



Access all Areas:
An exclusive look at the brand new
Ascentis Access to HE offer



www.ascentis.co.uk



@AscentisAO





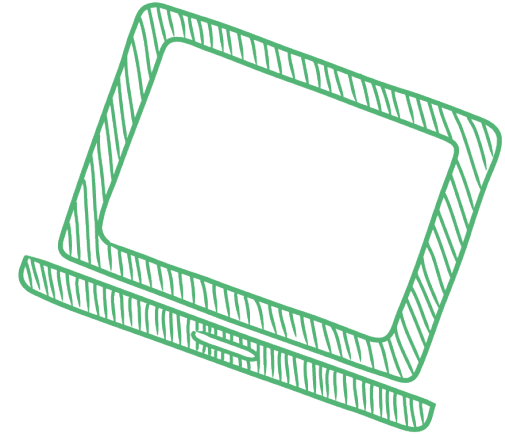
Conference Agenda

- 13:00 **Welcome & Introduction** – Phil Wilkinson, *CEO Ascentis*
- 13:10 **The new Ascentis Access to HE** – Product Development team, *Ascentis*
- 13:25 **Designing a bespoke Access to HE Diploma** - Simon Gordon, *Cornwall College*
- 13:40 **Access to HE at COLC** - *City of Liverpool College*
- 13:55 **My Access Journey** - Jennie Marley, *Teacher & Former Access student*
- 14:10 **Workshops** - *A look at our brand new resources & workbooks*
- 14:30 **The funding of Access and it's future** – Beej Kaczmarczyk, *e-Memoir*
- 14:45 **Close of conference & Prize draw**





Phil Wilkinson



Click [here](#) to watch an introduction from Ascentis CEO Phil Wilkinson.





A look at the new Ascentis Access to HE



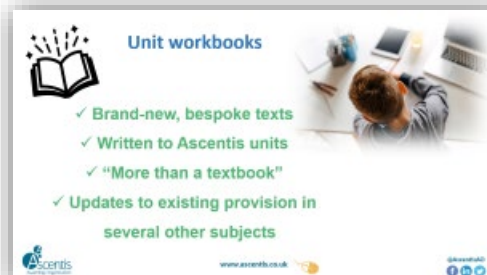
Development Team update

development@ascentis.co.uk

Stephen McMahon

Jack Wilcock

Graham Harwood

[illegible]

Access to HE Digest

- ✓ Monthly
- ✓ Subject updates
- ✓ New additions and minor edits
- ✓ Access Coordinators

The screenshot shows the Ascentis website interface. At the top, there's a navigation bar with links for 'About us', 'Jobs', 'Events', 'News', 'Contact', 'Help', 'Feedback', 'Privacy', 'Terms', and 'Sitemap'. Below this is a large heading 'Website updates' in blue. To the left of the main content area is a sidebar with a 'Policies and Key Documents' section, which includes a list of documents and their dates. The main content area displays a list of documents under the heading 'All 10 documents'. The documents listed are: 'Access to Information Act (ATI) - 10/10/2017', 'Access to Information Act (ATI) - 10/10/2017', 'Access to Information Act (ATI) - 10/10/2017', 'Access to Information Act (ATI) - 10/10/2017', 'Access to Information Act (ATI) - 10/10/2017', 'Access to Information Act (ATI) - 10/10/2017', 'Access to Information Act (ATI) - 10/10/2017', 'Access to Information Act (ATI) - 10/10/2017', 'Access to Information Act (ATI) - 10/10/2017', and 'Access to Information Act (ATI) - 10/10/2017'. The Ascentis logo is visible in the bottom left corner, and the website URL 'www.ascentis.ca.uk' is in the bottom center.

Reading

Read the text and answer the questions. Write your answers in the spaces provided.

Text:

The New York Times has been a leading newspaper in the United States for over 150 years. It is known for its high-quality journalism and its commitment to providing accurate and unbiased news to its readers. The newspaper has a long history of reporting on major events and issues, and it has been a source of information for many generations of Americans. Today, the New York Times continues to be a leading source of news and information, and it is widely respected for its journalistic integrity.

Questions:

1. How long has the New York Times been a leading newspaper in the United States?
2. What is the New York Times known for?
3. What is the New York Times' commitment to its readers?
4. What is the New York Times' history of reporting on major events and issues?
5. What is the New York Times' reputation today?

Listening

Listen to the audio and answer the questions. Write your answers in the spaces provided.

Audio:

Indonesian rice is a staple food in Indonesia. It is a type of rice that is grown in the country and is known for its unique flavor and texture. Indonesian rice is a popular food item and is often served with a variety of dishes. It is a staple food for many people in Indonesia and is an important part of their diet.

Questions:

1. What is Indonesian rice?
2. What is Indonesian rice known for?
3. What is Indonesian rice often served with?
4. What is Indonesian rice a staple food for?
5. What is Indonesian rice an important part of?

Writing

Write a short paragraph about Indonesian rice. Use the information from the audio and your own knowledge.

Topic: Indonesian rice

Questions:

1. What is Indonesian rice?
2. What is Indonesian rice known for?
3. What is Indonesian rice often served with?
4. What is Indonesian rice a staple food for?
5. What is Indonesian rice an important part of?

Assignment brief bank

- ✓ Compliments existing 2000+ assignment briefs
- ✓ Promoting sharing of good practice
- ✓ New, innovative assignments
- ✓ Opportunity for collaboration
- ✓ Available to all

