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| **Name of Centre:** **Gloucestershire College** | | | **Learner achievement (please circle)** *NB: All learner achievement is provisional until confirmed at the AVA Awards Board* | | | |
| **Level Achieved:** | | **L3** | |
| **Resubmission?** | | **Y** | **N** |
|  | | | | | | |
| **Title of Access to HE Diploma: Health and Human Sciences; Humanities and Social Science; Science.** | | | | | | |
| **Unit title: Preparation for Higher Education** | | **Unit code: CBB392** | | | | |
| **Learner:** | | **Tutor/Assessor: Catherine Rogers/Andrew Kaighin** | | | | |
| **Description of Assignment:**  **Preparation for Higher Education Workbook** *(AC1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2)*  Complete all tasks in the attached workbook.  Your written contribution to this workbook should be approximately 1500 words (excluding your personal statement). | | | | | | |
| **Date set:**  **Tuesday classes: 12.9.23**  **Thursday classes: 14.9.23** | **Date for draft submission**  **(if applicable): N/A** | | | **Date for final**  **submission:**  **Tuesday classes: 24.10.23**  **Thursday classes: 26.10.23** | | |
| **Extension date**  **(if agreed):** | **Signed by Tutor/Assessor to agree extension:** | | | **Date**  **submitted:** | | |
| **Internal Moderation: Yes / No**  **Date:** | **Signed by internal moderator:** | | | **ON TIME / LATE** | | |
| **Learner declaration:**   * The explanations and evaluations in this work have been developed and written by me. * I have not submitted material copied from the Internet, text books or other sources in place of my own thinking and writing. * When I have referred to the work of others I have done so to discuss, comment on or argue their ideas. * I have kept quotation and paraphrasing to an absolute minimum and only to support points I have made. * I understand that referencing the names of authors whose ideas I have used without including my own interpretation of those ideas, does not meet the assessment criteria * I have not copied the work of my peers. | | | | | | |
| **Learner comments:** *(please use this space to comment on any aspect of the assignment when handing in your work)* | | | | | | |
| **Signature:** | | | **Date:** | | | |

**TO THE LEARNER: Please attach this assignment brief to any written work you are handing in for assessment, or submit the brief as instructed.**

**YOUR WORK CANNOT BE ASSESSED UNLESS YOU HAVE SIGNED AND SUBMITTED THIS FORM**

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| **Level 3** | **Unit title: Preparation for Higher Education** | |
| **Learning outcomes** | | **Assessment criteria** |
| *This is what you will learn on the unit.* | | *This is what you must be able to demonstrate that you can do in your assignment in order to achieve the unit.* |
| **The learner will:** | | **The learner can:** |
| 1. Understand the available progression opportunities. | | * 1. Analyse the different progression routes available.   2. Differentiate between content of courses at different HE institutions for chosen progression route.   3. Explain the expectations of the chosen career and /or course. |
| 1. Understand own skills in relation to chosen progression route. | | * 1. Evaluate the relevance of own skills, knowledge, personal qualities and experience to chosen career and / or course.   2. Indicate areas of new learning and challenges for your chosen course and / or career. |
| 1. Understand the stages of the application process. | | * 1. Produce a comprehensive action plan based on research into progression opportunities, which includes a realistic timetable for all stages of the process.   2. Produce a personal statement, or letter of application in support of application. |
| 1. Know how to prepare for an interview. | | * 1. Analyse which interview questions are most relevant to your progression route.   2. Evaluate own answers to questions suggesting areas for improvement. |

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| **Part A: Feedback on credit level** | | | | | | |
| **AC no** | **Credit achieved (L3)** | **Location of evidence** | **Tutor/Assessor comments on assessment criteria**  *(the assessor may also indicate on the work itself where each AC is met)* | | | |
| 1.1 |  | Task 1 |  | | | |
| 1.2 |  | Task 1 |
| 1.3 |  | Task 2 |
| 2.1 |  | Task 3 |
| 2.2 |  | Task 3 |
| 3.1 |  | Task 4 |
| 3.2 |  | Task 5 |
| 4.1 |  | Task 6 |
| 4.2 |  | Task 6 |
| Level achieved |  | Tutor/Assessor’s signature: | |  | Date: |  |

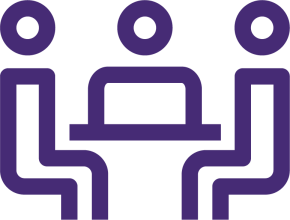
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| **Resubmission** (if applicable) *If any of the assessment criteria for this assignment have not been met at Level 3, a resubmission may be permitted. Resubmission must follow the QAA guidelines and be permitted only once.* | | | | | | | | |
| Requirements for resubmission/new Task set: | | | | | | | | |
| **Date Set:** |  | | | **Date due:** |  | **Date Submitted:** | |  |
| Feedback on resubmission: | | | | | | | | |
| **Level achieved**  **after resubmission:** | |  | **Tutor/Assessor’s signature:** | |  | **Date:** |  | |

