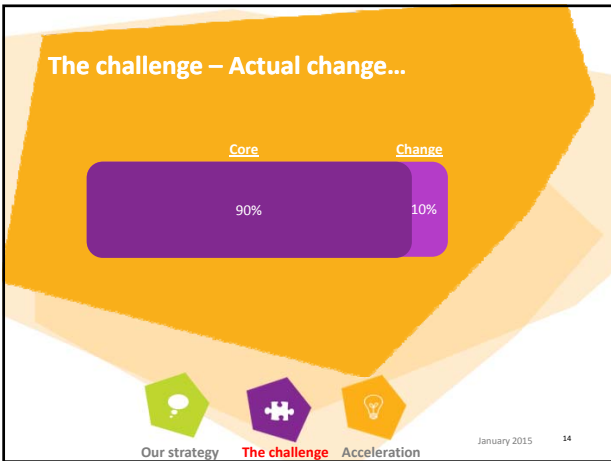
- IT issues much more complex & cost greater than anticipated
- Increasing demand/volume
- Applicants' use of multiple 'devices' increases strain on system

The Sector:

- Funding regime changes
- Demographic decline
- Qualification changes
- Effects of high grades demand
- Divergence in devolved administrations
- Move from 'buyers' to 'sellers' market

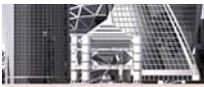






Don't tell my boss!

"THE SECRET OF CHANGE IS TO FOCUS ALL OF YOUR ENERGY, NOT ON FIGHTING THE OLD, BUT ON BUILDING THE NEW."
— SOCRATES



UCAS January 2015 35

UCAS strategy 2015-2020:

- Strategic decisions
- **Learner journey at the heart of our strategy**
Recognising that UCAS has a significant role to play as an advocate of HE, to facilitate HEPs in building affinity with learners and supporting our belief that all learning progression is good for HE
- **Development of a progression 'ecosystem'**
An ambition to create a fully integrated 'ecosystem' where learners, education providers and others can connect with a range of services which support progression in learning



2015 – the year of digital acceleration...



Some things *have* changed already



Uni Leap

Download Uni Leap ...


Get it on the App Store

Download on the Google Play

Download on Google play


You can also play against your friends and compare your scores on Facebook. Go to the page and get logging.

Watch out...you won't want to stop!



43m
Target: 400m

Collect boosts to propel you higher!



351m
Target: 400m

Avoid any hazards along the way!

UCAS

January 2015 22

www.ucas.tv

Includes

- 'How to' guides
- Information videos
- Case studies

For

- Learners
- Advisers
- Parents
- HEP staff

Plus

- International
- BSL

How-to guides
Fill in your education details

Apply 2015 – education

Preparing for higher education

Personal statements

Journey of an application

But how much to pay for it?
Student finance

UCAS

January 2015 23

Some things *will be* changing soon



Future →

← Past

UCAS

January 2015 24

New UCAS website (www.ucas.com)

- Changes based on feedback from customers
- Researched and designed over several months
- Extensive analysis
- User-centred design and testing (with several different audiences)



- Site split into sections for different audiences (navigation across top)
- All applicant information in UCAS section, broken down by schemes
- New 'register' and 'login' links at top of Advisers section will take you to registration page for newsletters, registering as a centre, and Staff Apply

Advisers homepage

- Audience tabs
- Headline banner
- Headed navigation
- Key dates
- UCAS blogs
- Upcoming events
- Links to more of each

January 2015 26

UCAS (Learners') Home page

After GCSEs

After GCSEs also know as Post-16
What next?

1. Getting started
2. Find a course
3. Apply
4. Help and support

January 2015 27

Questions



UCAS /

January 2015 31

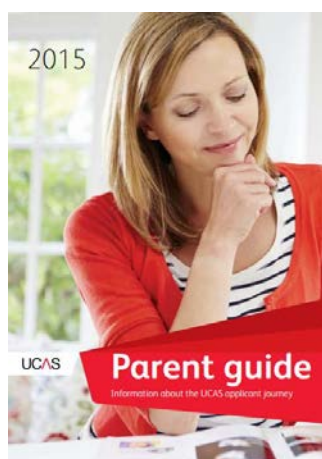
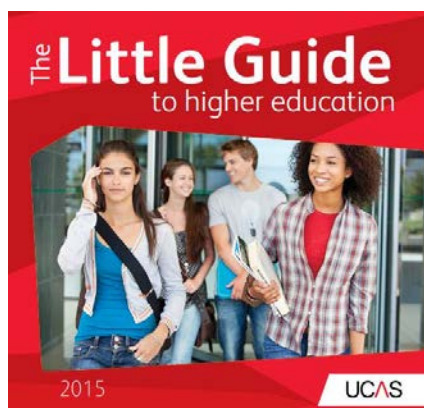
UCAS Publications

Although the UCAS online bookstore has ceased operations, we do have an arrangement with an external supplier to act on our behalf to take orders and fulfil requests for:

UCAS 2015 Entry Little Guide

and

UCAS 2015 Entry Parent Guide



These publications are provided free of charge (you just need to pay for P&P - by card as there is no invoicing facility).

Orders can be made by telephone between **08.30** and **17.30** (UK time) by calling **0844 894 0013**

Outside of the above hours, you can email ucaspublications@linney.com with details of your order with a convenient date and (UK) time for operations to contact you, process your order and take payment card details

Adviser guides and resources

<http://www.ucas.com/how-it-all-works/advisers-and-referees/guides-and-resources> including:

- a pdf version of the **2015 Adviser Guide**



- **Adviser toolkits**
 - Pre-application toolkit
 - Application toolkit
 - Convention toolkit
 - Extra toolkit
 - Confirmation and Clearing toolkit (including Adjustment)
 - International toolkit
 - Supporting care leavers toolkit (**new**)
- **Parents evening presentation (PowerPoint)**
- **Qualification guides and information profiles**

UCAS training

<http://www.ucas.com/how-it-all-works/advisers-and-referees/training>

- **Adviser training** at UCAS HQ (Cheltenham) – Introductory or Advanced
FREE TO ATTEND
- **UCAS Comes to You** – event speakers or workshops
 - delivered by UCAS PD team where 5 centres represented
£90 admin charge + VAT
 - delivered by UCAS and Inspiring Futures (no requirement for multiple centre representation)
£400 + VAT
- **Managing UCAS applications** regionally delivered (Cheltenham, Glasgow, London, Harrogate) Apply training days
£140 + VAT per person (10% discount for group bookings of 2 or more)

UCAS Schools Team

Telephone: 0345 1238001 normal availability **Monday to Friday 08.30 -17.30**

This is a dedicated line for advisers; please do not give this number to learners/parents etc. (they should use 0371 468 0 468)

Why not also try the UCAS centres Twitter site @UCAS_centres to keep up to date with what is going on?

