

**Panel on Fair Access to the Professions
Response to Call for Evidence**

Introduction

- On 13 January 2009, The Russell Group welcomed the Government's 'New Opportunities' white paper on social mobility, which announced the creation of the Panel on Fair Access to the Professions, to be chaired by Rt. Hon. Alan Milburn MP and experts across a range of professions.
- Russell Group universities, as the twenty leading research-intensive universities in the UK, play a key role as both leading professional employers with over 51,000 academic staff, as well as educators of the next generation of professionals.
- **'Access to Academia' is hampered by educational inequality earlier in the education system.** There is a robust body of evidence which demonstrates that academic attainment at school before the age of 18 is the most important factor in whether a student will go on to higher education, regardless of socio-economic background.
- **However, academia remains one of the most diverse professions.** Once attainment, course and institution type are taken into account, there is little difference in the proportion of graduates entering postgraduate and doctoral programmes based on socio-economic background. Academia remains the primary professional destination for doctoral graduates.
- Many professions increasingly require high levels of proficiency in STEM-based subjects. Russell Group graduates and postgraduates are meeting a significant proportion of the demand for high-quality STEM skills, making an important contribution to business productivity and innovation. **But we are not complacent and are working to broaden access to all professions through innovative routes and engagement with employers.**

- Many pupils, particularly those from lower social backgrounds, **do not receive adequate advice and guidance** at school about higher education, encouragement to consider applying to Russell Group universities, nor information on professional career paths. It is important that young people are given accurate information about the benefits of choosing the best course and institution for them when making choices which will affect their life chances and careers.
- Our institutions are constantly seeking to develop the most effective ways of identifying real potential. **It is in all our interests to ensure we are giving the brightest candidates from all backgrounds the opportunity to flourish on our courses and to go to the best university for them.** We have developed a range of 'special entry routes' for pupils from disadvantaged backgrounds (see appendix 1).
- Russell Group universities also undertake a raft of initiatives to **raise attainment and aspirations** through links with local schools and colleges. Often Russell Group universities do not directly benefit from the widening participation activities they undertake as many pupils who receive this help apply to other institutions. But we recognise our role in inspiring and helping all students to fulfil their potential.
- A range of schemes have been developed by Russell Group universities to **encourage progression into a range of professions as well as to boost the skills and competencies of students in areas required by employers** (see appendix 2).
- Inequality in life chances and educational success is the key factor in the lower proportion of students from low income backgrounds at university. This inequality is driven by complex and entrenched socio-economic factors which only Governments can begin to address. But our universities are committed to helping the Government to tackle these problems as far as possible.

Part I & II: Background evidence and issues to access the professions

Widening participation to higher education and the root causes of the problem

- Compelling evidence demonstrates how early the problem of educational inequality begins.¹ At 22 months, the link between socio-economic background and educational attainment is evident. By the age of six, middle-class children who had low scores in cognitive tests at 22 months have completely overtaken the few poorer children who had done well in those tests.
- The socio-economic gap actually widens as children progress through school and by GCSE, the gap becomes a gulf. Attainment of 5+ good (A*-C) GCSEs varies by over 40 percentage points between the top and bottom socio-economic backgrounds (77% compared to 31%), so that children with professional parents are well over twice as likely to gain five or more good GCSEs than children with parents in routine occupations. Young people whose parents have degree qualifications are also disproportionately more likely to study post-16 at A-level – 61% of pupils with at least one parent with a degree level qualification as opposed to 27% where neither parent has A-level qualifications.²
- A large number of young people do not progress to A-level or equivalent Level 3 qualifications despite attaining 5 or more good GCSEs. 52 percent of pupils with 7 GCSEs (grades A*-C) have not achieved a Level 3 qualification by the age of 18, 39 percent of those with 8 GCSEs have not done so, 21 percent of those with 9 GCSEs and 14 percent of those with 10 or more GCSEs.³
- Complex socio-economic factors drive this divergence in life chances from a very early age. For examples, middle-class children in general benefit from households with more resources, a nourishing linguistic and intellectually stimulating, stable environment. Not only are they much better equipped to flourish at school but they tend to congregate in the same high-performing schools which in turn fosters a pro-learning, high aspiration culture. The expectations of families, teachers, peer groups and role-models can have a profound effect on the aspirations and attainment of young people.
- These problems are compounded by the fact that pupils who go to independent and grammar schools are far more likely to take key subjects such as sciences, maths and modern languages. Pupils at independent schools are roughly three times more likely to be doing further maths and 2.5 times more likely to be doing a language A-level than those at comprehensive schools. Only 1 in 10 students in specialist science and mainstream schools take at least one single science at A-level, compared to 1 in 3 at grammar and independent schools.