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| **Tutor/Assessor’s developmental feedback –** *how will the learner be able to use and improve this study skill on other units and in further study?* |

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**Preparation for Higher Education Workbook**

**Learner name: ………………………………………**



**Task 1 – Potential courses** (AC 1.1, 1.2)

Use the table below to assist with identifying the factors that are most relevant to your finalised university choices. These can often be very personal but possible factors for consideration could be, the specific content of the course, course structure, entry requirements, placement locations, work experience, overseas year, geographical location, campus based, rural / urban setting, accommodation, transport links.

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| **University** | **Course & Code** | **Course Content** | **Pros** | **Cons** |
| University of Bristol | English and Classical Studies (QQ38) | Allows students to study Old English, Latin and Ancient Greek as well as literature from the ancient world to present and the societies that molded them – with the possibility for a semester abroad in the second year. As the degree is broad there is a wide range of subjects for a dissertation (University of Bristol, 2023). | + Bristol has a reputation for passionately creative people.  + Aquire language skills for foreign language teaching.  + As well as the dissertation in the final year an ‘Applied Classics’ project is required where students are encouraged to engage with the public. This allows for real experience to be gained in an otherwise wholly academic field. | - Semester abroad doesn’t include countries where the main language isn’t english.  - No year abroad option |
| Durham University | Ancient History and Archaeology (VF14) | With astrong focus on fieldwork and archaeology this course aims to examine not only how we view and engage with our past but how ancient societies thought about what had come before them. A focus on art and literature makes this course more similar to pure Classics but also allows for students brand new to Ancient Greece and Rome to learn their languages (Durham University*,* 2023a). | + Can be transferred onto a ‘with Year Abroad’ or ‘with Placement’ pathway during the second year, giving me real world archaeological and linguistic experience.  + Durham encourages further study in their prestidgious Classics and Ancient History department (Department of Classics and Ancient History*,* 2023b) | - Very far away from Gloucestershire  - Less focus on the linguistic elements of Ancient History |
| University College London (UCL) | Classics and the Ancient World with Study Abroad BA (Q803) | A four year long course with a wide array of options; from Amaric to Architecture. To prepare for the year abroad students study its language alongside their course modules allowing for easier integration with a foreign university. Situated in London, the course uses its location to allow students access to the British Library and Museum, allowing for hands-on learning of ancient art and architecture (Classics and the Ancient World BA*,* 2023). | + UCL has a focus on diverse and multidisciplinary research.  + Includes a year abroad, allowing students to study in a host European universites.  + Close to many unique, world-renowned resources such as the British Libaray and the Institute of Classical Studies.  + Doesn’t limit students to only Ancient Greece and Classical Rome but allows them to study a range of classical civilisations (Egypt, Assyria, etc.). | - Living in London is expensive and intense.  - Very competitve university and course.  - Ancient language modules are very limited for students who haven’t studied an ancient language before. |
| King’s College London | Classics and the Ancient World (Q805) | With no compulsory modules, King’s offers probably the most flexible classics and ancient history degree. With the annual Greek play, students with a range of ancient greek ability perform to an audience, allowing for an interesting and direct application of an ancient language. King’s is also opening a center for the Hellenic Foundation for Culture which will allow students more engagement with Greek culture – both within the UK and Greece (King’s College London, 2023). | + Students have the option for to travel on an expenses-paid field trip to ancient sites in the mediterranean in either the second or third year.  + Opportunities to attend summer schools in Athens and Rome, as well as excavations in Greece and Italy.  + Optional internships and study abroad programmes. | - Very limited in scope to Ancient Greece and Classical Rome.  - Again, London is inhospitable. |
| Cardiff University | Archaeology and Ancient History (VVC4) | This course allows for an expansive overview of ancient history, with a more practical aspect compared to a classics or classical studies degree. In the second year students are given the independence to produce a vlog post and project around a specific archaeological topic, under the guidance of a supervisor, allowing students to be creative with their study while building research skills for their dissertation (Cardiff University*,* 2023). | + Interesting multidisciplinary modules, inculding gender, sexuality and osteoarchaeology (forensic archaeology).  + Includes a four week long practical placement on an excavation, museum, labaratory project or archival position.  +Study abroad options avaliable for many European universities. | - Less focused on language and literature.  - Cardiff has a small ancient history department compared to other universities.  - Very few institutions around Cardiff that support Classical research. |