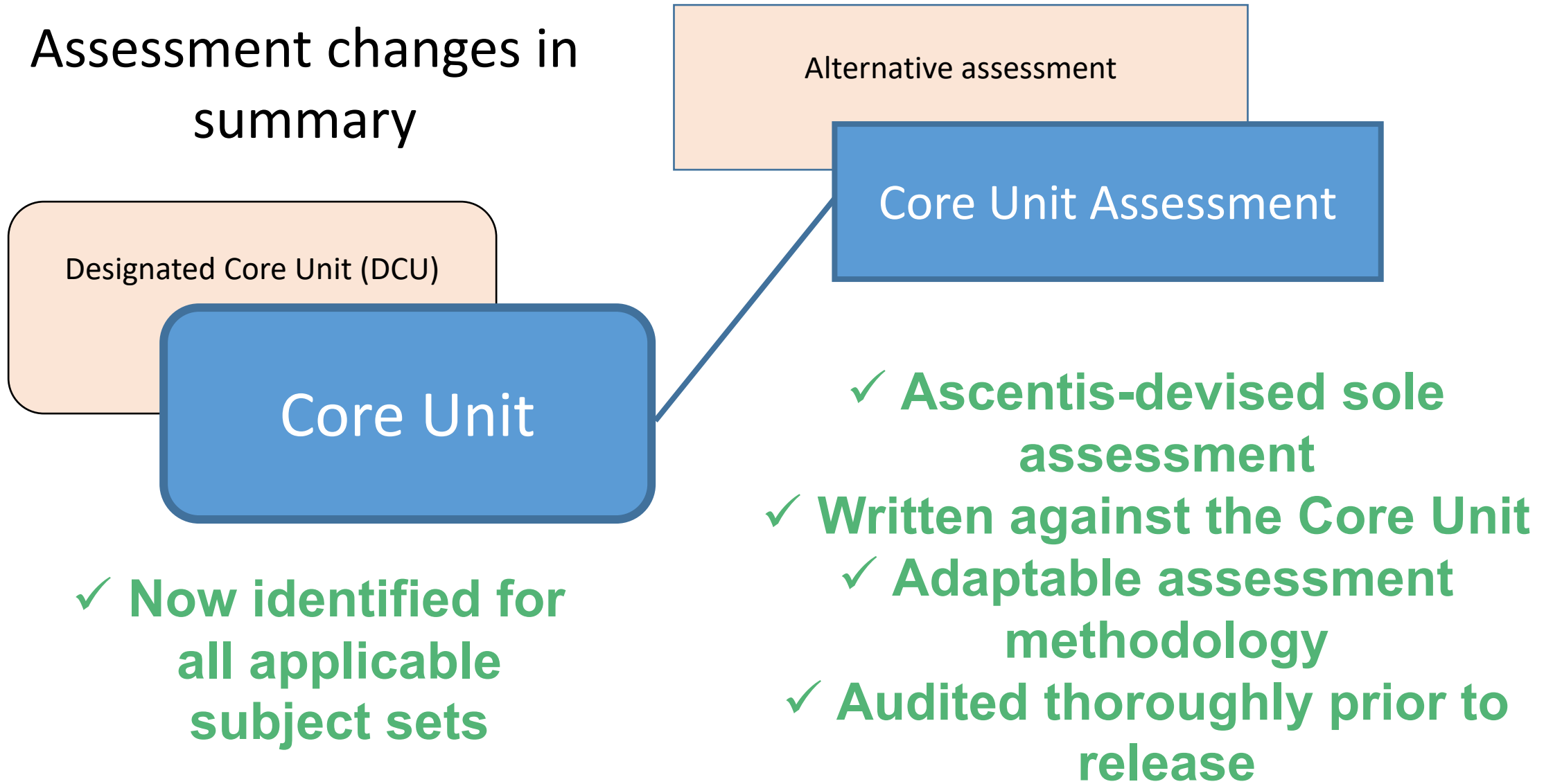


www.ascentis.co.uk



@ascentis42

Assessment changes in summary



Changes to documentation

Unit Title	Level	Credit Value	Unit Code	Graded/Ungraded	Academic/Non-Academic	Mandatory/Optional	Page
Introduction to Cell Biology	3	3	1383780	Ungraded	Academic	Optional	4
Biomolecules and Key Biochemical Principles	3	6	1385324	Graded	Academic	Mandatory Core Unit Assessment	6
Planning a Practical Investigation (Biology)	3	3	1383782	Graded	Academic	Optional	
Carrying out a Practical Investigation (Biology)	3	3	1383783	Graded	Academic	Optional	
Practical Investigation (Biology)	3	6	1383781	Graded	Academic	Optional	8
Ecology	3	3	1385228	Graded	Academic	Optional	10
Aspects of Human Physiology	3	6	1383786	Graded	Academic	Optional	12
Genetics	3	3	1385229	Graded	Academic	Optional	14
Nutrient Cycles	3	3	1384830	Graded	Academic	Optional	15
Infectious Diseases	3	6	1384831	Graded	Academic	Optional	

Access to Higher Education
XXXXXXXXXX
Core Unit Assessment

Ascentis
Awarding Organisation

A Assignment Details

Student Name: _____ Centre: _____
Tutor Name: _____

Biology
Biomolecules and Key Biochemical Principles 1385324 (Core Unit Assessment)

GRADED
Credit Value of Unit 6 GLH of Unit 60 ACADEMIC SUBJECT CONTENT
Level of Unit 3

Learning Outcomes		Assessment Criteria
The student should be able to	The student can	
1 Understand the structure and function of carbohydrates, proteins and lipids and the importance of nucleic acids in genetics	1.1 Describe the role and structure of carbohydrates, proteins and lipids within the cell 1.2 Explain the significance of carbohydrates, proteins and lipids in living organisms	
2 Understand the structure and functions of enzymes and their uses	2.1 Describe the role and structure of enzymes	
3 Understand the process of cellular respiration	3.1 Compare the processes of aerobic and anaerobic respiration	
	3.2 Discuss, with reference to the biological role of glucose and oxygen, the process of aerobic cellular respiration	
4 Understand simple Mendelian mechanisms	4.1 Describe the key aspects of inheritance determined by chromosomal genes	

Grading of this Unit

The following grade descriptors will be applied to the assessment of this unit:

- Understanding of the Subject
- Application of Knowledge
- Use of Information
- Communication and Presentation
- Quality

Please refer to the QAA Grade Descriptors for detail of the components of each descriptor.