¹ Feinstein, L (1999) *Pre-school Educational Inequality? British children in the 1970 cohort*. London: Center for Economic Performance.

² DfES (2002). Youth Cohort Study: The Activities and Experiences of 16 Year Olds in England and Wales: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000382/V5sfr04-2003.pdf>

³ Bekhradnia, B. and N. Bailey (2008). *Demand for Higher Education to 2029*. Higher Education Policy Institute: Oxford.

- The number of students receiving 3+ A grades at A-level is increasing and the students achieving the top grades are studying disproportionately at independent schools. Last year, nearly 30,000 students received 3 A grades at A-level and 16,000 received 4As. While only 20% of A-level students attend independent and grammar schools, they account for over half of those gaining 3 A grades. Only 7% of candidates in comprehensive schools gain 3 As compared to 29% in independent schools and 23% in grammar schools.
- This divergence in levels of attainment is accelerating instead of diminishing. The independent sector saw a 9% increase in the number of A grades at A-level between 2002 and 2008 - from 41% to 50%. Over the same period, top grades in comprehensives increased by only 4 points to 20%.⁴
- Moreover, independent school pupils are also much more likely to apply to Russell Group universities. 50% of students from independent schools apply to Russell Group universities while only 30% from maintained schools do so. Quite simply, we cannot consider those students that do not apply.
- Clearly only Governments can attempt to tackle these issues but Russell Group universities recognise that they can play an important role in working with schools, charities and businesses as well as Government to give everyone a fair chance of fulfilling their potential.

Raising aspirations and information, advice and guidance

Key facts: widening participation at Russell Group universities

- Russell Group universities currently employ well over 100 (full-time equivalent) widening participation staff.
- Funding devoted by Russell Group universities to outreach programmes has grown by nearly £5m since 2006 – a commitment of over £100,000 more per institution than the sector average.
- The Russell Group has over 130,000 part-time students and more part-time students on average than the sector as a whole. We have developed a huge array of initiatives to build on the success of our part-time study programmes.
- There are a variety of distance learning opportunities available at Russell Group universities. These include LSE's distance learning 'foundation year' in economics, management, finance and social sciences and the University of Cambridge's e-learning environment in the Institute of Continuing Education, which was particularly designed for part-time study.

⁴ JCQ (2008): 14 August 2008 press conference.

- Often Russell Group universities do not directly benefit from the widening participation activities they undertake because many pupils who receive this help apply to other institutions. However, we recognise our role in helping to raise attainment and aspirations - helping all students to fulfil their potential and inspiring them to consider higher education and professional career paths.
- Effective information, advice and guidance about the benefits of higher education and attending research-intensive institutions is essential to ensure that young people have the information they require to make decisions that will maximise their life chances, such as future career destinations. Many pupils, particularly those from lower social backgrounds, do not receive adequate information, advice and guidance at school about higher education. We are alarmed by increasing evidence that some teachers may not be encouraging some of their students to consider Russell Group universities.⁵ It is particularly important that pupils from families who haven't been to university, or who have less knowledge about higher education than others are given robust support and guidance at school.⁶
- Russell Group universities are increasing and improving the information they provide for potential students about the qualifications and skills they need to be successful in pursuing their chosen course.
- The average amount of additional fee income spent on outreach in a Russell Group institution is £286,000 compared to a sector average of £168,000. This is over £100,000 additional expenditure per institution on average. The proportion of AFI spend on outreach is also higher than the sector average (5.7% compared to 5.3%). However, this figure does not capture the very large sums already being spent on outreach from existing budgets that is not from additional fee income.
- Funding devoted by Russell Group universities to outreach has grown by nearly £5m. This is in addition to the very large sums already committed to outreach from existing budgets.

Access to academia

- Academia remains one of the most diverse professions:
 - For instance, amongst all academic staff, almost 11% come from black minority ethnic (BME) backgrounds, compared to roughly 9% of the UK employed population. In Russell Group universities, this figure rises to 13.5% for total academic staff.⁷
 - Compared to other 'prestigious professions', Vice-Chancellors were significantly less likely to have graduated from an independent school (20.5%) versus judges

⁵ The Sutton Trust and Institute of Education (2008). "Primed for Success": <http://www.suttontrust.com/reports/PrimedforSuccess.pdf>

⁶ McKenzie, H. (2005). "The Tuition Trap". Toronto: Ontario Confederation of University Faculty Associations. September 2005.