What do the 2014 statistics really mean for applicants? Choices, offers, replies, Clearing: food for thought

“While the current level of appetite to recruit signals a ‘buyers’ market for applicants, it also indicates that potential students could afford to be more ambitious in their choices. Our analysis of the use of the insurance choice and the number of applicants who change their minds after receiving their results and having their offers confirmed, suggests that many learners are initially ruling themselves out of other courses, unaware of how successful their applications might have turned out to be.

The ambition for every applicant, their advisers and parents, and indeed the HEPs they are applying to, is that each one of their choices represents a genuine appetite to pursue that course, even if some choices represent real stretch for them in terms of their examination results. As offer rates have increased, young applicants with most predicted grade profiles are between 30 and 80 per cent more likely to get five offers than five years ago. This indicates scope for applicants to recalibrate their initial applications to include one or two courses with tougher entry requirements. Currently the risks of this approach are relatively low, not least since one of the benefits of the recent tough recruitment years is that Clearing has matured into a standard and widely used admissions route – increasing again this year to a new record of 61,300 [applicants placed].

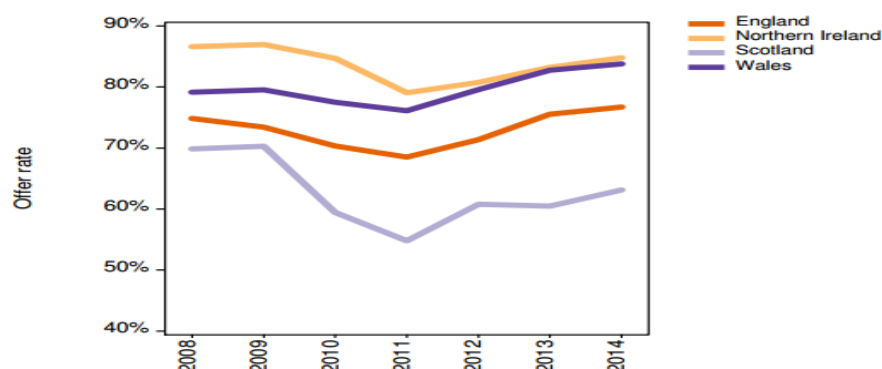
It would indeed be an interesting development to see a greater diversity between firm and insurance offer conditions and a greater appetite from applicants to choose one ambitious and one safer choice – both of which they would be happy to accept.

Mary Curnock Cook, UCAS Chief Executive, Foreword to UCAS 2014 End of Cycle Report, published December 2014

English and Welsh providers more likely than ever to make offers to UK 18 year olds

The proportion of applications from 18 year old UK domiciled applicants who receive offers varies by the country of the provider. Between 2009 and 2011 applications became less likely to receive offers from providers across the UK. Since 2011, the offer rates of English, Welsh and Northern Irish providers have been increasing. In 2014, applications from these applicants to providers in Northern Ireland and Wales were most likely to receive an offer (85 and 84 per cents of applications respectively), followed by England (77 per cent) and Scotland (63 per cent). The offer rate from English providers went up 1.2 percentage points from the previous cycle, from Welsh providers 1.1, from Scottish providers 2.7 and from Northern Irish providers 1.6 percentage points. As a result, offer rates to applications from providers in England and Wales at the highest levels recorded since 2008.

Figure 27 Offer rate (application level) to 18 year old UK main scheme applicants by country of provider

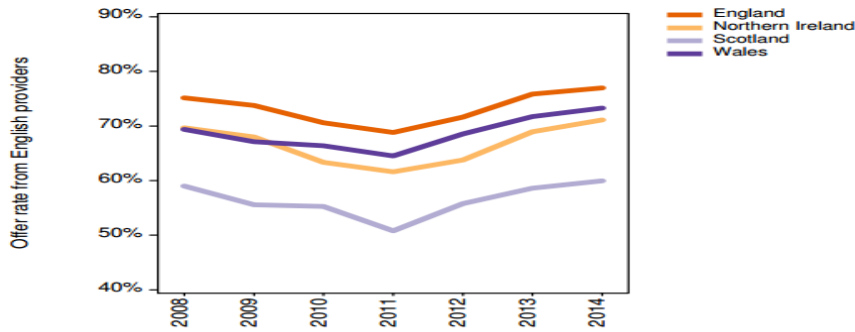


English providers increase offer rates to 18 year olds from across the UK to new highs

The offer rate from English providers in 2014 to applications varies by the country of the 18 year old applicant ranging from 60 per cent for applicants from Scotland in 2014, 71 per cent for applicants from Northern Ireland, 73 per cent for applicants from Wales, to 77 per cent to applicants from England. This range of around 15 to 18 percentage points is common across the period and the trends in offer rates are generally undifferentiated by country of domicile.

Offer rates from English providers to applicants from all UK countries increased by around 1 or 2 percentage points in 2014, a smaller increase than for 2013. These followed similar rises in the 2012 cycle so that applications from all countries are now over 11 to 18 per cent (proportionally) more likely to receive an offer than in 2011. For 18 year old applicants domiciled in all UK domiciles, the chances of receiving an offer from an application to an English provider are now higher than previously recorded in this period.

Figure 28 Offer rate (application level) from English providers to 18 year old UK main scheme applicants by country of domicile

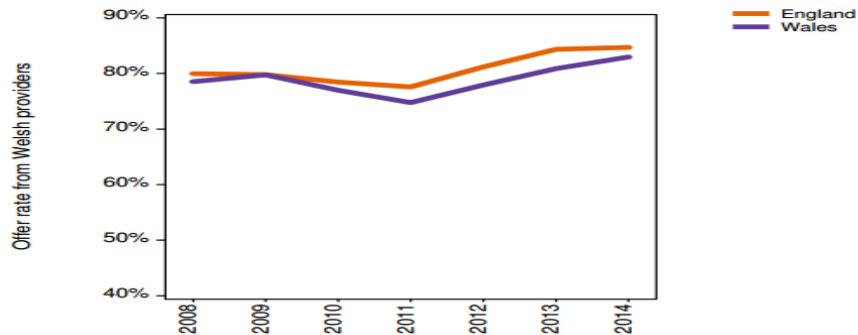


Providers in Wales increase offer-making to both Welsh and English applications

The large majority of UK applications to Welsh providers come from Wales and England. The offer rate by Welsh providers in 2014 to applications from 18 year olds is similar for applications from Wales (83 per cent) and from England (85 per cent). The trends in offer rates have also been similar to applicants from both countries over the period, with offer rates to English applicants being slightly higher throughout.

Offer rates from Welsh providers increased by 0.3 percentage points for 18 year old applicants from England in 2014 and 2.1 percentage points for 18 year old applicants from Wales, with the offer rates to applications from both countries at their highest values for the period. For 18 year old applicants from Wales, this follows similar increases in 2012 and 2013, meaning applications from Welsh applicants are 11 per cent more likely to receive an offer than in 2011. The proportional increase in the acceptance rate for 18 year old English applicants to Welsh providers was less than the previous two years and these applicants are now 9 per cent more likely to receive an offer than in 2011.

