

# Progression to Higher Education

A scoping project for a bridging course to support learner progression from vocational study and training to higher level study.



**Prepared by OCN South East Region**

**Commissioned by Kent & Medway  
Lifelong learning Network**

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## Executive Summary

### a) Project Aims

The aim of the project is to provide sufficient information to enable a provider of learning to construct a course which could be offered to learners. The project also intends to identify innovative ways of delivering bridging courses in a range of contexts including institutional and remote modes of delivery. The term 'bridging course' in this project is defined as a programme of learning which enables a learner to progress from a context where s/he is capable of studying at Level 3 to a context where s/he is capable of studying at Level 4.

### b) Key features of a bridging course

- Is eligible for public funding within the state sector of education and training
- Has a curriculum content which will prepare a learner with key transferable skills to support study at Level 4.
- Can be contextualised within the learner's current study or work environment to ensure that study on the course is relevant to, and supportive of, his/her current aims and objectives.
- Has currency both within the education sector and potentially with employers.
- Can be delivered by a variety of methods ranging from classroom based, through a blended combination of class and remote learning to a completely remote based learning model

### c) Potential target groups

- Learners currently studying on vocational qualifications and schemes who would benefit from additional study specifically tailored to support progression to HE.
- Individuals or groups currently in employment who are looking to undertake study or further training, continuing professional development at a higher level.

### d) Options for a Bridging Course Framework

- **NOCN Qualifications in Progression (QiP)** suite of qualifications in the QCF.
- **Access to Higher Education** model within the QAA Access to HE qualification specifications.

### e) Course Delivery Options

OCNSER's experience of working with providers strongly suggests that a blended learning approach to the delivery of a flexible bridging course would be most effective. This might be a combination of online materials and online assessment with face to face tutorial/taught sessions. LSC funded providers will need to explore the funding implications of this mode of delivery to ensure the viability of such provision.

### f) Conclusions

Developing a bridging course to support the transition of learners from a range of contexts into higher level study will pose a number of challenges for any provider of education and training. The two framework options provided in this paper, namely the NOCN Qualifications in Progression and the Access to HE route, address issues of fundability of provision for institutions in receipt of public funding, consistency and quality of standards and wider currency and acceptance of the accredited learning.

# **A scoping project for a bridging course to support learner progression from vocational study and training to higher level study.**

## **1. Introduction and aims**

This scoping document has been produced by OCN South East Region for the Kent & Medway Lifelong Learning Network. The aim of the project is to provide sufficient information to enable a provider of learning to construct a course which could be offered to learners. The project also intends to identify innovative ways of delivering bridging courses in a range of contexts including institutional and remote modes of delivery. The project was commissioned by the LLN through OCN South East Region (OCNSER) which is a licensed member of the National Open College Network (NOCN) awarding body and an Access Validating Agency licensed by the Quality Assurance Agency for Higher Education (QAA).. The project uses NOCN qualification products and Access to HE qualifications as the basis for the proposed frameworks for developing bridging courses.

## **2. Definition of a 'bridging course'**

The term 'bridging course' in this project is defined as a programme of learning which enables a learner to progress from a context where s/he is capable of studying at Level 3 to a context where s/he is capable of studying at Level 4. The bridging course will offer a preparation for the skills needed to operate at Level 4 and will do this by contextualising the learning for the individual learner. Such a course could take several formats but the key elements identified below (see section 4 below) will remain consistent despite the delivery mode or optional elements within such a course.

This project identifies two frameworks within which a range of delivery models are possible and where such a course can be designed in different ways using the optional qualifications and units.

## **3. Wider context**

The introduction of the new Vocational Diplomas<sup>1</sup> for use in schools and the reform of the national qualification framework with the introduction of the Qualifications & Credit Framework<sup>2</sup> (QCF), can be seen as part of a long standing effort to develop some parity between academic and vocational qualifications with the aim of supporting flexibility and choice within national qualifications to allow a diverse range of progression opportunities. The focus of this project is the development of flexible frameworks for a bridging course to support learners, mainly on vocational courses or in employment who are able to learn at Level 3, to make the transition to Level 4 study.

