

# Building Pathways

Newsletter No. 1 Jan 2001

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## **Progression Entitlement Agreement Advancing**

**B**uilding Pathways partners have been making headway in agreeing a formal Progression Entitlement for learners in the region. The aim is to have full backing of all college and higher education partners in making progression into Higher Education programmes easier for all local learners with a particular emphasis on those groups with a tradition of under representation in FE and HE. A pilot project with Sheffield Hallam University Schools will develop Student Profiles detailing the formal qualifications and personal qualities needed for successful admission and achievement on Higher Education courses. The Profiles will acknowledge and give due credit to both traditional and non-traditional learning qualifications achieved at FE Institutions and other learning centres. A working party of Colleges and University's representatives

has developed a formal Statement of Principle which goes to the next Planning Group meeting on March 1st.

**Further details of the Progression Entitlement Project can be obtained by contacting John Harvey on 0114 225 4425.**

### **Who Are We?**

The Building Pathways Project is a partnership of Further and Higher Educational providers working to open up access and provide clear progression routes to Higher Education for local people. We have the support of all local colleges and higher education providers in the region, OCN and the WEA.

### **HEFCE/FEFC Approval for 2001**

**T**he Building Pathways Project has obtained funding for another year from the HEFCE/FEFC Widening Participation fund. Although this has been somewhat reduced from the first year, nevertheless it allows us to continue supporting projects already underway. In addition, Building Pathways has obtained funds through Sheffield Hallam University's Premium Funding initiative to support some joint working with a number of University schools. We are looking forward to working on exciting initiatives with the Schools of Education, Environment and Development and Cultural Studies. These projects all bode well for the development of new progression routes for learners into Higher Education.

**For further information contact John Harvey.**

### **Credit for HNCs recognised**

**R**epresentatives from Rotherham College of Arts and Technology, Sheffield, Rother Valley, Wakefield and North Notts Colleges have been meeting regularly with representatives of Sheffield Hallam University's Schools of Health & Social Care and Education in separate Pathways projects. The college staff have closely mapped the contents of the College HNC/D programmes against the first and second year of the degree programmes in Childhood Studies and Social Work with the aim of creating clear progression routes for learners. The University admission tutors involved have been supportive in addressing the need to give 120 credits @ Level 1 to college higher education learners. Draft agreements to change admission policies are in the final stages of approval in Sheffield Hallam University. FE learners progressing in September 2001 to Hallam should have their credit formally recognised making it quicker to qualify as graduates in Childhood Studies and Social Work.

**Further details of the HNC articulation projects from Judy Smith, Pathways Project Worker on 0114 225 2530.**

## More Advice for Modern Apprentices

“Trainees in work are often unclear about the progression routes they can take when they achieve their qualification” is the message for colleges and higher education providers, following research undertaken by Andrew Hyslop of Barnsley College and John Powell of Chesterfield College. Both college lecturers have conducted research, supported by Building Pathways, into the awareness of Modern Apprentices in Engineering of progression opportunities in higher education. They have found that there is a need to have clearer guidance provided for Modern Apprentices to make them aware of future opportunities in education. Building Pathways is keen to support the development of guidance and progression routes for MAs and to support further projects in this area.

**Further information from John Harvey, Project Manager.**

## NVQs – Bridging the Gap to Higher Education

Building Pathways, in partnership with RCAT, Chesterfield and Rother Valley Colleges, developed a Bridging Programme for learners achieving NVQs in Engineering, Building and Construction. A number of learners at RCAT have now progressed onto the HNC in Construction programme and are nearly ready to take the next step in Higher Education. Now the idea of providing a bridge into academic learning is being developed for learners achieving NVQ3 in Childcare. A steering group of partners is developing a Study Skills programme which could be undertaken by NVQ learners. The aim is to provide a programme, which would be accredited by colleges, and accepted by the local HEIs as a qualification to support admission to HE programmes. The project is supported by RCAT, Wakefield, North Notts Colleges and Sheffield Hallam University Student Services Centre.

**Details from Judy Smith, Project**

## Entry Level Learning Ladders

Building Pathways has supported a project run at Rotherham College of Arts and Technology developing Learning Ladders which can be used to guide learners entering education at FE Entry Level and pointing out progression routes into Higher Education. The materials produced are detailed and eye catching and should be useful for any institution to use with their learners.

**Further details can be obtained by contacting Helen Lewis on 01709 362111.**

## Agreeing a Regional Framework for Access Programmes

The Access to HE Health and Nursing Framework is nearing completion with recognised Units in Biological Sciences and Social Sciences. The Recognition Panel for the Study Skills Units is on 20 February. The final stage will involve partner organisations identifying any additional units they wish to include to meet their own programme needs. Work is also in progress on finalising information from the University of Sheffield and Sheffield Hallam University on appropriate units for the various progression routes and this will be forwarded to Access Co-ordinators soon.

The Biological Sciences standardisation, led by Sue Bain (OCN Quality Manager) has been very successful, resulting in an Assessment Guidelines pack, which will be available shortly. Arrangements for standardising Social Sciences are under way. In addition, we are currently working with OCN on procedures to provide wider access to the new units, with clear guidance on their use and on quality assurance requirements.

The aim is now to develop generic units as part of a regional framework for Social Sciences and Humanities Access programmes. This project will be the main aim of the Access to HE Project for 2001 and it is anticipated that the new Study Skills Units will be a useful starting point for discussion. The time and commitment of colleagues to date has been very much appreciated and I am sure that the next phase will be equally rewarding.

**Further details from Andrée Eaves (Access to HE Project Worker) Building Pathways.**

### Coming up.....

- A new part time degree in Information Management at the University of Sheffield
- Developing pathways for NVQ 4 learners in Childcare
- A project involving Building Pathways, the School of Education in Hallam, Sheffield LEA and college partners exploring opportunities for advancing the careers of classroom assistants towards qualified teacher status
- A Spring Conference for Careers and Guidance staff
- New initiatives improving Progression Routes into Construction
- Routes into HE for workers in voluntary and community organisations

## Goodbye and Hello

Goodbye and a big thank you to our administrator Rachel Saddington who is off to explore pastures new and has left a great impression on the Project. Look at our website for an example of her skills in action. She'll be missed. However, a warm welcome to our new administrator, Julie Hamilton, who is an experienced administrator and will be keeping us in shape. Julie can be contacted as detailed below:

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