Figure 29 Offer rate (application level) from Welsh providers to 18 year old UK main scheme applicants from England and Wales



- For UK and EU applicants to the 2014 – 15 entry year, recruitment to higher tariff providers increased by 3,600 (3.3 per cent) to 115,100, the highest ever level of recruitment for this group.
- Recruitment to medium tariff providers increased by 2,800 (2.0 per cent) to 144,400.
- The largest increase in 2014 was for lower tariff providers, 8,200 (4.1 per cent) to 210,000.

Most acceptances are from the UK, typically between 87 to 88 per cent of the total.

Thursday 22 January
Session 1: Workshop A

Maria Parry, Senior Lecturer (Adult Nursing), University of South Wales

Moira Davies, Admissions Tutor (Health), University of South Wales

Applying through UCAS, Personal Statements and Interview - FAQ



- Three year programme - 50% theory 50% Practice
- Funding – bursary limited although fees paid
- Fixed Holidays
- Good health & character
- Clinical and Theoretical Assessments
- Clinical Practice Experience - Shifts, weekends, nights, placements vary

Entry Requirements

- A Levels requirements - BBB**
Btech - DDM
Welsh baccalaureate = B grade
= BB (WB)
= DM (WB)

- Also required to underpin above
- 5 GCSEs at grade C, or Key Skills 3.
- This **MUST** include **English, Maths and Physical Science**



How Do I Apply?

- Attend open Days 4th July 2015
- All applications via UCAS prior to **15th January**
- Late applications will not be accepted.
- We are only able to accept applications for **ONE** field of Nursing **OR** Midwifery
- We will **email** you to inform you if you are to be invited to interview.
- Think of e mail address.....

4



Personal Statement

- For all health related roles this is really important. It relates to **your** values
- Its all about you.....
- Focus on your course of choice
- Explain why that choice
- Qualities you bring to the course
- Experience & Skills
- Transferable skills
- Awareness of the course
- Fill all the lines
- No text language (lol)
- Grammar

5



Health courses will Interview you

- Respond to your invite
- Bring **BOTH** originals and photocopies of all documentation requested.
- Be on time & **Dress appropriately**
- Be prepared to take part in activities
- Read your application form before your interview & **Do your homework**
- Be ready to answer Q about the course, profession and the university
- Current news story

6

Values based recruitment - The 6 'C'

– **Care, compassion, competence, communication, courage & commitment**

- To support our selection process we are introducing a psychometric test for all applicants who are invited to interview. The test is a validated tool that has been developed and used over several years by a number of Universities and is an additional tool that will support selection and evaluate your aptitude for the caring professions.

7

Piloting Psychometric Testing

- Following your interview the test will be administered, it is an online test and will take approximately 20 to 30 minutes, however there is no time limit and you can take as long as you wish. There are no right or wrong answers to the test, it has been developed to evaluate your aptitude to care and a range of skills and personalities are needed to ensure the needs of the Health Sector are met.
- Please note: we are unable to release any results from the test to individual applicants.

8

Offer & Results

- If your application is unsuccessful we will let you know this through the UCAS Track system.
- Offers are made via UCAS
- You need to respond as a firm or Insured choice


© University of South Wales

Thursday 22 January
Session 1: Workshop C

**Qualification reforms in Wales: What
you need to know**

Kate Crabtree, Deputy Director
Qualifications and Regulation Division,
Welsh Government

Dr Dylan Vaughan Jones, Head of
General Qualifications Development,
Welsh Government


Llywodraeth Cymru
Welsh Government
www.gov.wales

**Developing a National
Qualifications System for Wales**

University of South Wales Teachers' and Advisers'
Conference 2015
Kate Crabtree and Dylan Jones

Agenda

- Introduction
- Review of Qualifications Overview
- GCSEs, AS and A levels
- The Welsh Baccalaureate
- Vocational qualifications
- Communication

Vision and Evidence Base

Qualifications that are understood and valued and meet the needs of our young people and the Welsh economy

↑ ↑ ↑

Based on evidence (Review of Qualifications) and extensive stakeholder consultation.
Inclusive approach is continuing in implementation:

- Qualifications Wales Advisory Board
- External Stakeholder reference group
- Welsh Bacc steering group, etc.

Key Overarching Messages: Wales is ...

Delivering a **national qualification system** for Wales

Focusing on **literacy and numeracy**

Independence and more rigorous quality assurance

Moving towards a single **suite of high quality GCSEs and A levels**

Improved Welsh Bacc focusing on skills

Portable qualifications, recognised and respected throughout the UK and internationally

Qualifications Wales

- New independent body, emphasis on quality assurance
- In time, awarding most qualifications 14-16, most AS and A levels, Welsh Baccalaureate
- Providing information and advice to stakeholders and Welsh Government
- Aim to simplify the system and strengthen confidence and understanding
- Subject to legislation, establish the organisation September 2015

GCSEs, AS and A Levels

GCSEs, AS and A levels

In Wales, we are **retaining**

- the GCSE, AS and A level brand names
- the current grading structures
- unitised GCSEs (where appropriate)
- the AS as part of the full A level
- practical assessments as part of A levels, where appropriate

GCSEs - Taught from September 2015

- New GCSEs in
 - English Language
 - Welsh Language
 - Mathematics - Numeracy
 - Mathematics
- Revised GCSEs in
 - English Literature
 - Welsh Literature (revisions kept to a minimum in both)

GCSEs - Taught from September 2015

The new **language** GCSEs

- focus on the skills that learners will need in their everyday lives
- develop the functional aspects of reading, writing and **oracy**
- build on and progress from the National Literacy and Numeracy Framework and align with the revised curriculum
- are linear
- do not include 'coursework' other than for oracy
- will report separately on achievements in reading, writing and oracy

GCSEs - Taught from September 2015

The new **Mathematics - Numeracy** GCSE

- focus on the skills that learners will need in their everyday lives
- assess candidates' ability to solve 'real-life' problems
- include problems of increasing complexity at the higher levels

The new **Mathematics** GCSE

- includes additional mathematical content
- also includes questions set in purely mathematical contexts

GCSEs – Taught from September 2016

New or revised specification in the following subjects:

- Biology, Chemistry, Physics (+ new GCSE Science Suite)
- Design and Technology
- Art and Design
- Drama, Geography, History
- MFL: French, German, Spanish
- Music, PE, Religious Studies

AS and A levels

In Wales

- AS and A levels are being kept as coupled qualifications
- No January assessments (since January 2014)
- Resits limited to one per unit
- Reduce the weighting of the AS to 40%
- Share the same content, if appropriate, as those in England
- Assess and recognise practical skills
- Comparability of demand and outcomes

AS and A levels – Taught from September 2015

- In Wales (as in England) new AS and A levels to be taught from September 2015 in
 - Art and Design
 - Biology, Chemistry, Physics, Psychology
 - Business, Economics
 - Computer Science
 - English Language, English Literature, English Language and Literature
 - History, Sociology, Welsh (first language).