## **4. Key features of a bridging course**

### **4.1 Is eligible for public funding within the state sector of education and training.**

In order to be eligible for public funding, a course must be based upon a nationally recognised qualification.

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<sup>1</sup> For further details see [http://yp.direct.gov.uk/diplomas/?qclid=CMf8nZK05psCFUoB4wod\\_y4u5w](http://yp.direct.gov.uk/diplomas/?qclid=CMf8nZK05psCFUoB4wod_y4u5w)

<sup>2</sup> For further details about qualifications within the QCF see <http://www.qcda.gov.uk/8150.aspx>

The qualifications and units identified within this project are either taken from the NOCN suite of Qualifications in Progression<sup>3</sup>, accredited within the Qualifications & Credit Framework and are thus eligible for LSC funding<sup>4</sup> for learners aged 16 years and above or are QAA approved Access to HE<sup>5</sup> qualifications which are also eligible for LSC funding. For publicly funded providers of learning this eligibility for LSC funding is a key requirement.

#### **4.2 Has a curriculum content which will prepare a learner with key transferable skills to support study at Level 4.**

The options and content outlined below enable the construction of courses which specifically focus on the skills needed to study successfully in higher education. These skills include appropriate study skills as well as the ability to function as a semi-autonomous and independent learner. The inclusion of an independent research element in the core of the framework is a key element of this preparation for progression to Level 4 study.

#### **4.3 Can be contextualised within the learner's current study or work environment to ensure that study on the course is relevant to, and supportive of, his/her current aims and objectives.**

The selected units are mainly generic allowing for the development of course materials which can be designed to make learning relevant to the needs and context of an individual, or group of learners. This will ensure that the learning which takes place within the course is relevant to the needs and experience of the learners and will be critical to its successful delivery. Attempting to use this framework to teach study skills in a content free way, i.e. as subjects within themselves, is to be avoided. Feedback from teaching staff and the professional experience of the author of this report indicates that attempts to teach study skills in a vacuum are not usually effective.

#### **4.4 Has currency both within the education sector and potentially with employers.**

The use of either QCF or QAA approved Access to HE qualifications ensures that the achievements of learners taking such courses will be recognised within the education sector. The acceptance of these qualifications in their own right by employers is however likely to be limited until such a time as the QCF is more generally understood and accepted. However since progression to higher learning is the main aim of the bridging course, the widespread acceptance by employers is considered to be of less significance than it might otherwise have been. In time, if the QCF is successful in broadening the range of flexible qualification available, these bridging courses will gain wider recognition.

#### **4.5 Can be delivered by a variety of methods ranging from classroom based, through a blended combination of class and remote learning to a completely remote based learning model.**

The models identified below illustrate the potential for the frameworks to be used to offer learning in a wide range of contexts using a range of delivery options. In all

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<sup>3</sup> For details of NOCN qualifications in the QCF see <http://www.nocn.org.uk/products/qcf-qualifications>

<sup>4</sup> For details of LSC funding see <http://www.lsc.gov.uk/providers/funding-policy/strategic-overview/>

<sup>5</sup> For further details of the QAA Access to HE Diploma scheme see [www.accesstohighereducation.ac.uk](http://www.accesstohighereducation.ac.uk)

delivery models course materials would need to be designed to enable learners to undertake their learning both within a class or virtual learning environment and within their work/other learning environment (e.g. vocational study etc).

## 5. Potential target groups

The two bridging course frameworks are intended to be accessible to a very wide target group of individuals who wish to progress to Level 4 study but who either lack either the formal entry qualifications or the necessary skills to successfully make this transition.

### 5.1 Learners currently studying on vocational qualifications and schemes who would benefit from additional study specifically tailored to support progression to HE.

- Learners on such vocational provision might include those on National Vocational Qualifications (NVQs) or BTEC Nationals where applications to HE would be enhanced by an additional qualification designed to prepare learners for the demands of HE study.
- Learners on Advanced Modern Apprenticeship Framework provision could use such an additional course to support progression into higher study thus widening their options.