Barred combinations and Rules of Combination

Unit title	Level	Credit Value	Unit Code	Graded/ Ungraded	Academic/ Non Academic	Mandatory/ Optional	Page
Introduction to Chemistry	3	3	1383828	Ungraded	Academic	Optional	4
Practical investigation	3	6	1383829	Graded	Academic	Optional	
Practical Inorganic Chemistry	3	3	1384056	Graded	Academic	Optional	6
Practical Organic Chemistry	3	3	1384057	Graded	Academic	Optional	8
Core Principles of Chemistry	3	6	1385333	Graded	Academic	Mandatory Core Unit Assessment	10
Fundamentals of Chemistry	3	3	1384058	Graded	Academic	Optional	13
Biological Molecules	3	3	1384059	Graded	Academic	Optional	16
Biochemistry: DNA, Protein Synthesis	3	3	1384060	Graded	Academic	Optional	18
Applied Biochemistry	3	6	1383834	Graded	Academic	Optional	20
Further Inorganic Chemistry	3	3	1384061	Graded	Academic	Optional	22
Further Physical Chemistry	3	3	1384062	Graded	Academic	Optional	24
Core Organic Chemistry	3	3	1384063	Graded	Academic	Optional	26
Chemical Spectroscopy	3	3	1384064	Graded	Academic	Optional	28
Environmental Chemistry	3	3	1384065	Graded	Academic	Optional	30
Further Organic Chemistry	3	6	1384456	Graded	Academic	Optional	32

Barred Combinations		
Units		
Fundamentals of Chemistry	May not be taken with	Introduction to Chemistry
Biochemistry: DNA, Protein Synthesis and Enzymes	May not be taken with	Applied Biochemistry
Applied Biochemistry	May not be taken with	Biochemistry: DNA, Protein Synthesis and Enzymes

AHED Diploma (60 credits required overall)

Rules of Combination – Medicine

In order to meet the completion requirements for the **Access to HE Diploma (Medicine)** the learner must achieve a total of 60 credits.

45 credits must be achieved at Level 3

15 credits must be achieved from **ungraded** units at either Level 2 or Level 3

Mandatory Requirements

A minimum of 1 Core Unit Assessment must be successfully completed

As mandated by the Quality Assurance Agency, under the guidance of the General Medical Council (GMC):

A minimum of 3 ungraded credits of experiment in Biology and minimum of ungraded 3 credits of experiment in Chemistry need to be taken over the course of the diploma

The ungraded units Mathematics for Medics and Professional Behaviours must be successfully completed

Only units within the Medicine subject set may be taken to achieve graded credits.

Access to HE Diploma (Medicine):

Key Subject Sets required: 1

Medicine	
----------	--

Ungraded required: 3 credits

Study Skills	
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HEI Entry Requirements

Ascentis recommend that students check with receiving HEIs for entry requirements for progression to specific courses at the earliest opportunity. Some HEIs may **require** students progressing to have achieved GCSE awards with specific grades.

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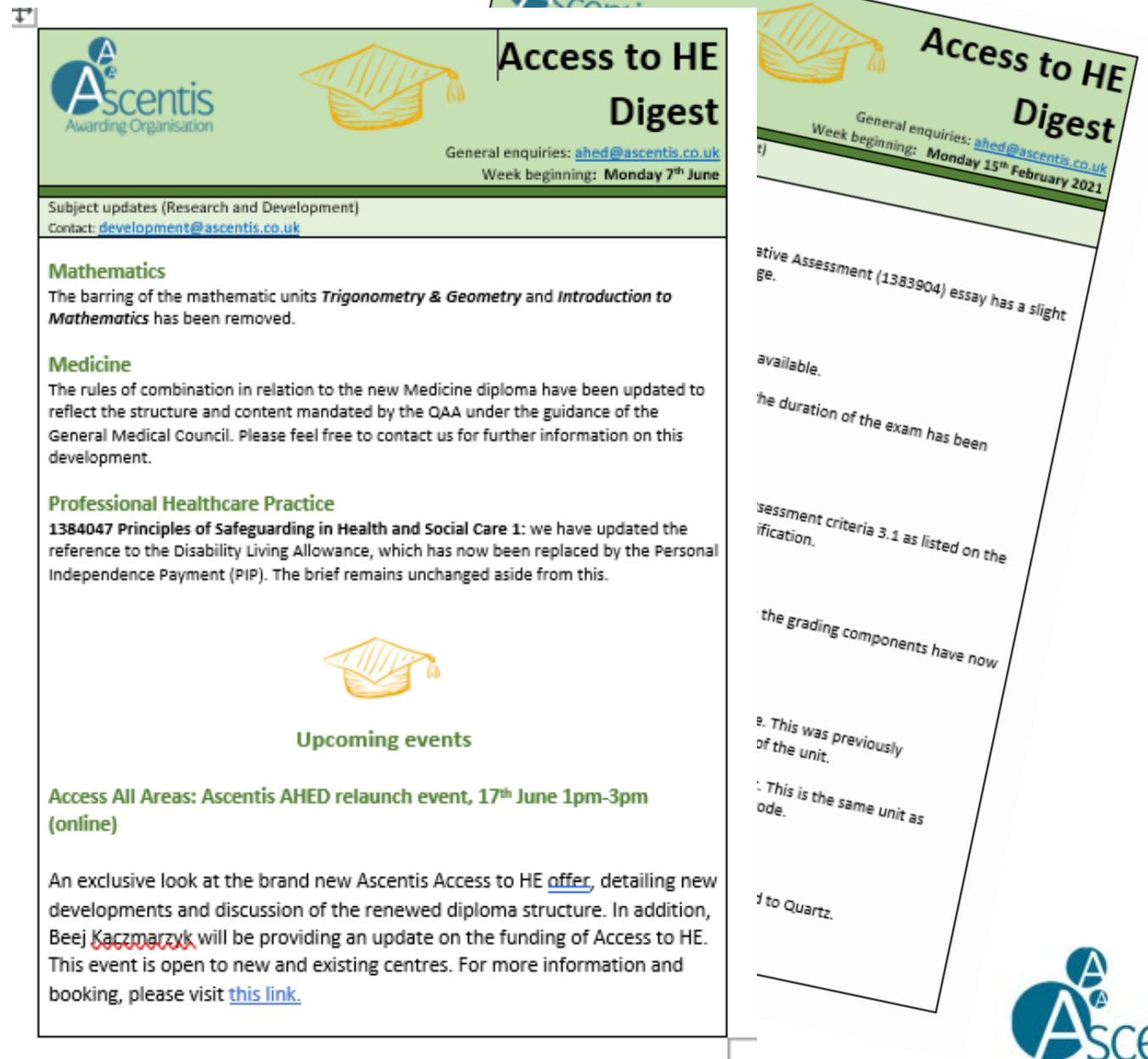
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described in the unit

0 words for 6 credit

Access to HE Digest

- ✓ Monthly
- ✓ Subject updates
- ✓ New additions and minor edits
- ✓ Access Coordinators




Access to HE Digest
General enquiries: ahed@ascentis.co.uk
Week beginning: Monday 7th June

Subject updates (Research and Development)
Contact: development@ascentis.co.uk

Mathematics
The barring of the mathematic units *Trigonometry & Geometry* and *Introduction to Mathematics* has been removed.