AS and A levels – Taught from September 2016

New or revised specification in the following subjects:

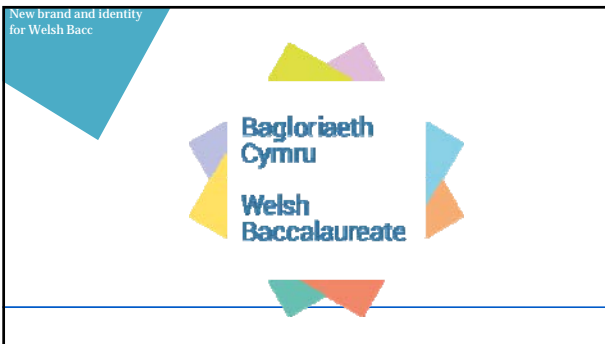
- Design and Technology, Drama
- Geography
- MFL: French, German, Spanish
- Music, Physical Education
- Religious Studies
- Welsh Second Language.

GCSEs, AS and A levels

- Only WJEC is developing GCSEs, AS and A levels for Wales for 2015-17
- For the subjects listed on the previous slides, only the specifications developed by WJEC for use in Wales, will be available to the maintained sector in Wales
- For all other subjects, centres will be free to offer GCSE, AS and A levels from any of the Awarding Organisations.

Next Steps

Period	Activity
January 2014 – June 2014	Specification development
Autumn 2014	New specifications in centres
Autumn 2014 onwards	CPD programme to support staff
Spring 2015	New bilingual resources available
September 2015	Teaching of new qualifications



Key changes

- Build on the strengths of current model but address weaknesses
- Increased rigour and ensure a robust quality assurance
- Grading at all levels and grading of each challenge
- New emphasis on development of skills for work and higher education
- Clear, purposeful assessment through new GCSEs, Individual Project and 'Challenges'
- ESW and WKS qualifications not used as part of the Skills Challenge Certificate
- Encourage universal adoption by schools and colleges

Essential Skills in the Welsh Bacc

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness

The Challenges

Individual Project

- An independent, research-based activity through which learners demonstrate knowledge and skills that are assessed through a written account or an artefact/product supported by written evidence.

Enterprise & Employability Challenge

- Develop enterprising skills and attributes and enhance employability

Global Citizenship Challenge

- Understand and respond appropriately to a global issue

Community Challenge

- Identify, develop and participate in opportunities that will benefit the local community

Challenges

- WJEC has developed 'off the shelf' Challenges
- External organisations will develop Challenges
- Colleges will develop sector relevant Challenges
- In the longer term, schools may propose Challenges
- Quality assurance of all Challenges by WJEC
- Assessment of each Challenge will focus on two (or sometimes more) skills areas
- Some individual, some in teams but individually assessed

High Level Model



Skills Challenge Certificate



GCSEs



Supporting Qualifications

Other GCSEs
or
AS and
A levels
or
vocational
qualifications

Supporting Qualifications

Welsh Baccalaureate 25

Welsh Baccalaureate

WELSH BACCALAUREATE
Leading to further or higher education or employment in Wales

Skills Challenge Certificate
Enterprise and Employability Challenge
Global Citizenship Challenge
Community Challenge

Supporting Qualifications
Other GCSEs or AS and A levels
vocational qualifications
English or Welsh Language
Maths - Numeracy

Welsh Baccalaureate 26

Welsh Bacc model

National/Foundation	Advanced
GCSE English Language or Welsh Language GCSE Maths-Numeracy	GCSE English Language or Welsh Language GCSE Maths-Numeracy
Three further GCSEs or equivalent (up to two can be equivalents at KS4)	Two A levels or equivalent
Grading: Foundation (level 1): Pass and Pass* National (level 2): A*- C Size = one GCSE	Grading: A* - E Learners who have already achieved the relevant GCSEs at grade A*-C should demonstrate progression in literacy and numeracy through the Project and Challenges Size = one A level

Next steps

- New brand launched in November 2014
- WJEC, Colegau Cymru and Regional Consortia in collaboration to develop support/CPD and resources etc.
- Trialling of Challenges during 2014-15 for KS4
- Piloting of Individual Project for post 16 level 1 and 2 in 2014
- New Welsh Bacc starts in September 2015

Vocational Qualifications

Vocational Qualifications

- Adopt European categories
 - Initial or Continuing Vocational Education and Training (IVETs/CVETs) – now complete
 - Only IVETs available pre-16 from 2014
- Welsh Bacc model gives equal status
- Stronger gatekeeping
 - Relevance, value, purpose, progression
 - DFES/Awarding Organisation Liaison Group
 - Pilot Sector Qualifications Advisory Panels being established

Sector Qualification Advisory panels (SQAP)

A SQAP provides advice to the Welsh Government, and subsequently Qualifications Wales, so that vocational qualifications approved as being eligible for public funding in Wales:-

- are relevant to end-users in the occupational area (and particularly for employers when considering CVETs);
- have clear educational value (and particularly for learners when considering IVETs);
- provide effective mechanisms for progression within the sector;
- provide an adequate breadth of choice to meet the needs of learners; employers and providers on the database of approved qualifications (currently DAQW); and
- are fit for purpose in relation to the occupational area for the sector.

Sector Qualification Advisory panels (SQAP) cont

- SQAPs are currently being piloted in Social Care, Construction and Engineering.
- A further 7 SQAPs have been identified or are under development based on WG Priority Sectors in ICT, Hospitality, Health Care, Teaching and Learning Support, Hairdressing, Agriculture, and Food.

Communication

Communication

- National conference with independent champions held Dec 2013
 - Visiting Higher Education institutions (HEIs) in Wales and England
 - Visiting Wales' anchor companies and informing small businesses about qualifications reform
 - New brand identity and website for Qualifications Wales
 - Qualification roadshows throughout Wales
 - Campaign to communicate with parents/learners/teachers launched 3 November 2015 (www.qualifiedforlife.org.uk)
 - HE Admission tutors pack January 2015
- Further information www.qualificationswales.org
- Welsh Qualifications Engagement Officer – Hywel Davies

Microsite: homepage



Animation

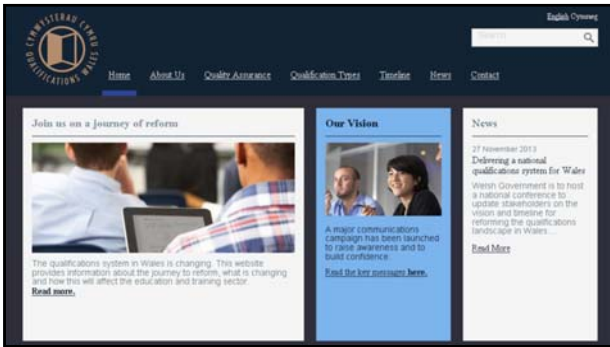


<http://www.youtube.com/watch?v=RfCvGYSNydg>

Views of Stakeholders
on qualifications reform



https://www.youtube.com/watch?v=kNvF90h8z4M&feature=player_embedded




The screenshot shows the website for the Higher Education Funding Council for Wales. The header includes the council's logo and a search bar. The navigation menu contains links for Home, About Us, Quality Assurance, Qualifications, Tools, Timeline, News, and Contact. The main content area is divided into three columns: 'Join us on a journey of reform' with an image of people in a meeting and a brief text about the reform; 'Our Vision' with an image of two people and text about a communications campaign; and 'News' with a date '27 November 2013' and a headline 'Delivering a national qualifications system for Wales', followed by a short paragraph and a 'Read More' link.