### 5.2 Individuals or groups currently in employment who are looking to undertake study or further training, continuing professional development at a higher level.

- Groups of staff within a large employer organisation (e.g. NHS) who are seeking to progress to higher levels of study or training within their current employment. The bridging course might be used in such a context to reach a range of staff within a single employer blending distance learning via an intranet VLE or similar, with face to face tutorial and/or group support.
- Individuals within smaller businesses who are supported by their employers to undertake training/study to develop their skills and value within the workplace. The bridging course might be used in such a context as an externally delivered course working in partnership with a training or education provider (e.g. an FE College), across a cluster of SMEs, using a remote learning model, supplemented by some tutorial and occasional group sessions offered at a central location.

## 6. Options for a Bridging Course Framework

There are two suggested frameworks for delivering a 'bridging' course in this project. The first is based upon the **NOCN Qualifications in Progression (QiP)** suite of qualifications and the second uses an **Access to Higher Education** model within the QAA Access to HE qualification specifications.

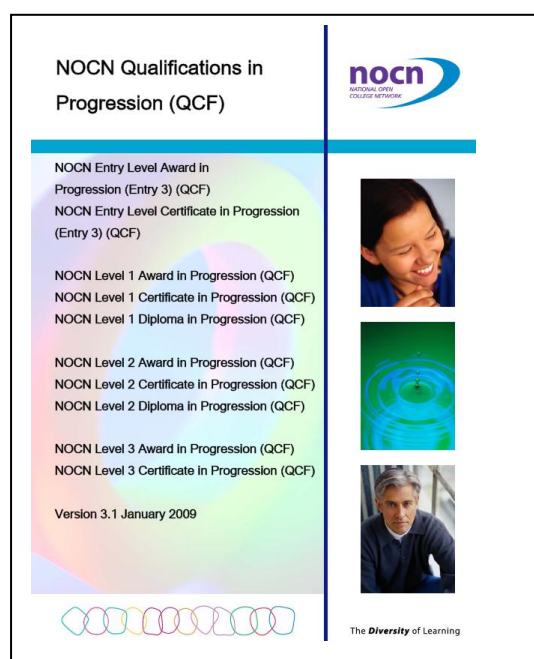
Both frameworks can be used across a range of different contexts and as such they do not contain subject specific units but instead offer a range of generic and transferable skills which allow for the location of the study within a context that is relevant to the individual, or group of learners.

## 6.1 Bridging Course using the NOCN suite of 'Qualifications in Progression'

### 6.1.1 Outline of the NOCN 'Qualifications in Progression'

The NOCN Qualifications in Progression (QCF) are a flexible and responsive range of general and pre-vocational qualifications. The qualifications have been devised with the aim to progress learners into further learning and/or employment. The units available (over 600) can be used to create individualised learning programmes tailored to learners' needs whilst enabling those learners to achieve or work towards a national qualification and improve their opportunities for progression.

The NOCN Qualifications in Progression (QCF) comprise:



- a range of units in core curriculum areas that provide opportunities for learners to develop skills in the following; literacy and numeracy, ICT, employability, learning to learn and personal development.
- a range of 'taster' units in different sector specific areas that provide opportunities for learners to test out their abilities and personal preferences before selecting a chosen career or employment route.
- They are a very flexible way of designing courses to meet the needs of a wide range of individuals using nationally recognised qualifications.

**Click on the image above to go to the list of NOCN QCF qualifications where you can download a full**

**version of the Qualification Guide or paste the link in the footnote below into your web browser.<sup>6</sup> The Guide can also be found as Appendix**

The NOCN Qualifications in Progression (QCF) comprise core skills units and optional units, and a learner is required to achieve a specified number of credits from units in these two categories in order to achieve a full qualification. Each qualification can be made up of a combination of core skills units and optional units, or core skills units alone.