Medicine
The rules of combination in relation to the new Medicine diploma have been updated to reflect the structure and content mandated by the QAA under the guidance of the General Medical Council. Please feel free to contact us for further information on this development.

Professional Healthcare Practice
1384047 Principles of Safeguarding in Health and Social Care 1: we have updated the reference to the Disability Living Allowance, which has now been replaced by the Personal Independence Payment (PIP). The brief remains unchanged aside from this.


Upcoming events

Access All Areas: Ascentis AHED relaunch event, 17th June 1pm-3pm (online)

An exclusive look at the brand new Ascentis Access to HE [offer](#), detailing new developments and discussion of the renewed diploma structure. In addition, Beej Kaczmarzyk will be providing an update on the funding of Access to HE. This event is open to new and existing centres. For more information and booking, please visit [this link](#).

Access to HE Digest
General enquiries: ahed@ascentis.co.uk
Week beginning: Monday 15th February 2021

ative Assessment (1383904) essay has a slight ge.

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Unit workbooks



- ✓ Brand-new, bespoke texts
- ✓ Written to Ascentis units
- ✓ “More than a textbook”
- ✓ Updates to existing provision in several other subjects



Exam preparation

Over to you: Command Verbs exercise

When approaching exam questions, many students can misread and/ or misunderstand "common verbs" and simply answer questions in the wrong way. You may have a sound and well-considered argument, but you will lose marks if you do not respond in the way you are being asked to do. Below is a list of common "command verbs", look up their definitions in the context of examinations and identify examples to illustrate them.

1. Analyse
2. Argue
3. Assess
4. Compare
5. Contrast
6. Critically evaluate
7. Define
8. Demonstrate
9. Describe
10. Discuss
11. Examine
12. Explain
13. Evaluate
14. Identify
15. Illustrate
16. Justify
17. Outline
18. Review
19. Summarise
20. To what extent

Planning Your Time

It is best to start planning your revision weeks before the exam and it is good practice to make a revision timetable so that you make the most of the time you have.

When you plan a timetable, consider the following:

- When do you work best, mornings or evenings? You want to find the best time to ensure the highest level of efficiency and effectiveness in every one of your revision sessions
- Take sufficient breaks. For each 45-60-minute revision session, try to allow yourself a 5-10-minute break away from your work area
- Ensure others in your household know when you are revising

Planning your revision strategy

Effective revision must be "active" from the start. Start by planning what topics and units must be revised for each subject so that all topics are covered (not just the ones you like) and put them into your revision timetable ensuring each is given sufficient revision time.

When you start revising make sure that you:

- Have a **clear aim and objective** for each revision session. Ask yourself "What do I wish to achieve by the end of this session?"
- Know **what to prioritise** in each revision session
- Look out for **keywords and key points**
- Write down **notes** and keywords as you revise
- **Test** yourself by using "active recall" and/ or "spaced repetition"
- Have a clear **awareness** of your strengths and weaknesses

Here are some exam revision tips

1. Research suggests that **short revision sessions** of approximately **40-50 minutes** are most effective. Your concentration may lapse after about an hour, which means it is a good idea to take a **short break of 5-10 minutes** after every 40-50-minute study/ revision session.
2. Make sure you study in a place that is **disruption and distraction free**. This may be at your home or at college. You must find the best environment for you.
3. Have a **balanced** approach in your revision: make sure you pay attention to both your strong subjects and the weaker ones.
4. Make your own **revision notes** to help you remember key points better and more easily.
5. Use a **range of techniques**; variety can make revision more interesting. For example, use mind maps to organise information, use post-it notes and flash cards with key words on as



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Policies and Key Documents

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[Additional Verification Request Forms](#)



[AHED Administration Documents](#)



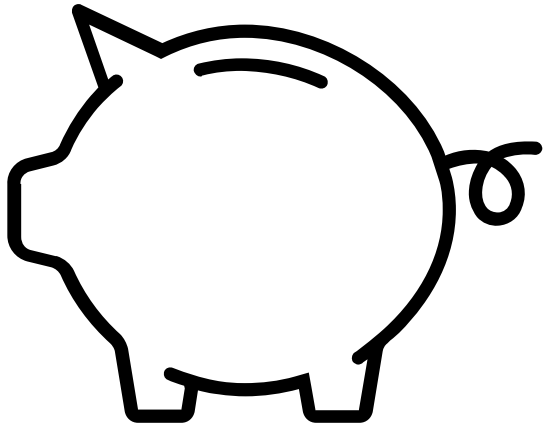
[Assessment and Internal Quality Assurance Documents](#)



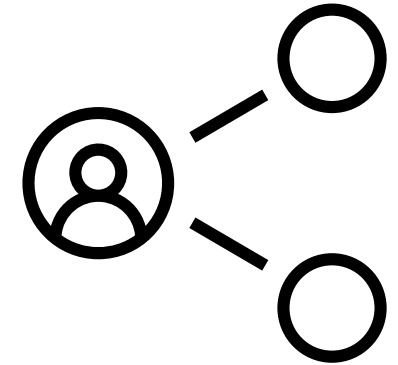
[Centre Recognition and Qualification Approval](#)



Assignment brief bank



- ✓ **Compliments existing 2000+ assignment briefs**
- ✓ **Promoting sharing of good practice**
- ✓ **New, innovative assignments**
- ✓ **Opportunity for collaboration**
- ✓ **Available to all**



Website updates

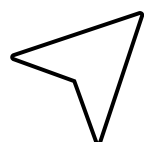
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Policies and Key Documents

Access Digest Newsletters

[View](#)

	Access Digest 15th February 2021	
	Access Digest 15th March 2021	
	Access Digest 18th January 2021	
	Access Digest 7th December 2020	
	Access Digest 9th November 2020	

AHED Administration Documents

[View](#)

	Access to HE Diploma Referral Application Form	
	AHED Contacts List	
	AHED Diploma Approval Form	
	AHED Exam Preparation Booklet	
	AHED Handbook	
	AHED Internal Moderation Report	
	AHED Key Dates	
	AHED Marking Guidance	
	AHED Remote EM Checklist	
	APEL-RPL-Credit Transfer	
	Learner Registration Amendment Request Form	
	SharePoint Folders Guidance for AHED Coordinators	





Ascentis AHE Music Tech Diploma: Writing a Qualification

Si Gordon • 05.06.2021



Overview

- Designing the Music Technology Diploma
- Writing the Subject set & Assignments
- Working with Ascentis
- Constructing Your Own Diploma
- Student Experience
- Q & A



Designing the Music Technology Diploma

- Filling a gap - regional
- HEI & Career progression relevance.
- Resources & Equipment
- Academic & Specialist balance
- Industry experience
- Staffing
- HEI Support

Concept / Subject set
Planning

HEI Validation support /
Began writing Subject
set & assignments

Approved by the Ascentis
board along with HEI
validation. Diploma was
planned for Sept 2020.