⁷ Equality Challenge Unit (2008). Equality in Higher Education: Statistical Report 2008. ECU, London.

(70%), CEOs (54%) and politicians (38%). Those Vice-Chancellors that attended independent schools were more likely to have attended private day schools than leading 'exclusive' public schools.⁸

- The main barrier to academic professions is initial entry into higher education for first degrees. Evidence clearly demonstrates that achievement at school before the age of 18 is the most important factor in determining whether a student will go on to university. If a child from a lower social group succeeds in overcoming the barriers s/he faces and achieves good grades at A Level (or the equivalent), then s/he is highly likely to go to university. Russell Group universities also cannot consider applicants who do not apply.
- Once attainment, course and institution type are taken into account, there is little difference in the proportion of graduates entering postgraduate and doctoral programmes based on socio-economic background.
- For students embarking on doctoral degrees, 15% come from families in which the father possessed no formal qualification and 26% from which the highest qualification was A-levels. This compares to 6% who come from homes where a postgraduate degree was the highest paternal qualification and 1.5% for doctoral degrees.⁹
- For those students who go on to pursue doctoral studies, academia remains the main professional destination. More than half of doctoral graduates currently enter academia.
- There have also been an increasing number of mature and part-time students pursuing doctoral degrees. In 2005-06, 31% of doctoral research students were 30-39 years of age, 14% from 40-49 and 6% from 50-59. A third of doctoral students are pursuing their studies part-time.¹⁰

⁸ The Sutton Trust (2009). "Educational Background of Vice-Chancellors". Sutton Trust, London.

⁹ Wakelings, Paul (2008). "Widening Postgraduate Participation: UEL Continuum & Graduate School Joint Seminar". London: 11 June 2008

¹⁰ Artess, J et al. (2008) "Higher Degrees: Postgraduate Study in the UK", Report 08 16. Department for Innovation, Universities and Skills, Higher Education Careers Service Unit, London.

Part III & IV: Initiatives and programmes to ensure fair access to the professions

Access schemes to professional degrees

- Access schemes (sometimes also known as ‘compact schemes’) allow students from under-represented backgrounds to learn more about higher education, encourage them to consider and apply to university. Some access schemes aim to widen participation through activities to raise aspirations, boost attainment and provide information, advice and guidance, while others provide supported pathways into higher education.
- A number of schemes provide alternative entry routes into higher education, giving eligible students real opportunities to demonstrate talent and potential that might not be reflected in A-level grades. Some schemes, for example, give students the opportunity to take extra modules or complete supplementary coursework, which provide additional weight to an application. Applicants are then given two offers – a regular offer and one as a participant on the scheme.
- In addition to access schemes, a foundation course is an extra year at the beginning of a degree which prepares students without the standard required qualifications for their chosen course. These rigorous programmes ensure that they will have the necessary skills, experience and knowledge to succeed in their degree. They are specifically designed to provide additional support and tuition to students in their transition to higher education, particularly into STEM subjects (see appendix 1 on examples on supported entry routes into Russell Group universities).

Examples of access schemes to professional degrees

- Developed at the University of Edinburgh, **Pathways to the Professions** encourages progression by under-represented school students into professional courses in medicine, veterinary medicine, law and, most recently, architecture, and subsequently into the professions themselves. Working with universities, colleges and schools, professional bodies, state schools and families, the programme was initiated and developed across all 46 state schools in Edinburgh and the Lothians and has over 600 school students registered. *Pathways to the Professions* encourages young people to consider professional careers, helps them to apply to university in those fields and connects them with professional bodies and recruiters once they enter their degree programmes. The programme holds pre-application interviews for eligible pupils, advice sessions on writing personal statements, revision workshops for A-levels and Scottish Highers and provides intensive guidance on course requirements. In addition, the programme facilitates shadowing opportunities with current university students, targeted parental sessions, mentoring in the participants’ last year of school and first year of university and career information events throughout university. *Pathways to Law* has been extended to five other universities across the country, including the University of Leeds, the London School of Economics & Political Science, University of Manchester, University of Southampton and University of Warwick.
- King’s College London’s **Access to Medicine** works to encourage and enable young people from disadvantaged backgrounds to study medicine or to train for careers in the health service or biomedical sciences. It includes the *Extended Medical Degree*

Programme (see appendix 1), which is a six year medical degree programme for students from disadvantaged backgrounds in targeted London boroughs.