Dydd Iau 22 Ionawr
Sesiwn 1: Gweithdy C

Diwygio Cymwysterau yng Nghymru:
Yr hyn mae angen i chi ei wybod

Kate Crabtree, Dirprwy Gyfarwyddwr yr
Is-adran Cymwysterau a Rheoleiddio,
Llywodraeth Cymru

Dr Dylan Vaughan Jones, Pennaeth
Datblygu Cymwysterau Cyffredinol,
Llywodraeth Cymru



Datblygu System Gymwysterau
Cenedlaethol ar gyfer Cymru

Prifysgol De Cymru
Cynhadledd Athrawon a Chynghorwyr 2015
Kate Crabtree a Dylan Jones

www.cymru.gov.uk

Agenda

- Cyflwyniad
- Trosolwg ar yr Adolygiad o Gymwysterau
- Cymwysterau TGAU, UG a Safon Uwch
- Bagloriaeth Cymru
- Cymwysterau Galwedigaethol
- Cyfathrebu

Y weledigaeth a'r sail tystiolaeth

Cymwysterau y mae pawb yn eu deall a'u gwerthfawrogi ac sy'n diwallu anghenion ein pobl ifanc ac economi Cymru

Yn seiliedig ar dystiolaeth (Adolygiad o Gymwysterau) ac ymgynghoriad eang â rhanddeiliaid.
Yn parhau i ddefnyddio dulliau cynhwysol i'w rhoi ar waith:

- Bwrdd Cynghori Cymwysterau Cymru
- Grŵp cyfeirio rhanddeiliaid allanol
- Grŵp llwio Bagloriaeth Cymru, etc

Y negeseuon cyffredinol allweddol: Mae Cymru yn ...

Rhoi system cymwysterau cenedlaethol ar waith	Canolbwyntio ar lythrennedd a rhifedd	Tanlinellu annibyniaeth a system fwy trylwyr o sicrhau ansawdd
Datblygu un ystod o gymwysterau TGAU a Safon Uwch o safon uchel	Gwella Bagloriaeth Cymru gan ganolbwyntio ar sgiliau	Datblygu cymwysterau trosglwyddadwy a gaiff eu cydnabod a'u parchu drwy'r DU ac yn rhyngwladol

Cymwysterau Cymru

- Corff annibynnol newydd, sy'n rhoi pwyslais ar sicrwydd ansawdd
- Ymhen amser, bydd yn dyfarnu'r rhan fwyaf o gymwysterau 14-16, y rhan fwyaf o gymwysterau UG a Safon Uwch, a Bagloriaeth Cymru
- Mae'n rhoi gwybodaeth a chynghor i randdeiliaid a Llywodraeth Cymru
- Y nod yw symleiddio'r system a meithrin hyder a dealltwriaeth
- Yn amodol ar ddeddfwriaeth, caiff y corff ei sefydlu erbyn mis Medi 2015.

Cymwysterau TGAU, UG a Safon Uwch

Cymwysterau TGAU, UG a Safon Uwch

Yng Nghymru, rydym **am barhau**

- ag enwau brand TGAU, UG a Safon Uwch
- i ddefnyddio'r strwythurau graddio presennol
- i gynnig TGAU ar ffurf unedau (lle bo hynny'n briodol)
- i gynnwys UG fel rhan o'r cymhwyster Safon Uwch llawn
- i gynnal asesiadau ymarferol fel rhan o'r cymhwyster Safon Uwch llawn, lle bo hynny'n briodol

TGAU – i'w haddysgu o fis Medi 2015 ymlaen

- Cyrsiau TGAU newydd:
 - Saesneg Iaith
 - Cymraeg Iaith
 - Mathemateg - Rhifedd
 - Mathemateg
- Cyrsiau TGAU diwygiedig:
 - Llenyddiaeth Saesneg
 - Llenyddiaeth Gymraeg (cyn lleied o ddiwygiadau â phosibl yn y ddau bwnc)

TGAU – i'w haddysgu o fis Medi 2015 ymlaen

- Mae y cyrsiau TGAU **iaith** newydd yn
- canolbwyntio ar y sgiliau y bydd eu hangen ar ddysgwyr yn eu bywyd bob dydd
 - datblygu'r agweddau gweithredol ar ddarllen, ysgrifennu a **siarad**
 - adeiladu ar y Fframwaith Llythrennedd a Rhifedd Cenedlaethol ac yn gydnaws â'r cwricwlwm diwygiedig
 - llinol
 - hepgor 'gwaith cwrs' heblaw am waith llafaredd
 - adrodd ar wahân ar gyrhaeddiad mewn darllen, ysgrifennu a llafaredd

TGAU – a ddysgir o fis Medi 2015 ymlaen

- Mae y cwrs TGAU **Mathemateg – Rhifedd** newydd yn
- canolbwyntio ar y sgiliau y bydd eu hangen ar ddysgwyr yn eu bywyd bob dydd
 - asesu gallu'r ymgeiswyr i ddatrys problemau bywyd 'go iawn'
 - cynnwys problemau sy'n cynyddu o ran cymhlethdod ar y lefelau uwch

- Mae y cwrs TGAU **Mathemateg** newydd yn
- cyflwyno cynnwys mathemategol ychwanegol
 - cynnwys cwestiynau hefyd yn ymwneud â sefyllfaoedd mathemategol pur

TGAU – a ddysgir o fis Medi 2016 ymlaen

Manylebau newydd neu ddiwygiedig yn y pynciau a ganlyn:

- Bioleg, Cemeg, Ffiseg (a hefyd holl ystod y cymwysterau TGAU newydd mewn gwyddoniaeth)
- Dylunio a Thechnoleg
- Celf a Dylunio
- Drama, Daearyddiaeth, Hanes
- Ieithoedd Tramor Modern: Ffrangeg, Almaeneg, Sbaeneg
- Cerddoriaeth, Addysg Gorfforol, Astudiaethau Crefyddol

UG a Safon Uwch

Yng Nghymru

- Bydd cymwysterau UG a Safon Uwch yn cael eu cadw fel cymwysterau cysylltiedig
- Nid oes asesiadau ar gael ym mis Ionawr - ers Ionawr 2014
- Dim ond unwaith y caiff dysgwyr ailsefyll pob uned
- Bydd pwysoliad canlyniadau UG yn gostwng i 40%
- Bydd cynnwys y cyrsiau'r un fath â chyrsiau Lloegr, os bydd hynny'n briodol
- Caiff sgiliau ymarferol eu hasesu a'u cydnabod
- Bydd y cymwysterau yn gymharol o ran her a chanlyniadau

UG a Safon Uwch
– i'w haddysgu o fis Medi 2015 ymlaen

- **Yng Nghymru (a Lloegr), bydd cyrsiau UG a Safon Uwch newydd yn cael eu cyflwyno yn y pynciau a ganlyn:**
 - Celf a Dylunio
 - Bioleg, Cemeg, Ffiseg, Seicoleg
 - Busnes, Economeg
 - Cyfrifiadureg
 - Saesneg Iaith, Llenyddiaeth Saesneg, Iaith a Llenyddiaeth Saesneg
 - Hanes, Cymdeithaseg, Cymraeg (iaith gyntaf).