Pitched to Ascentis
with a proposal

Subject set was accepted,
began formulating
assignments for approval
board.



Writing the Subject set & Assignments

- More than 45 credits (choices)
- HEI & Career progression relevance (again)
- Ascentis Support - Credit Values & weightings
- Ascentis Templates
- TCA / Alternative Assessment
- Research Projects (6 credits minimum)



Working with Ascentis

- Diploma Need
- IAG - Support throughout
- Dedicated staff
- Documentation (Guidance & Templates)
- Validation Board
- Diploma approval (for delivery)



Constructing your own Diploma?

- Diploma Need
- HEI & Career progression
- Time, experience & resources
- Added Value (centre & students)
- HEI Validation



Student Experience

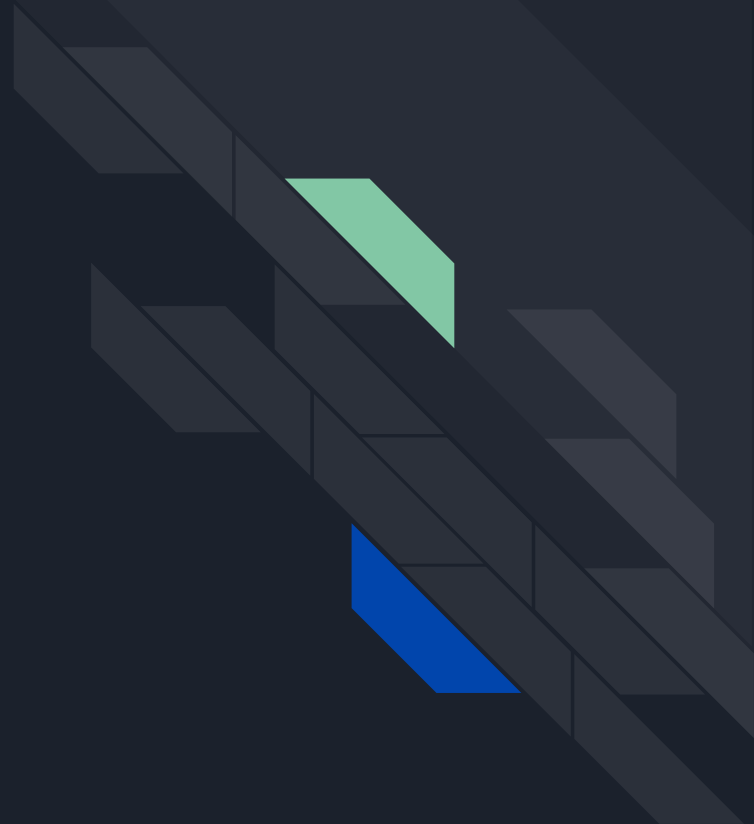
- Student needs & support
- Academic & practical weighting
- 80% of students are progressing on to HEI, 20% Career progression

'Good support from the teachers and interesting methodology and delivery of information.'

'Access to professional recording studios has been the highlight, and of course working with industry professionals and lecturers.'

'Really good. It's been a really well paced mix of sessions, with each module focussed on specific skills that are all totally relevant to my music making.'

Questions??





Access to HE at City of Liverpool College



Access to H.E at The City of Liverpool College.

From Norris Green to NATO

Presented by Nick Efthymiou (Assistant Head of School
for Access)



The City
of Liverpool
College



Click [here](#) to watch Nick take you through the slides.

Our Offer

- Allied Health Professions (daytime and evening options) 12 groups.
- Social Science – 2 groups.
- Humanities
- Law
- Education
- Science (3 options including a Radiography option)
- Engineering Science – 2 groups
- Business Studies – 3 groups