Cardiff University (2023) *Archaeology and Ancient History (BA)*. Avaliable at: <https://www.cardiff.ac.uk/study/undergraduate/courses/course/archaeology-and-ancient-history-ba> (Accessed: 1 October 2023)

Durham University (2023a) *Ancient History and Archaeology.* Avaliable at: [https://www.durham.ac.uk/study/courses/ancient-history-and-archaeology-vf14](https://www.durham.ac.uk/study/courses/ancient-history-and-archaeology-vf14/" \l "course-details) (Accessed 1 October 2023)

Durham University(2023b) *Department of Classics and Ancient History.* Available at: <https://www.durham.ac.uk/departments/academic/classics-ancient-history/postgraduate-study/> (Accessed: 1 October 2023)

King’s College London (2023) *Classics and the Ancient World BA.* Available at: <https://www.kcl.ac.uk/study/undergraduate/courses/classics-and-the-ancient-world-ba> (Accessed: 1 October 2023)

University College London (2023) *Classics and the Ancient World BA.* Available at: <https://www.ucl.ac.uk/prospective-students/undergraduate/degrees/classics-and-ancient-world-ba> (Accessed: 1 October 2023)

University of Bristol (2023) *Programme structure: English and Classical Studies (BA) for 2024/25 entry* cohort. Available at: <https://www.bris.ac.uk/unit-programme-catalogue/RouteStructureCohort.jsa?byCohort=24%2F25&byCohort=Y&selectedCatalogue=PROGRAMME&orgCode=ENGL&programmeCode=1ENGL006U> (Accessed: 1 October 2023)

**Task 2(a) – Expectations** (AC 1.3)

Once you have identified the five courses that you are most interested in progressing to, you should now focus on the expectations of the universities and course expectations in terms of your existing qualifications, skills and experience.

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| **University** | **Course** | **Minimum Expectations** | **Which of the course expectations do I meet?** | **What do I need to do to meet all the entry expectations?** |
| Bristol University | English and Classical Studies (QQ38) | ‘Access to HE Diploma in Humanities ... The 45 graded Level 3 credits must include at least 30 credits at Distinction (including 12 from English units) and 15 at Merit or above.’ (University of Bristol*,* 2023) | The university requires ‘GCSE English Language grade … 6’ (University of Bristol, 2023) which I have already attained | 30 credits at Distinction and 15 at Merit |
| Durham University | Ancient History and Archaeology (VF14) | AAB at A Level (Durham University, 2023) which is equivalent to 136 UCAS points, or 39 credits at Distinction and 6 Credits at Merit (UCAS, 2023). | None | 39 credits at Distinction and 6 at Merit |
| University College London (UCL) | Classics and the Ancient World with Study Abroad BA (Q803) | **‘**Pass in Access to HE Diploma with a minimum of 30 credits at Distinction and 15 credits at Merit’ (University College London, 2023). | The university requires ‘English Language at grade B or 6 and Mathematics at grade C or 5’ (University College London, 2023) which I have already attained. | 30 credits at Distinction and 15 at Merit |
| King’s College London | Classics and the Ancient World (Q805) | ‘Access to Higher Education Diploma with 45 Level 3 credits overall: 33 credits must be from units awarded at Distinction, with 12 at Merit’ (King’s College London, 2023) | None | 33 credits at Distinction and 12 at Merit |
| Cardiff University | Archaeology and Ancient History (VVC4) | ABB-BBB at A Level (Cardiff University, 2023) which is equivalent to 128-120 UCAS points, or 30 credits at Distinction and 15 at Merit to 24 credits at Distinction and 21 at Merit (UCAS, 2023). | The university requires English language at GCSE grade 4 (Cardiff University, 2023) which I have already attained. | 30 credits at Distinction and 15 at Merit |

Durham University (2023) *Ancient History and Archaeology*. Avaliable at: <https://www.durham.ac.uk/study/courses/ancient-history-and-archaeology-vf14> (Accessed 1 October 2023)

King’s College London (2023) *Classics and the Ancient World BA.* Available at: <https://www.kcl.ac.uk/study/undergraduate/courses/classics-and-the-ancient-world-ba> (Accessed: 1 October 2023)

UCAS (2023) *Calculate your UCAS Tariff points.* Available at: <https://www.ucas.com/ucas/tariff-calculator> (Accessed 1 October 2023)

University College London (2023) *Classics and the Ancient World BA*. Available at: <https://www.ucl.ac.uk/prospective-students/undergraduate/degrees/classics-and-ancient-world-ba> (Accessed: 1 October 2023)

University of Bristol (2023) *BA English and Classical Studies.* Available at: <https://www.bristol.ac.uk/study/undergraduate/2024/english/ba-english-classical-studies/> (Accessed: 1 October 2023)

**Task 2 (b) – Expectations** (AC 1.3)

Explain the expectations of your chosen career and /or course. Explain why these expectations are essential for success in this course or your career choice (300 words).