UG a Safon Uwch
– a ddysgir o fis Medi 2016 ymlaen

Manylebau newydd neu ddiwygiedig yn y pynciau a ganlyn:

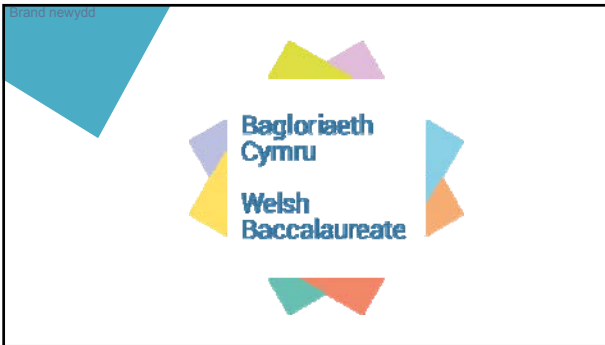
- Dylunio a Thechnoleg, Drama
- Daearyddiaeth
- Ieithoedd Tramor Modern: Ffrangeg, Almaeneg, Sbaeneg
- Cerddoriaeth, Addysg Gorfforol
- Astudiaethau Crefyddol
- Cymraeg Ail Iaith.

TGAU, UG a Safon Uwch

- Dim ond CBAC sy'n datblygu cymwysterau TGAU, UG a Safon Uwch i Gymru ar gyfer 2015-17
- O ran y pynciau a restrir ar y sleidiau blaenorol, dim ond y manylebau a ddatblygir gan CBAC ar gyfer Cymru fydd ar gael i'r sector a gynhelir yng Nghymru
- O ran unrhyw bynciau eraill, caiff canolfannau gynnig TGAU, UG a Safon Uwch gan unrhyw un o'r sefydliadau dyfarnu.

Y camau nesaf

Cyfnod	Gweithgaredd
Ionawr 2014 – Mehefin 2014	Datblygu manylebau
Tymor yr hydref 2014	Y manylebau newydd yn y canolfannau
Tymor yr hydref 2014 ymlaen	Rhaglen DPP i gynorthwyo staff
Tymor y gwanwyn 2015	Adnoddau dwyieithog newydd ar gael
Medi 2015	Dysgu'r cymwysterau newydd



Y prif newidiadau

- Cadw cryfderau'r model presennol ond ymdrin â'r gwendidau
- Trefniadau sicrhau ansawdd mwy trylwyr a chadarn
- Graddio ar bob lefel a graddio pob her
- Pwyslais newydd ar ddatblygu sgiliau ar gyfer gwaith ac addysg uwch
- Asesu clir, pwrpasol drwy'r TGAU newydd, Prosiectau Unigol a 'Heriau'.
- Ni chaiff cymwysterau Sgiliau Hanfodol Cymru na Sgiliau Allweddol Ehangach eu defnyddio
- Annog holl ysgolion a cholegau Cymru i fabwysiadu'r cymwysterau

Sgiliau Hanfodol Bagloriaeth Cymru

- Llythrennedd
- Rhifedd
- Llythrennedd digidol
- Meddwl yn feimiadol a datrys problemau
- Cynllunio a threfnu
- Creadigrwydd ac arloesi
- Effeithlonrwydd personol

Welsh Baccalaureate

Yr Heriau

Her y Prosiect Unigol

- Gweithgaredd annibynnol, seiliedig ar ymchwil, a fydd yn rhoi cyfle i ddygwyr ddangos wybodaeth a sgiliau a gaiff eu hasesu drwy gyfrwng gwaith ysgrifenedig neu arteffact/cynnyrch a thystiolaeth ysgrifenedig atodol.

Her Menter a Chyflogadwyedd

- Datblygu sgiliau a nodweddion mentergarwch a chryfhau cyflogadwyedd

Her Dinasyddiaeth Fyd-eang

- Deall mater byd-eang ac ymateb yn briodol iddo

Her y Gymuned

- Nodi, datblygu a chymryd rhan mewn cyfleoedd y bydd y gymuned leol yn elwa ohonynt

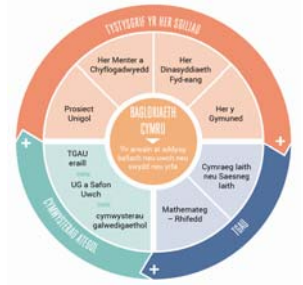
Welsh Baccalaureate

20

Yr Heriau

- Mae CBAC wedi datblygu Heriau parod
- Bydd cyrff allanol yn datblygu Heriau
- Bydd colegau'n datblygu Heriau sy'n berthnasol i sectorau penodol
- Yn y tymor hir, bydd ysgolion yn gallu cynnig Heriau
- Bydd CBAC yn sicrhau ansawdd yr holl Heriau
- Wrth asesu pob Her, dewisir dau faes sgiliau (neu ragor weithiau) i ganolbwyntio arnynt
- Cwblheir rhai o'r Heriau fel unigolion, ac eraill fel tîm ond asesir pob unigolyn ar wahân

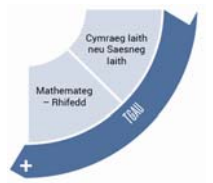
Model Lefel Uchel



Tystysgrif Her Sgiliau



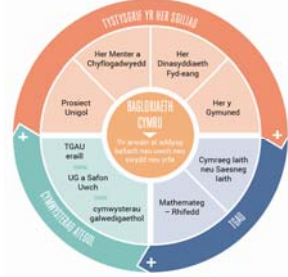
Cymwysterau TGAU



Cymwysterau ategol



Bagloriaeth Cymru



Bagloriaeth Cymru

Cenedlaethol/Sylfaen

TGAU Cymraeg iaith neu Saesneg iaith
TGAU Mathemateg - Rhifedd

Tri chymhwyster TGAU arall, neu
gymhwyster cyfwerth (gall hyd at ddau
ohonynt fod yn gymhwyster cyfwerth yn
CA4)

Graddau:
Sylfaenol (lefel 1): Llwyddiant a Llwyddiant*
Cenedlaethol (lefel 2): A* - C
Maint = un TGAU

Uwch

TGAU Cymraeg iaith neu Saesneg iaith
TGAU Mathemateg - Rhifedd

Dau gymhwyster Safon Uwch neu gymhwyster
cyfwerth

Graddau: A* - E
Dylai dysgwyr sydd eisoes wedi sicrhau gradd
A*-C yn y pynciau TGAU perthnasol ddangos
cynnydd ym maes lythrennedd a rhifedd drwy
gyfrwng y Prosiect a'r Heriau
Maint = un Safon Uwch