- **The University of Sheffield's Outreach and Access to Medicine Scheme (SOAMS)** provides support and guidance to local year 9-13 students with an interest in medicine or science with a range of activities aimed at raising awareness, aspirations and levels of achievement. Students who complete the scheme are eligible for a guaranteed interview at Sheffield's School of Medicine and are then considered for one of the ring-fenced places. Sheffield also runs other outreach activities linked to law, accounting, architecture and dentistry.
- **SWAP (Scottish Wider Access Partnership)** is a partnership of further and higher education institutions in Scotland, which creates opportunities for mature students with no qualifications to access university provision including the University of Edinburgh and the University of Glasgow. The SWAP programme prepares students for entry into higher education and guarantees them a place at a college or university if they complete the programme successfully. The University of Glasgow offers SWAP Access to Medicine and Dentistry and will now also be accepting the Veterinary Medicine course.
- **WHAN (Working in Health Access Network)** is led by the University of Glasgow and aims to raise awareness about study and careers in healthcare-related fields in Scottish schools with below-average transition rates to higher education. In its three years in operation, the national project has carried out activities with over one hundred schools and with approximately 5,000 pupils. The activities have been delivered by medical and nursing students and professionals.

The success of access schemes to professional degrees

- An evaluation of *King's College London's Extended Medical Degree Programme (EMDP)* was carried out in 2008, six years after the programme began and after its first cohort had progressed through their full degree. The programme is specifically designed to provide additional support and tuition to students in the transition to higher education.
 - The evaluation notes, "we can safely conclude that medical students can succeed without AAB at A level if these results were obtained from a low achieving school".¹¹
 - These students now make up over 10% of the medical student population at King's and the highest achieving are consistently in the top 15% of examination results of their whole year group.
 - Retention rates for students who enter through the extended degree are high at 90%. While this is lower than their peers who entered through the traditional route (97%), it is well above the UK average (83%).
- *Pathways to the Professions* was established at the University of Edinburgh in 2001-02 to encourage progression by under-represented school students into professional courses in medicine, veterinary medicine and law, and subsequently into the professions themselves. A recent evaluation found that:

¹¹ Garlick, P and G Brown (2008). "Widening participation in medicine". *British Medical Journal*: 336;1111-1113:

- Registrations by school students have increased year on year to the programme.
 - There has been a significant increase in the number of applications to degree courses from the original 46 schools:
 - 136% increase in applications to medicine;
 - 166% increase in applications to veterinary medicine since it has been involved in the project;
 - 38% increase in applications for law.
 - *Pathways to Law* has been extended to five other Russell Group universities, including the University of Leeds, the London School of Economics & Political Science, University of Manchester, University of Southampton and University of Warwick.
- However, these programmes are costly and therefore limited in size and scope. The King's College London programme, for example, costs approximately £190,000 a year for academic staff alone, for an intake of fifty students annually, totalling 150 students in the three pre-clinical years.

Broadening access to professional careers

- In addition to encouraging young people into professional degrees, Russell Group universities are undertaking innovative schemes to encourage current students from under-represented backgrounds to consider professional careers outside of academia.

Examples of access initiatives to the professions

- University College London's '**Reach**' mentoring programme aims to support students who feel they face particular barriers to their career success - such as physical and mental disability, maturity, ethnic origin, difficulties at school, low confidence and lack of family support. 'Reach' matches mentees with mentors who can help students find out more about working in their chosen field.
- The London School of Economics and Political Science runs the **Pure Potential Law** programme that allows first-year students from a state school or college to receive some extra guidance on recruitment to leading law firms. LSE has teamed up with Pure Potential and partner law firms to run in-depth sessions. Participants will get advice on how to make a successful application and meet lawyers and graduate recruiters from prestigious law firms in the UK. LSE will also be running these programmes in accounting & finance and management.

Employability and skills development

- Russell Group universities provide students with opportunities to engage in research processes; a connection to leading thinkers and world-class experts in their fields; access to first rate libraries and facilities, as well a highly motivated and talented peer group. We are constantly assessing how we can improve the student's learning

experience because our priority in a fast-changing world is to ensure they receive a first-class education which stands them in good stead for the world of work, or future study.