There are a required minimum number of credits to be achieved in core skills for all of the qualifications except the NOCN Entry Level Award (Entry 3). The number of credits required from core skills units differs depending on the qualification size and level. The actual choice of units, which is made by the provider, should be determined by the needs of the learners and the planned progression routes. In order to achieve a full qualification, which is usually critical to be able to claim the full LSC funding allocation, the rules of combination relevant to the specific 'QiP' must be observed. The 'QiPs' are designed against the QCF specifications which allow for different sized qualifications related to the volume of learning.

At Level 3 there are currently<sup>7</sup> two QiP qualifications:

<sup>6</sup> <http://www.nocn.org.uk/products/qcf-qualifications>

- **NOCN Level 3 Award in Progression (QCF)**

The learner must achieve 12 credits (84 guided learning hours). A minimum of 9 credits must be achieved at Level 3 with a maximum of 3 credits being achieved at Level 2. 3 credits must be achieved from the Mandatory Group A - Core Skills at either Level 3 or Level 2.

- **NOCN Level 3 Certificate in Progression (QCF)**

The learner must achieve 30 credits (210 guided learning hours). A minimum of 21 credits must be achieved at Level 3 with a maximum of 9 credits being achieved at Level 2. 6 credits must be achieved from the Mandatory Group A - Core Skills at either Level 3 or Level 2.

### 6.1.2 Suggested 'Compulsory' Core Units for KMLLN Bridging Course

The rules of combination for the NOCN Qualification in Progression (QCF) categorise units into two types, firstly those which are in the 'Mandatory Group A – Core Skills' and secondly those which are in the 'Optional Group'. Many of the units used in the example courses below, are drawn from the 'Mandatory Group A – Core Skills', even where they are identified as being 'Suggested Additional Units'. The reason for this is that within this proposed KMLLN Bridging Course Framework, an alternative separation of units into 'Compulsory' and 'Additional' is used. This alternative categorization is designed to ensure consistency when using the NOCN QiPs for this bridging course provision. The range of units and credits available within this proposed KMLLN Framework is consistent with the rules of combination for the NOCN qualifications.

There are two 'Compulsory' groups of units, one for use with the 'Award' sized qualification and the other for use with the 'Certificate' sized qualification.

a) Suggested Compulsory units for NOCN Award in QiP

<b>NOCN Level 3 Award in Progression (QCF)</b>				
<b>Unit Titles</b>	<b>Level</b>	<b>Credits</b>	<b>Core/optional</b>	<b>Code</b>
<b>Suggested compulsory units for Award 'Bridging Course'</b>				
<b>Either<sup>8</sup></b>				
<a href="#">Developing and Using Research Skills</a>	Three	6	Core	H/500/5646
<b>And/or</b>				
<a href="#">Developing Personal Study Skills</a>	Three	6	Core	M/500/5830

The suggested compulsory units for the 'Award' focus on the key transferable skills required for progression to HE.

<sup>7</sup> NOCN is preparing to submit a Level Diploma version of the Qualifications in Progression for approval in early 2009-10. This would be a larger qualification with a credit achievement target of 60 credits.

<sup>8</sup> Because only 12 credits overall are required for achievement of the NOCN L3 Award in Progression, a bridging course could be constructed using both of these units, in which case there would be no need for any 'additional units', or alternatively only one of the 'compulsory' units could be used enabling providers to choose 'additional units' suited to the needs of the learners.

b) Suggested Compulsory units for NOCN Award in QiP

<b>NOCN Level 3 Certificate in Progression (QCF)</b>				
<b>Unit Titles</b>	<b>Level</b>	<b>Credits</b>	<b>Core/optional</b>	<b>Code</b>
<b>Suggested compulsory units for Certificate 'Bridging Course'</b>				
<a href="#"><u>Developing and Using Research Skills</u></a>	Three	6	Core	H/500/5646
<a href="#"><u>Developing Personal Study Skills</u></a>	Three	6	Core	M/500/5830
<a href="#"><u>Managing Your Own Learning</u></a>	Three	3	Core	D/500/5550
<a href="#"><u>Building a Personal Career Portfolio</u></a>	Three	3	Core	D/500/5600

### 6.1.3 Additional Units for KMLLN Bridging Course

Any units within the NOCN QiPs could be used as 'additional units'. Appendix 2 contains a detailed list of suggested additional units taken from the larger set of units available within the NOCN QiPs<sup>9</sup>. This abridged list excludes some units which might not be suitable for a bridging course.