Y Camau Nesaf

- Lansio'r brand newydd ym mis Tachwedd 2014
- CBAC, Colegau Cymru a'r Consortia Rhanbarthol i gydweithio i ddatblygu rhaglenni cymorth/DPP ac adnoddau etc.
- Treialu'r Heriau yn ystod 2014-15 yn CA4
- Rhoi cynllun peilot Prosiectau Unigol ar waith gyda dysgwyr ôl 16 lefel 1 a 2 yn 2014
- Bagloriaeth Cymru ar ei newydd wedd yn dechrau ym mis Medi 2015

Cymwysterau Galwedigaethol

Cymwysterau Galwedigaethol

- Mabwysiadu categorïau Ewropeaidd
 - Addysg a Hyfforddiant Galwedigaethol Cychwynnol neu Barhaus (IVET/CVET) – cwblhawyd
 - Dim ond IVET ar gael cyn-16 o 2014 ymlaen
- Model Bagloriaeth Cymru yn rhoi statws cyfartal
- Cryfhau'r broses borthgadw
 - Perthnasedd, gwerth, diben, datblygiad
 - Yr Adran Gwaith a Sgiliau / Grŵp Cyswllt y Cyrff Dyfarnu
 - Paneli Cynghori ar Gymwysterau Sector peilot yn cael eu sefydlu

Paneli Cyngori ar Gymwysterau Sectorau

Mae Panel Cyngori ar Gymwysterau Sector yn rhoi cyngor i Lywodraeth Cymru, ac i Gymwysterau Cymru yn ei dro, er mwyn sicrhau bod cymwysterau galwedigaethol a gymeradwyir fel rhai sy'n gymwys i gael cyllid cyhoeddus yng Nghymru:-

- yn berthnasol i ddefnyddwyr yn y maes galwedigaethol (ac yn enwedig i gyflogwyr wrth ystyried Addysg a Hyfforddiant Galwedigaethol Parhaus (CVETs));
- bod iddynt werth addysgol clir (ac yn enwedig i ddysgwyr wrth ystyried Addysg a Hyfforddiant Galwedigaethol Cychwynnol (IVETs));
- yn darparu dulliau effeithiol o ddatblygu o fewn y sector;
- yn darparu digon o ddewis er mwyn diwallu anghenion dysgwyr; cyflogwyr a darparwyr ar y gronfa ddata cymwysterau cymeradwy (DAQW ar hyn o bryd);
- yn addas i'w diben mewn perthynas â maes galwedigaethol y sector.

Paneli Cyngori ar Gymwysterau Sectorau (parhad)

- Ar hyn o bryd mae Paneli Cyngori ar Gymwysterau Sectorau yn cael eu treialu ym meysydd Gofal Cymdeithasol, Adeiladu a Pheirianneg.
- Mae 7 Panel arall wedi'u nodi neu'n cael eu datblygu ar sail Sectorau Blaenoriaeth Llywodraeth Cymru ym meysydd TGCh, Lletygarwch, Gofal Iechyd, Cymorth Addysgu a Dysgu, Trin Gwallt, Amaethyddiaeth a Bwyd.

Cyfathrebu

Cyfathrebu

- Cynnal cynhadledd genedlaethol gyda hyrwyddwyr annibynnol ym mis Rhagfyr 2013
- Ymweld â sefydliadau Addysg Uwch yng Nghymru a Lloegr
- Ymweld â chwmnïau angori Cymru a rhoi gwybodaeth i fusnesau bach am y newidiadau yn y cymwysterau
- Brand a gwefan newydd i Gymwysterau Cymru
- Sioeau teithiol ar hyd a lled Cymru
- Lansio ymgyrch i gyfathrebu â rhieni/dysgwyr/athrawon ar 3 Tachwedd 2015 (www.qualifiedforlife.org.uk)
- Cyflwyno Pecyn Tiwtoriaid Derbyn Myfyrwyr Addysg Uwch fis Ionawr 2015
Rhagor o wybodaeth www.qualificationswales.org
- Swyddog Ymgysylltu Cymwysterau Cymru – Hywel Davies

Gwefan



Animeiddiad

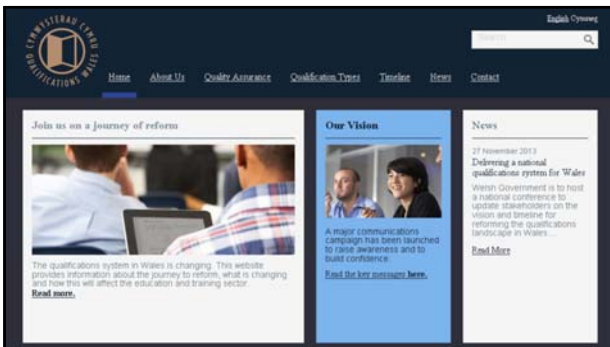


<http://www.youtube.com/watch?v=RfCvGYSNYdg>

Barn rhaddelliad



https://www.youtube.com/watch?v=kNvF90h8z4M&feature=player_embedded



The screenshot shows the website for the Higher Education Funding Council for Wales. The header includes the council's logo and a search bar. The navigation menu contains links for Home, About Us, Quality Assurance, Qualifications, Tools, Timeline, News, and Contact. The main content area is divided into three columns: 'Join us on a journey of reform' with a photo of people at a meeting and a brief description; 'Our Vision' with a photo of two people and a description of a communications campaign; and 'News' with a date (27 November 2013) and a headline about a national conference to update stakeholders on the vision and timeline for reforming the qualifications landscape in Wales. A 'Read More' link is provided for the news item.

Friday 23 January
Session 3: Workshop C

Accessing support for ALN students

Mark Ingle, Psychologist, University of
South Wales

Students with Additional Learning Needs in Higher Education

Mark Ingle
Psychologist
Disability & Dyslexia Service
University of South Wales

University of
South Wales
Prifysgol
De Cymru

© 2015 University of South Wales

Objectives of the Session

- To provide an awareness of:
 - Disability-related support and funding for students at University;
 - The diagnostic assessment process for students with Specific Learning Difficulties;
 - Legislative responsibilities;
 - Specific Learning Difficulties and their impact within Higher Education;
 - Keys to success.

Departmental Structure

- Part of Student Support and Library Services
- Department also includes:
 - Student Money Advice Team;
 - Counselling Service;
 - Mental Wellbeing Service;
 - Careers Service;
 - Health Service;
 - Resident Tutors.

Disability & Dyslexia Service

- Provision of advice, guidance and support to student with health conditions and disabilities, including:
 - Access to disability funding, equipment and support;
 - Adjustments on students' courses, in exams and on placements;
 - Liaison with academic and faculty support staff.

Legislation: Equality Act (2010)

- Incorporates 9 main pieces of legislation under one Act;
 - Equal Pay Act;
 - Sex Discrimination Act;
 - Race Relations Act;
 - Disability Discrimination Act;
 - Employment Equality Regulations (religion, belief sexual orientation and age).