**Better than
SCH
OOL**

You'll be part of something exciting

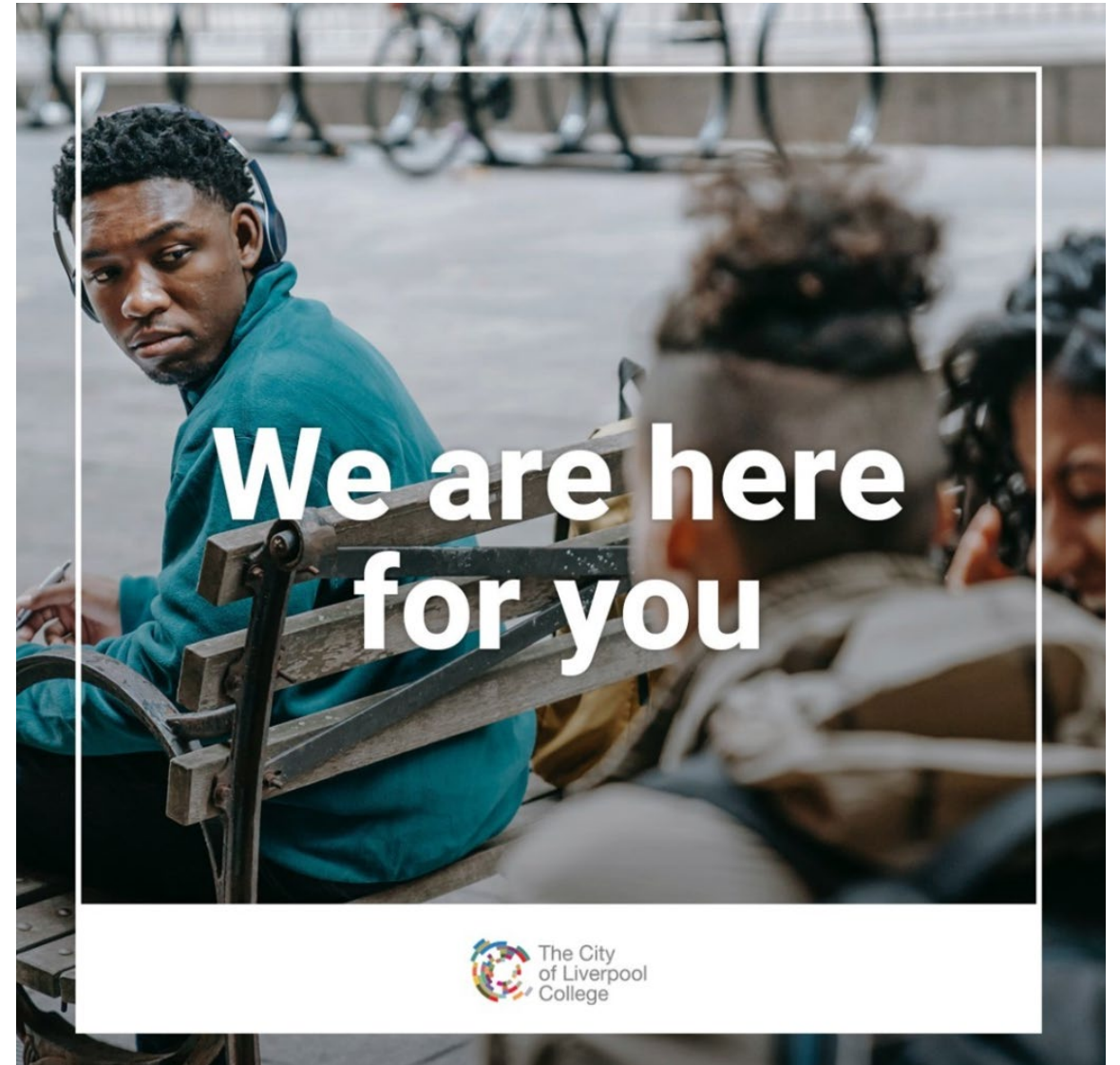
www.liv-coll.ac.uk



The City
of Liverpool
College

Our Students

- We enrolled over 500 students in September 2020.
- Our cohort is culturally diverse, and many come from some of the most economically deprived backgrounds in the country.
- As a result they face an overwhelming number of barriers.
- We have established a culture within the team that is aware of these issues, and have personal tutors who are at hand to deal with the plethora of problems that students may present with.



Our focus

- The student experience is at the heart of everything that we do.
- Engaging lessons.
- Regular feedback.
- Support for at risk – timely interventions and individualised support.





colcollege



colcollege For Megan, returning to education at 24 was a scary prospect, but our Access to HE diploma helped her gain the confidence and qualifications needed to move into a career in engineering. 🔑

You can find out more about Access to HE courses via the link in our bio! 👉

[#ForTheFuture](#)



16 likes

MAY 15

“The highlight of the course has been the opportunity to work with a diverse group of like-minded people, who are there to help you grow, particularly the outstanding tutors, who could not have done more for myself or my peers.”

Ciaron Kavanagh – Access to Higher Education Humanities



We are for
**THE
FUTURE**



colcollege



colcollege Ciaron has been studying on our Access to HE course and has now secured his place at [@livuni](#) studying English Literature. He hopes to go onto study his MA and PHD and eventually become a lecturer in a university.

2w



8 likes

MAY 24



colcollege



colcollege When Demi-Leigh joined the college in 2018 she had minimal healthcare experience but gained her Access to HE diploma just one year later and is now studying to be a nurse at [@LivUni](#). Well done, Demi-Leigh! 🙌

You can learn more about Access to HE, on our website - link in bio! 📌

[#ForTheFuture](#) [#nursing](#) [#nurse](#)



23 likes

MAY 9



colcollege



colcollege Laura studied on our Access to HE: Allied Health Professions diploma in 2018, gaining the qualifications needed for university, she's now in her second year as a student nurse! 🚑

You can find out more about our Access to HE courses on our website - link in bio! 👉



17 likes

MAY 21



colcollege



colcollege Our Access to Higher Education diploma helped Patsy to gain the qualifications and experience needed to pursue a career in Law. She's now working as a trainee solicitor at Satchell Moran. 🙌

#ForTheFuture #access #acesstohe #acesstohighereducation #highereducation #law #traineesolicitor #solicitor #colc



26 likes

MAY 4



Add a comment...

Post

From Norris Green...

- Around a fifth of young people (18.8%) are recorded as persistent pupil absenteeism at secondary schools-significantly higher than the Liverpool average.
- Hospital admissions for unintentional & deliberate injuries and self-harm are significantly higher than the city wide average.
- Croxteth and Norris Green neighbourhood deprivation score is significantly higher than the Liverpool average and is ranked 7th highest when compared to all neighbourhoods.
- More than half 42.4% have no access to a car/van, significantly lower than the Liverpool average
- Unemployment is significantly higher than the city rate (7.5% compared to 6.6%) and there is no change since last year. 9.4% of the population are long term sick or disabled.
- Over a third (34.9%) of the population are economically inactive which is significantly lower than the city average.