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| An essential skill for a Classics student to have is the ability to analyse an evalute different types of text, whether they be ancient or contemporary. In an interview for a Classics course they will introduce a text, usually ancient literature in translation, and ask the student to talk about specific themes or ideas that catch their eye. This is done in order to assess a students analytical skills at a basic level where previously route learned arguments and ideas won’t be able to assist them.  The nature of this open dialogue interview also helps to draw out another key skill; the ability to argue from different perspectives. During the interview they will ask a student to consider the text and their arguments in different lights. This is essential in Classics as students will need to defend their ideas well and evalute where their arguments may be lacking.  Another quality essential for a Classics student is out of the box thinking.  future of classics, classics as a dead subject etc  While there are many qualities that will make a good Classics student, like many other courses with wide curriculums like Liberal Arts, the course ultimately seeks to discover and cultivate skills that students will lack. |

**Task 3 – SWOT Analysis** (AC 2.1, 2.2)

Complete the following table:

|  |  |
| --- | --- |
| **Strengths** | **Weaknesses** |
| List the skills, qualifications, talents, interests, attitudes, and other attributes that you consider to be positive.  > Time management  > | What skills or experience are expected in your application route that you do not currently possess or are minimal?  > Unfamiliar with the history of the ancient world  > Language skills |
| What can you do to build on your strengths?  > Keep up with assignments | What can you do to bridge any identified gaps in skills or experience?  > Research base knowledge for undergraduates (reading lists etc.)  > Review basic Latin grammar |

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| **Opportunities** | **Threats** |
| What are the potential opportunities that could open up to you as a result of obtaining this degree?  > Teaching roles  > | What might prevent you from achieving your goal at this time?  > Home life  > Transport |
| X | What can you do to minimise the risks associated with these potential barriers to achieving your goal?  > Time management  > |

**Task 4 – SMART Objectives** (AC 3.1)

SMART objectives (Specific, Measurable, Achievable, Relevant and within the given Time-Frame). You should identify clear objectives along with dates for achievement of each and accompanied by a reflective review of progress towards these objectives. Where necessary resetting of some of these objectives.

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| --- | --- | --- |
| **Objective** | **Target Achievement Date** | **Achieved (A)**  **Partially Achieved (PA)**  **Not Yet Achieved (NYA)** |
| Attend Seán Hewitt and Luke Edward Hall’s talk on Queer Love in the Ancient World at the Cheltenham literature festival. | 12/10/23 | A |
| Attend an open day |  |  |
| Read SPQR by Mary Beard |  |  |
| Personal statement? |  |  |
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| **Reflective Review of SMART Objective Achievement** |
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**Task 5 – Personal Statement** (AC 3.2)

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| **Attach/paste a copy of the final draft of your personal statement** |
|  |

**Task 6** (AC 4.1)

From your research and based on your chosen progression route, identify 10 key interview questions that are most relevant and prepare notes on the responses that you intend to provide to each of these.

**Table A**

|  |  |
| --- | --- |
| **Key Questions** | **Relevant Response** |
| Q1. Why do you want to do the course? |  |
| Q2. What attracted you to the university? |  |
| Q3. [Contemporary issues in Classics] |  |
| Q4. What is your background in Classics? |  |
| Q5. What is Classics? |  |
| Q6. How can Classics be used in the modern world? |  |
| Q7. |  |
| Q8. |  |
| Q9. |  |
| Q10. |  |
| Any additional questions asked by colleague (if applicable) |  |
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Practice the above questions with a colleague. Provide your colleague with a copy of Table A so that they may ask you the questions. Your colleague will complete Table B with your responses. Once this is complete, you will then be able to evaluate your own responses and provide improvements where appropriate.

**Table B** (AC 4.2)

|  |  |
| --- | --- |
| **Response to Key Questions** | **Evaluation of Response** |
| Q1. |  |
| Q2. |  |
| Q3. |  |
| Q4. |  |
| Q5. |  |
| Q6 |  |
| Q7. |  |
| Q8. |  |
| Q9. |  |
| Q10. |  |

Where you have identified that responses were less than adequate, you should summarise below your suggestions for improvement:

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