Guidance for choosing 'additional units'

- Providers of bridging courses would need to ensure that learners can meet the requirements in the relevant qualifications' rules of combination (see 6.1.1 above) when choosing additional units.
- The emphasis of the bridging course should be on the transferable skills needed to aid progression to HE.
- Subject specific units chosen from the extended list of additional units should be appropriate to the needs of the learners and should complement the suggested compulsory units.

### 6.1.4 Example bridging courses using the NOCN Qualifications in Progression

Appendix 1 contains 3 examples of how bridging courses could be developed using the NOCN Qualifications in Progression framework. Both the 'Award' and a 'Certificate' sized qualifications have been used to illustrate how smaller or larger courses could be developed.

The suggested compulsory core units are identified at the start of each example and additional units have then been selected to meet the needs of the potential target group. A selection of unit details are included in Appendix 3 to illustrate the range and content of units available.

<sup>9</sup> For the full list of Units please see <http://www.nocn.org.uk/document/2176> or Appendix 3c

## **6.2 A Bridging Course Framework using Access to HE Qualifications**

### **6.2.1 Introduction to Access to HE Qualifications**

The Access to Higher Education (HE) Diploma is a qualification which prepares students for study at university. It is designed for people who would like to study in HE but who left school without the usual qualifications, such as A levels.

Many Access to HE students go on to succeed at university and beyond, with a large number pursuing new careers and seeing changes in their lives that they had never thought possible.

There are over 1,000 different courses leading to the Access to HE Diploma and courses are available in most further education colleges in England and Wales. Access to HE Diplomas are available in a range of different subjects, such as Access to HE Diploma (Nursing), Access to HE Diploma (Art and Design), Access to HE Diploma (Business Studies) and a range of others, so potential learners should be able to find a course not too far away that caters for their interests or career ambitions.

Access courses are regulated by the Quality Assurance Agency for Higher Education and this body licenses regional Access Validating Agencies (AVAs) of which OCNSER is one.

Further details of the Access to HE scheme can be found at:

<http://www.accesstohe.ac.uk/home/explanation.asp>

### **6.2.2 Using an Access to HE Diploma as a bridging course**

Access Diplomas are usually delivered as taught courses at fixed locations which are mostly in further education colleges. The bridging course concept outlined above requires something more flexible. Partly supported by this project OCNSER made proposals for a more specifically vocational Access model for consideration by the QAA and a copy of this discussion paper is included in Appendix 4.

The QAA credit specifications<sup>10</sup> allow for up to 50% of the 60 credits required to achieve an Access to HE Diploma, to be obtained via APL. With the support of the funding for this KMLLN scoping project and support from Basingstoke College of Technology (BCoT), OCNSER has developed an Access to HE Diploma model which fully utilizes the 50% APL rule to enable learners wishing to progress to HE to use their previously obtained (or indeed still to be obtained) qualifications<sup>11</sup> to count towards the achievement of an Access to HE Diploma. Subject to a centre having the proper systems in place, this could be widened to include prior experiential learning (APEL) as part, or all of the 50% APL.

The 50% of the credits which must be delivered as a part of the Access Diploma will be primarily focused on developing the transferable skills required to study at degree level. In a similar way to the 'core' elements of the NOCN Qualifications for Progression outlined above (see 6.1.2), such an Access to HE course will have units covering these more generic skills.

Copies of the relevant Access to HE Diploma Recognition documents are appended to this report – see Appendix 5.