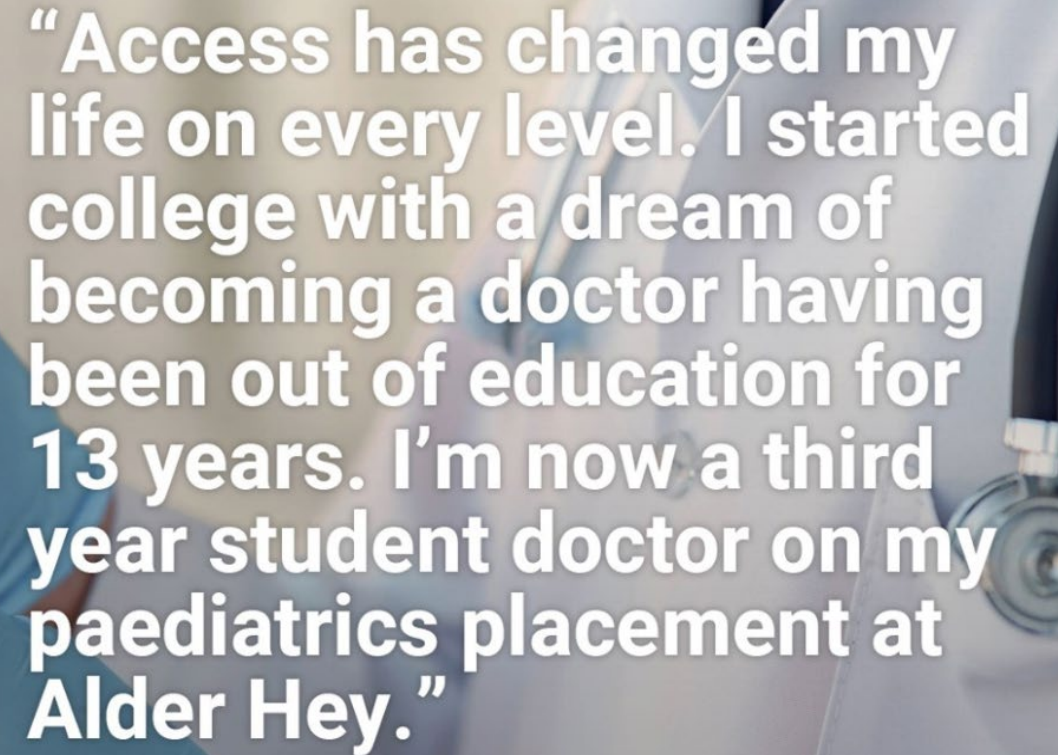
...to NATO

- “Attending the Access to Social Science course at the college was one of the best decisions I’ve ever made. After several years away from education I decided the time was right to have another go at it, with the goal of attending university.”
- This student studied Psychology and Criminology at undergraduate level before studying a Masters in International Relations and Security.
- Subsequently he has gained a position as a trainee policy officer within the **Emerging Security Challenges Departments (Counter Terrorism Section)** at the North Atlantic Treaty Organization and now works at the headquarters in Brussels.



Final thought...

- Access to H.E is genuinely life-changing, playing a part in improving someone's life chances is one of the most rewarding things you will ever do.
- Finding strategies to motivate, retain and support students has an impact; not just on the individual student, but on their local community, and for some, the international community.



“Access has changed my life on every level. I started college with a dream of becoming a doctor having been out of education for 13 years. I’m now a third year student doctor on my paediatrics placement at Alder Hey.”

Anthony Robinson
Former Access Student



The City
of Liverpool
College

We are for
**THE
FUT
URE**

My Access Journey

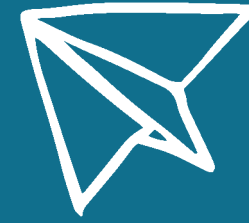
Jennie Marley



[Click here to listen.](#)



Workshops



*Break out sessions
20 minutes*

Click [here](#) to hear our team
take you through the slides.



Supplementary learning resources

- ✓ New developments with subject specialists
- ✓ Updated material and interactive texts
- ✓ Complimentary to face-face delivery
- ✓ Bespoke Ascentis texts



Subject coverage

Sociology

5 units

Law

5 units

Business

4 units

**New
developments**

Professional
Healthcare Practice

7 units *

Social Issues in
Healthcare

6 units *

Psychology

6 units

Biology

8 units

Study Skills

3 units *

*** Further developments within these subject sets**

New workbooks

Sociology

Sociological Theories

Health and Illness

Poverty

**Families, Households and
Personal Relations**

Culture and Identity

Law

The English Legal System

Introduction to Law Making

Criminal Justice System

Contract Law

Equality Act 2010

Business

**Principles of Business
Strategy**

Introduction to Business

**Business Organisation and
Structures**

**Investigating Micro and
Small Businesses**

Workbook Introduction to Sociology - Culture and Identity



Activity

These activities are highly recommended. There is space in the workbook for you to record your answers.



Think Deeper

These activities will expand your learning. They are optional, and it is suggested that you record your notes in a separate notebook or the space when provided.

Understanding concepts relating to culture and identity

Assessment Criteria

- 1.1 Explain several key concepts relating to culture and identity
- 1.2 Illustrate the application of these concepts with reference to at least two different societies

Useful Definitions of Key Concepts

In this section we will consider some sociological concepts and develop an understanding of what they mean through examples from different societies and cultures.

These are definitions of concepts that you will need to become familiar with. This set of definitions is useful as a reference tool and you may need to come back to them as you progress through this and other sociology units/workbooks.

Conflict – the tendency for two or more groups in society to have different amounts of power and advantage (for example, racial conflict, gender-based conflict, social-class conflict). Some sociological theories are built around the notion of conflict.

Culture – the way of life – including the customs, norms, rules and values – of a society or social group. It can also include the language, arts and habits of a society or social group (for example, Welsh culture, youth cultures, Spanish culture).

Cultural Appropriation – this is where one group/individual uses aspects of another group's culture inappropriately, without regard for the background or meaning of the culture (for example, a white person wearing a Rastafarian dreadlock). It is often used to describe the use of elements of a culture by a more powerful group.

Culture is shared, learned, and transmitted (for example, language, customs, and values).

There are differences between groups of people (for example, between groups of people and wealth).

Useful References for this Unit

Books

- Venkatesh, Sudhir Alladi. *Gang Leader for a Day: A Rogue Sociologist Takes to the Streets*. Penguin Press, 2009.

Websites

- www.britisoc.co.uk/ – British Sociological Association
- www.courses.lumenlearning.com/cochise-sociology-es/ – Useful for a wide range of sociology topics
- www.equalityhumanrights.com/en – Equality and Human Rights Commission
- www.lifeintheuktests.co.uk/life-in-the-uk-test/ – 'Life in the UK' practice tests
- www.gov.uk/life-in-the-uk-test – 'Life in the UK' Government information
- www.theconversation.com/why-britains-class-system-will-have-to-change-58188 – Useful for social class
- www.bbc.co.uk/news/magazine-22000973 – The Great British Class Survey – take the test
- www.theguardian.com/society/2013/apr/03/great-british-class-survey-seven – The Great British Class Survey
- www.theguardian.com/lifeandstyle/2020/mar/05/polygamy-is-about-to-be-decriminalised-in-utah-is-it-good-news-for-women – Polygamy in Utah

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Activity: Check your knowledge

1. How did the idea of strategy originate?

The word has origins in Ancient Greek

2. What is a strategy in a business sense?

Strategy is important in a business because



Activity: Check your knowledge

1. How did the idea of strategy originate?



2. What is a strategy in a business sense?



3. Identify three key elements of 'strategic thinking'.

3. Identify **three** key elements of 'strategic thinking'.

1.

2.

