

### Module 5: Teacher Guide

**Aim:** This module provides students with the necessary skills and methods to effectively research university courses

#### Lesson

##### **Ice-Breaker: Courses A-Z**

- Go around the room naming university courses
- 1<sup>st</sup> person says a course beginning with 'A' e.g. Acting  
2<sup>nd</sup> person says a course beginning with 'B' e.g. Business Studies
- See how many courses the students can get through before the chain breaks
- After a few attempts, show the students the UCAS courses A-Z to demonstrate how many courses there are available

##### **Activity 1: Relatable Research**

- Students are to make a list of things they would consider when buying a pair of trainers E.g. What brand? How much will they cost?
- After feedback, relate this back to making decisions in the future:  
It is so important to do research to ensure that you make the best choice for you!

##### **Activity 2: Research Factors**

- Students are to read the list of research factors (from activity sheet provided) and rank them in order of importance, according to the template on the presentation slide
- Encourage discussion with students about why certain factors are more important to them than others

##### **Research Methods:**

- **Open Days:**  
Open days are the best way to see if a university is for you. You can see the campus, talk to lecturers & student, visit accommodation and see whether you can picture yourself studying there.
- **Teachers, Friends & Family:**  
Ask your teacher, friends and/or family for advice- but remember that this is your decision.
- **Prospectuses:**  
Universities publish prospectuses which are like brochures full of information about the different courses they offer, course requirements etc.
- **UCAS Fairs:**  
Events held all over the country by UCAS. University representatives bring stands, literature etc. and you have the opportunity to talk to them and ask questions.

### Research Methods:

- **University Comparison Websites:**  
Websites such as Which? University, the Times University Guide etc. allow you to compare universities directly on criteria such as League Table Rankings, student satisfaction etc.
- **University Websites:**  
University websites have the most detailed information about the courses that they offer and specific information about their institution.

### Types of Courses:

- **Foundation:**
  - A foundation course is a course equivalent to about two thirds of a full degree
  - Some people take a foundation course if they are unsure whether they want to do a full degree
  - Some universities offer foundation degrees to applicants who missed out on the entry requirements for the full degree. If they successfully complete the foundation course they can get a place on the full degree programme.
- **Single:**
  - Degree will focus on a single subject e.g. History
- **Joint Honours:**
  - Study two subjects equally e.g. Business and Spanish
- **Combined Honours:**
  - Study a combination of up to 3 subjects
  - You don't have to study all the subjects equally
  - E.g. If you chose English & History you could choose more History modules than English and vice versa
- **Sandwich Course**
  - You can take a year in industry (placement year) between years 2 and 3 of your degree
  - This is a good way to get work experience related to your course

### Types of Undergraduate Degrees:

Different course subjects will give different types of degrees. These include:  
Bachelor of Arts, Science, Engineering, Medicine & Surgery

### Things to Consider:

Run through the factors to consider and highlight that the same course e.g. Geography might differ at different universities. Encourage students to consider what works best for them e.g. 'Do you perform better in essays or exams?' 'Would you rather have a course with lots of practical sessions or more theory based?'

## How do I Research my University Course?

### Activity 3: Course Investigation

- Students to research a university course from the options on Slide 18
- They should look at how the courses differ at different universities
- They should record their findings in the table provided

### What's Next? What's Important to You?

Place the 'Course A' sign on one side of the room and 'Course B' on the other

- Read aloud the scenarios on the following slides and ask students to choose the option that most appeals to them and to move to that side of the room
- Encourage discussion and ask students why they made their decisions