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<sup>10</sup> See <http://www.accesstohe.ac.uk/home/publications/creditspecificationsdraft06/default.asp> for full details

<sup>11</sup> Accreditation of Prior Certificated Learning (APCL)

### **6.2.3 How to develop an Access to HE Diploma as a bridging course**

- a) Contact your nearest AVA (in the South East of England this will be OCN South East Region tel: 01227 827823, [www.ocnser.org.uk](http://www.ocnser.org.uk) )
- b) Become an institutional member of the AVA (if not already)
- c) Submit a proposal and work with the AVA's curriculum development team
- d) Have the proposal validated as a Diploma

The AVA will provide all of the expertise to guide centres through the requirements for developing an Access to HE Diploma using up to 50% APL in its rules of combination.

## **7. Course Delivery Options**

OCNSER's experience of working with providers strongly suggests that a blended learning approach to the delivery of a flexible bridging course would be most effective. This might be a combination of online materials and online assessment with face to face tutorial/taught sessions. LSC funded providers will need to explore the funding implications of this mode of delivery to ensure the viability of such provision.

This project was not able to explore in detail the potential modes of delivery but can offer the following general guidelines.

### **Online Learning**

The use of virtual learning environments (VLEs) such as Moodle and Blackboard are sometimes seen as the easy solution to offering courses to a diverse range of learners, often in diverse locations. There are however limits to the effectiveness of this mode of delivery, which have been explored in numerous studies and other projects. Suffice it to say that OCNSER's quality and validation processes would require a centre offering either the NOCN QiP or the AVA Access to HE frameworks, to demonstrate that it had appropriate tutorial and other support mechanisms in place when using a VLE as the principal mode of delivery.

Experience from working with Access to HE students suggests that a significant element of face to face contact between tutors and learners is an important element in successful achievement. Thus a blended learning model is highly recommended for this bridging course framework.

Most larger education institutions will have their own established VLE systems but where this is not the case and for smaller organisations seeking to find a platform through which to deliver e-learning, OCNSER has explored the potential of the LearnBubble platform. This is a ready made VLE system which is externally hosted and space is simply purchased by the customer where customised learning can be delivered. The system is fully functional with online marking, tutorial, student interactivity etc. Further details can be found at <http://www.learnbubble.com/index.aspx>.

Suggested features of online learning:

- Formative assessments: there will be short quiz/tests embedded in the course which will NOT count towards any final assessment. These should be used to encourage active participation in the learning and to allow learners to test their progress as they go.
- Summative assessments: these WILL count towards a final assessment. These could be:
  - a) online with yes/no and/or short answers, capable of being marked online
  - b) assignments prepared offline and then submitted via the VLE for marking by a tutor/assessor
- The VLE should have the capability to offer, contact with tutor, chat with other learners, access to further support, view individual progress through the course etc. One such example of this might be the establishment of a “Ning”. A ‘Ning’ is a social network site that can be set up for free and used to connect groups of individuals in a very similar way to Facebook<sup>12</sup>. Nings are being used widely amongst HE professionals to share ideas<sup>13</sup> but are also being used by HEIs to target groups of learners to help create a sense of virtual community to underpin their study. Setting up a Ning is easy and free and they can be set to be open or closed (i.e. by invite only). For details of how to set one up see <http://education.ning.com/>. A bridging course delivered remotely, using one of the framework options outlined in this paper might benefit from the use of a Ning to provide some cohesion for distance learners.
- Should be combined with significant face to face contact opportunities, e.g. regular fixed tutorial sessions, day workshops at times suitable for learners to attend such as evening or weekend sessions. Master class sessions such as whole day inputs, again at times convenient to the learners.

## 8. Conclusions

Developing a bridging course to support the transition of learners from a range of contexts into higher level study will pose a number of challenges for any provider of education and training. The two framework options provided in this paper, namely the NOCN Qualifications in Progression and the Access to HE route, address issues of fundability of provision for institutions in receipt of public funding, consistency and quality of standards and wider currency and acceptance of the accredited learning.

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<sup>12</sup> For general information about Nings see <http://en.wikipedia.org/wiki/Ning>

<sup>13</sup> See <http://he-comms.ning.com/> for a Ning about Nings in HE! Or <http://education.ning.com/> for a general site about using Nings in education.