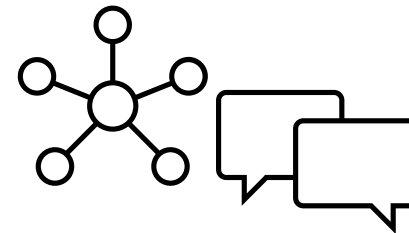
3.

...continued

✓ **Personalised**

✓ **Summative activities**

✓ **Applications for discussion and focussed 'assignments'**



“Not just a textbook”



Activity

Find out more about the key qualities from www.judiciary.uk/wp-content/uploads/2010/08/lord-chancellors-directions-advisory-committees-part3.pdf.

Note down the requirements of each key quality.

Key quality	Requirements
Good character	
Understanding and communication	
Social awareness	
Maturity and sound temperament	
Sound judgement	
Commitment and reliability	

Glossary of Terms for Unit: Culture and Identity

Achieved status

Agencies of social control

Ascribed status

Capitalism

Collective conscience

Conflict

Consensus

Cultural appreciation

Cultural appropriation

Cultural transmission

Culture

Division of labour

Feminism

Functionalism

Gender

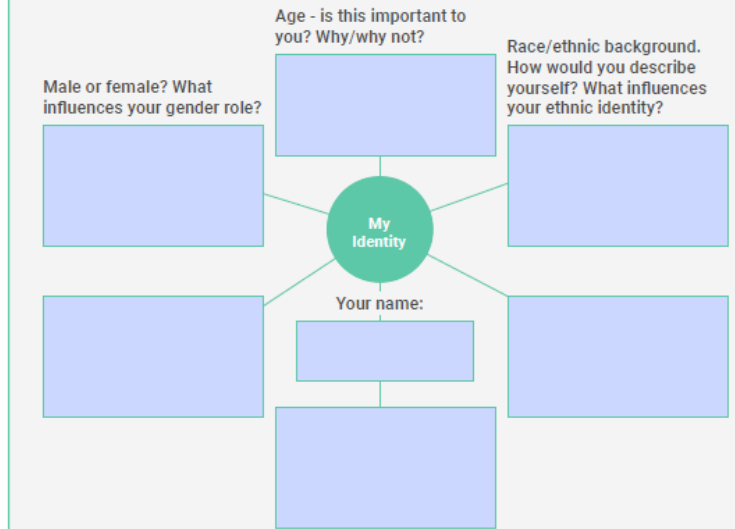
Globalisation



Activity - Using the space below draw a mind map or write notes to answer the question:

Identify and explain how different agencies of socialisation have helped to create and form your identity.

To help you get started you might want to think about family (values, roles), religion (beliefs), the workplace, the media, peer group (friends). You have been given some examples to help you get started.



✓ Consolidatory

✓ Promotes independence and further research

✓ Adaptable and editable



Workbook locations and key dates



<https://ascentis.mylearningapp.com/login/index.php>

- ✓ **Ascentis Moodle**
- ✓ **1st August availability**
- ✓ **Sample document available on request**

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Thinking of Coming to Ascentis Access?

Are Ascentis flexible to course requirements?

How long is the onboarding process?

Can we deliver course content straight away?

What is involved in centre training?

What ongoing support does Ascentis offer?



Ascentis Transition Team

- **Bespoke to the centre's requirements during transition**
- **Options for brand new diploma development or options to add new units to existing diplomas**
- **Bespoke training and allocation of a subject specialist moderator and QAM**
- **Ongoing specialist support**



Ascentis Transition Team

 A webinar will be held on 14th July 2021 at 11am

 This will go into full details of the transition team and how Ascentis can provide bespoke help and transition

 Invites will be sent to all attendees of today's Access Re-launch meeting





The funding of Access and it's future



Click [here](#)
to listen.





Current funding streams for Access to HE

- ☐ Adult Education Budget (AEB)
- ☐ Advanced Learner Loans (ALL)
- ☐ Full cost recovery
- ☐ 19 up to 25 with EHCP (funded through 16-19 funding formula)
- ☐ Others, e.g. charities, Princes Trust, MOD schemes



Adult Education Budget

- ☐ Pre-Access provision
 - ☐ Level 2 programmes can be funded through local flexibilities
 - ☐ English, maths and digital skills are fully funded as legal entitlements
- ☐ Access to HE Diploma is fully funded for 19 to 23 year olds if first full level 3
- ☐ Just over 50% of AEB is now devolved or delegated to combined authorities and GLA
- ☐ Base rate is set at £3022 for ESFA funded Access to HE – some variations under devolved arrangements
- ☐ Reconciliation of providers who have not delivered their allocations
- ☐ Spending Review and future investment in the AEB?



Advanced Learner Loans

- ☐ Loans are available to individuals aged 19 and over on the first day of their learning aim (levels 3, 4 and 5)
- ☐ Not means-tested
- ☐ Loan covers all charges related to direct costs of delivery of the learning aim (so you can charge for extra activities)
- ☐ Learners are entitled to access up to four loans, which they can take out either one after the other, or at the same time (**no more than one loan to complete Access to HE**)
- ☐ Where a provider accesses direct AEB funding to deliver a first full Level 3 qualification to a learner who is aged 19 to 23, a learner cannot access a loan for the same qualification delivered at the same time
- ☐ Access to HE learners can have their loan written off if they complete an HE programme
- ☐ Still problems of acceptance and take-up in some communities.



Future of funding for Access to HE

Level 3 adult offer

- ☐ Funded out of the National Skills Fund (£95m) with uplifted rates for certain level 3 qualifications depending on size (GLH)
- ☐ From April 2021, any adult aged 24 and over who wants to achieve their first full level 3 qualification, which is equivalent to a technical certificate or diploma, or 2 full A levels, is able to access almost 400 fully funded courses in specific sector subject areas, e.g. engineering, health and social care, science, ICT
- ☐ Is Access to HE included?

“Skills for Jobs”

- ☐ Local Skills Improvement Plans and priorities for investment identified by employers and their representative organisations, but what about learners’ needs?
- ☐ Providing the advanced technical and higher technical skills the nation needs - recognises the role that Access to HE Diplomas play in supporting adults who do not have traditional qualifications to progress into higher education and to reskill
- ☐ Flexible Lifetime Skills Guarantee – implement a flexible lifelong loan entitlement for the equivalent of 4 years of post-18 education from 2025 with more flexible and modular provision available to adults at levels 4 and 5.



Thank you for viewing.