Legislation: Equality Act (2010)

- Legal responsibility for institutions to make *Reasonable Adjustments and Accommodations*;
- The concept of adjustments is to provide a "*level playing field*", to ensure disabled students are not disadvantaged (or advantaged);
- Adjustments are bespoke to the individual.

Disability Types

- Physical;
- Neurological;
- Sensory;
- Mental Health;
- Temporary;
- Specific Learning Difficulties (SpLDs):
 - Dyslexia
 - Dyspraxia
 - ASDs/Asperger's Syndrome
 - ADD/ADHD
 - Dyscalculia

DDS Statistics

- 2000+ students registered with DDS;
- Approximately 70% have a Specific Learning Difficulty (i.e. dyslexia, dyspraxia, Asperger's Syndrome or ADHD);
- Estimated frequency of SpLDs in general population is approximately 1:10;
- University has 35,000+ students.

Support Available

- Disability advisory support;
- Note takers / Electronic Note Takers;
- One-to-one study skills tutors;
- Mental Wellbeing mentors;
- ASD mentors;
- Support workers;
- Information access;
- Personal care.

Disabled Students Allowance

- Bursary available every year of study;
- Available to UK students who have evidence of a health condition/disability;
- Covers cost of:
 - Support: e.g. tutor, note taker, mentor, support worker;
 - Equipment: e.g. laptop, software, Dictaphone, printer, adjustments to accommodation;
 - Consumables: e.g. books, Internet, printing.

Diagnostic Assessments

- DDS conducts own diagnostic assessments for SpLDs, as do most HEIs;
- 200+ students assessed / diagnosed during 2013-14 academic year;
- Hardship fund is available, for which most students qualify;
- Involves in-depth interview and administration of a battery of approved psychometric assessments with diagnostic assessor.

Eligibility for DSA: medical conditions

- Statement of disability/health condition from suitably qualified medical professional, e.g. GP, consultant, psychiatrist;
- This includes Autistic Spectrum Disorders and mental health conditions.

Eligibility for DSA: SpLDs

The following criteria must all be adhered to for a student to be eligible for DSA based on a SpLD:

- The assessment and report is completed by a suitably qualified professional with a practising certificate;
- The student was aged 16 or older at the time of assessment;
- The assessment includes approved psychometric tests and the report adheres to the appropriate content and format (see www.sasc.org.uk).

Assessment Process

- Stage 1 = Screening: [Online Dyslexia Screening Tool](http://dds.southwales.ac.uk/screeningtool) (<http://dds.southwales.ac.uk/screeningtool>)
- Stage 2 = Diagnostic Assessment: by qualified assessor, e.g. Psychologist, SpLD assessor.
- Stage 3 = Needs Assessment: establishes the equipment and support a student needs.

Learning Disabilities

Two major types:

- **General Learning Disability:** A deficit in an individual's ability to learn and use information across all cognitive areas;
- **Specific Learning Disability:** A deficit in only one or two areas of an individual's ability to learn and use information. This can be broken down into four major categories:

Specific Learning Disabilities (SpLD)

- Dyslexia
- Dyspraxia / DCD
- Asperger's Syndrome
- Attention Deficit (Hyperactivity) Disorder (ADD / ADHD)

Dyslexia

- Unexpectedly poor performance with:
 - basic skills, i.e. reading, spelling, writing, maths;
 - Working Memory;
 - Organisational;
 - Concentration / Attention;
 - Communication difficulties.

McLoughlin, D. et al (2002)

Impact of Dyslexia in Education

- Organisation of time – estimation and management;
- Organisation of workload – easily over-loaded, difficulty in prioritising;
- Memory difficulties – difficulty in working in groups, remembering names, instructions, places, directions, processes.
- Verbal communication – ideas may become muddled or lateral, resulting in perceived confusion and being *tongue-tied*.
- Social Skills - Problems working in a team and being overly defensive;
- Change - May not react well to change in familiar activities, duties, environment and personnel.

Dyspraxia

- Also called *Developmental Co-ordination Disorder (DCD)*
- **Developmental impairment in:**
 - Co-ordination (both physical and cognitive);
 - Gross and fine motor control;
 - **Multitasking;**
 - Organisation;
 - **Concentration / Attention.**

Impact of Dyspraxia in Education

- **Problems with practical aspects of study;**
- Inefficiency due to clumsiness;
- **Disorganised working environment;**
- Inappropriate responses to others;
- Easily distracted and poor concentration;
- **Difficulty with the presentation of work, both written and verbal;**
- Misunderstanding social situations;
- **Personal presentation difficulties.**

ADHD / ADD

- ADHD = *Attention Deficit Hyperactivity Disorder*
- **Problems associated with:**
 - Attention and Concentration;
 - **Memory;**
 - Hyperactivity: although not exclusively;
 - **Impulsivity;**
 - Social difficulties, e.g. inappropriateness.

Impact of ADHD in Education

- Problems with concentration and easily distracted;
- Poor organisation of work and time;
- Thoughtless or inappropriate behaviour;
- Constant restlessness, fidgeting and hyperactivity;
- Difficulty with the completion of tasks.

Asperger's Syndrome

- Autistic Spectrum Disorder: high-functioning autism.
- Characterised by problems in the following areas:
 1. Social communication, e.g. non-verbal communication;
 2. Social Understanding, e.g. intonation;
 3. Imagination.
- These three categories are used for diagnosis and are referred to as the Triad of Impairment.

DSM-5 (2013)

Impact of Asperger's Syndrome in Education

- Problems accepting authority;
- Problems with emotions, i.e. expressing their own emotions appropriately and interpreting others;
- Difficulty interpreting body language and facial expressions;
- Difficulty in seeing other people's point of view, i.e. empathy;
- Social skills problems, e.g. shy, naïve, defensive, obstructive, awkward;
- Problems with change.
- Sequencing, planning and predicting difficulties;

Secondary Characteristics

- ◉ Mental Health difficulties (primarily neuroses):
 - Lack of confidence;
 - Low self-esteem;
 - Anger and frustration;
 - Anxiety;
 - Problems with social interaction.

Keys to Success

- ◉ Student applying early for disability support and funding;
- ◉ Early identification of SpLD;
- ◉ Students should wait until they hit crisis before taking action!
- ◉ Accepting support;
- ◉ Student need to understand the aetiology of their disability and how this impacts on them;
- ◉ Effective management.

DDS Contacts

- ◉ **Address:** Disability & Dyslexia Service
Ground Floor, Ferndale Building
University of South Wales
Treforest Campus
CF37 1DL
- ◉ **Web:** <http://dds.southwales.ac.uk>
- ◉ **Email:** ddsadviser@southwales.ac.uk
- ◉ **Phone:** 01443 482080

Questions

Mark Ingle
Psychologist

Disability & Dyslexia Service
Student Support & Library Services
Ferndale F010
Treforest Campus
CF37 1DL

01443 482080

mark.ingle@southwales.ac.uk