## 9. List of Appendices

Attached files are all named with appendix number as a prefix

<b>Appendix</b>	<b>Title</b>	<b>Location</b>
Appendix 1	Example Bridging Courses using the NOCN Qualifications in Progression as the Framework.	p14 -16 below
Appendix 2	List of units selected for the KMLLN Bridging Course Framework using NOCN Qualifications in Progression	Attached xls file
Appendix 3a	NOCN Qualifications in Progression Handbook	Attached file
Appendix 3b	Sample unit descriptions from the NOCN Qualifications in Progression	Attached in separate folder
Appendix 3c	Full list of units in NOCN Qualifications in Progression	Attached file
Appendix 4	Vocational Access Paper – Steve Babbidge March 09	Attached file
Appendix 5	BCoT 'Access to Engineering' Vocational Access model	Attached folder

## Appendix 1

### Example Bridging Courses using the NOCN Qualifications in Progression as the Framework.

#### Notes applicable to all examples:

- There are more credits (and thus more units) available than are actually required to meet the rules of combination for this qualification. This allows a provider to offer some options to learners. If learners exceed the minimum credit requirements for gaining the appropriate NOCN Qualification in Progression, these will be listed on their credit transcripts.
- In all cases the 'Code' is the national accreditation code as specified on the National Database of Accredited Qualifications (NDAQ).
- Any units from the NOCN Qualifications in Progression (Award & Certificate) could be used within the 'additional units' sections. The 'suggested compulsory' sections use units identified specifically for this KMLLN Bridging Course framework (see above)
- Click on the unit titles below to call up the unit details (internet connection required).

#### Example 1:

Course Working Title Unit Titles	'Stepping into University'			
	Level	Credits	Core/optional	Code
<b>Suggested compulsory units for 'Bridging Course'</b>				
Either:				
<a href="#">Developing and Using Research Skills</a>	Three	6	Core	H/500/5646
And/or				
<a href="#">Developing Personal Study Skills</a>	Three	6	Core	M/500/5830
<b>Suggested additional Units for 'Bridging Course'</b>				
<a href="#">Personal Career Preparation</a>	Three	1	Core	H/500/5632
<a href="#">Developing Problem Solving Skills</a>	Three	3	Core	Y/500/5546
<a href="#">Developing Problem Solving Skills</a>	Two	3	Core	A/500/5278
<a href="#">Internet &amp; Intranets</a>	Two	4	Core	Y/500/7281
<a href="#">Website Software</a>	Two	6	Optional	K/500/7298
<b>Summary</b>				
Total credits available at L3 = 16		Total credits available at L2 = 13		
Leads to an <b>NOCN Level 3 Award in Progression</b> (Qual Code: 500/1944/2) which requires the achievement of at least:				
<ul style="list-style-type: none"> <li>9 credits @ Level Three,</li> <li>up to 3 credits @ Level Two</li> <li>at least 3 credits from Core @ Levels Two or Three</li> </ul>				

#### Notes on Example 1:

This suggested course is designed to focus on the essential research and study skills at Level Three needed to underpin a transition to higher education study. The 'suggested 'additional' units are designed to offer a chance for learners to gain credit for career planning, generic problem solving and developing their ITC skills – all of which would be valuable in preparing for study at Level 4 and beyond. Such a course might be used with students already on mainstream vocational courses but where there is not a major emphasis on preparation for progression to higher education. By choosing

the 'Award' size qualification the course is also relatively small, at 84 guided learning hours, which should not place unreasonable demands on students' time. The design of this course is also aimed at a target group of students who are interested and /or involved in working with ICT and the internet in particular.

### Example 2:

Course Working Title	'Moving on to higher study'			
Unit Titles	Level	Credits	Core/optional	Code
<b>Suggested compulsory units for 'Bridging Course'</b>				
<a href="#">Developing and Using Research Skills</a>	Three	6	Core	H/500/5646
<a href="#">Developing Personal Study Skills</a>	Three	6	Core	M/500/5830
<a href="#">Managing Your Own Learning</a>	Three	3	Core	D/500/5550
<a href="#">Building a Personal Career Portfolio</a>	Three	3	Core	D/500/5600
<b>Suggested additional Units for 'Bridging Course'</b>				
<a href="#">Developing Problem Solving Skills</a>	Three	3	Core	Y/500/5546
<a href="#">Developing Problem Solving Skills</a>	Two	3	Core	A/500/5278
<a href="#">Developing Presentation Skills</a>	Three	3	Core	F/500/5539
<a href="#">Spreadsheet Software</a>	Three	8	Core	A/500/6771
<a href="#">Spreadsheet Software</a>	Two	6	Core	T/500/6770
<a href="#">Internet &amp; Intranets</a>	Three	6	Core	J/500/7311
<a href="#">Internet &amp; Intranets</a>	Two	4	Core	Y/500/7281
<a href="#">Website Software</a>	Three	10	Optional	M/500/7299
<a href="#">Website Software</a>	Two	6	Optional	K/500/7298
<a href="#">Email</a>	Two	4	Core	F/500/7288
<b>Summary</b>				
Total credits available at L3 = 48		Total credits available at L2 = 23		
Leads to an <b>NOCN Level 3 Certificate in Progression</b> (Qual Code: 500/1945/4) which requires the achievement of:				
<ul style="list-style-type: none"> <li>▪ at least 21 credits @ Level Three</li> <li>▪ up to 9 credits @ Level Two</li> <li>▪ at least 6 credits from Core @ Levels Two or Three</li> </ul>				

### Notes on Example 2:

This course is similar to Example 1 but represents a larger volume of learning (glh = 210). In its suggested compulsory section it has a unit focused on personal career development to try and ensure that students consider their futures as a key element of their learning.

### Example 3

Course Working Title	'Professional Development for Higher Study'			
Unit Titles	Level	Credits	Core/optional	Code
<b>Suggested compulsory units for 'Bridging Course'</b>				
<a href="#">Developing and Using Research Skills</a>	Three	6	Core	H/500/5646
<a href="#">Developing Personal Study Skills</a>	Three	6	Core	M/500/5830
<a href="#">Managing Your Own Learning</a>	Three	3	Core	D/500/5550
<a href="#">Building a Personal Career Portfolio</a>	Three	3	Core	D/500/5600
<b>Suggested additional Units for 'Bridging Course'</b>				
<a href="#">Problem Solving in the Workplace</a>	Three	3	Core	D/500/5631
<a href="#">Problem Solving in the Workplace</a>	Two	3	Core	Y/500/5224
<a href="#">Adapting to Change at Work</a>	Three	3	Core	J/500/5624
<a href="#">Adapting to Change at Work</a>	Two	3	Core	F/500/4844
<a href="#">Communication in the Workplace</a>	Three	3	Core	A/500/5068
<a href="#">Communication in the Workplace</a>	Two	3	Core	M/500/5794
<a href="#">Developing Presentation Skills</a>	Three	3	Core	F/500/5539
<a href="#">Word Processing Software</a>	Two	6	Core	H/500/6781
<a href="#">Spreadsheet Software</a>	Two	6	Core	T/500/6770
<a href="#">Email</a>	Two	4	Core	F/500/7288
<b>Summary</b>				
Total credits available at L3 = 30		Total credits available at L2 = 25		
Leads to an <b>NOCN Level 3 Certificate in Progression</b> (Qual Code: 500/1945/4) which requires the achievement of:				
<ul style="list-style-type: none"> <li>▪ at least 21 credits @ Level Three</li> <li>▪ up to 9 credits @ Level Two</li> <li>▪ at least 6 credits from Core @ Levels Two or Three</li> </ul>				

### Notes on Example 3

This course is designed for learners who might be in current employment but who are looking to develop their skills to support progression into degree level study or onto CPD activities at Level 4 or above. There is an emphasis on using the workplace as the context within which to develop their analytical skills.