- Our universities have, for many years, been developing a range of schemes to enhance graduate employability, including work-based learning, internships in coveted professions and tailored guidance to help them consolidate the skills which are valued by employers (see appendix 2).
- Employers want graduates who are entrepreneurial, good at problem-solving, able to handle uncertainty, and who can work both independently and within a team. It is because Russell Group universities can deliver these essential skills that their graduates continue to be held in high esteem by employers in the UK and internationally.

Examples of work experience & internship placements

- The University of Birmingham allows students to apply to the '**Honey Pot**', which provides financial support up to £800 to enable students to undertake work experience over the summer vacation period. The University of Cambridge also provides '**bursaries for public interest' vacation experience scheme**, co-funded by more than 130 employer sponsors.
- The University of Glasgow runs the '**Club 21 Business Partnership Programme**, a partnership between the University and prominent employers. Its purpose is to provide students with the opportunity to gain work experience. Member companies provide paid, summer placement opportunities to Glasgow students and some provide an additional £1000 scholarship.
- Imperial College London's '**Industrial Internships Scheme** helps to tackle industrial problems by teaming business, academics and current students. Projects are usually devised by the sponsoring partner company in consultation with a member of the academic staff. A third-year student is then selected and he/she spends 8 to 10 weeks working with the sponsor during the summer vacation. At the end of that term, the student makes an oral presentation and submits a detailed final report on which he/she is assessed.

- Many Russell Group universities have developed or are currently developing enhanced employability strategies, with the aim of improving the integration of career skills development within the broader curriculum.
- While the quality of Russell Group graduates' skills and their value to employers is clear, our universities recognise the need to continue to generate broad-based skills amongst students and to work with employers in order to achieve this.
- Employability strategies have led some universities to create career development awards, which allow institutions to formally recognise the value of career-based skill development among undergraduate students.

Employability strategies of Russell Group universities



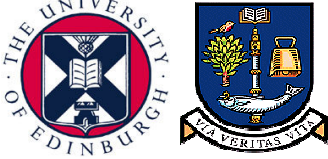
- **University of Liverpool** has recently developed a strategy to enhance student employability. The strategy will seek to incorporate employability skills into the core curriculum. It will aim to improve relationships with employers and professional bodies, as well as the mechanisms for obtaining employer feedback, where appropriate, on curriculum design and review. This will include seeking improved employer engagement in the postgraduate taught curricula. The strategy also implements a variety of other mechanisms to improve student employability, including the provision of extra-curricula activities in collaboration with the students' guild and widening participation to improve employment prospects of disadvantaged students.
- The employability and skills approach at the **University of Nottingham** aims to ensure that students develop abilities that will enhance learning and employment prospects; competencies, learning and evaluation skills through extra-curricular activities; and ability to function creatively in particular environments. To help achieve these goals, they have created the Nottingham Advantage award, which will integrate the various aspects of employability skills within and alongside the curriculum.
- As part of its strategy to inspire current and incoming students to develop their full potential, the **University of Leeds** has developed the 'Leeds for Life' scheme, which aims to allow students to recognise and articulate more effectively the skills which they have developed as part of their undergraduate education. The programme will also be offering small grants of around £400 to students who want to use their skills to foster their own personal development to benefit others, such as through voluntary activity. Participants are encouraged to keep a Leeds for Life Log, which is an online system that allows participants to gather together information, contacts and evidence which will be useful to when pulling together a record of the experiences, skills and attributes.

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Appendix 1: Special entry routes for non-traditional students at Russell Group universities

A foundation course is an additional year at the beginning of a degree which prepares students without the standard required qualifications for their chosen course. They are designed to help these students 'catch-up' with the students who have entered a course through a conventional route. These rigorous programmes ensure that they will have the necessary skills, experience and knowledge to succeed in their degree. They are specifically designed to provide additional support and tuition to students in their transition to higher education.

<p>University of Birmingham</p> 	<p>Birmingham offers foundation years in various science & engineering disciplines. Successful completion of the course guarantees students a place on their chosen degree programme. Foundation year courses are suitable for those whose qualifications are not recognised for direct entry to a degree programme, including mature students.</p>
<p>Cardiff University</p> 	<p>Engineering, Medicine & Dentistry Preliminary Years are designed to give students the necessary basic knowledge to enable them to cope on an engineering or dentistry degree at the University. Students who successfully complete the year will then be able to move on to the degree programmes.</p>
<p>University of Edinburgh and University of Glasgow</p> 	<p>SWAP (Scottish Wider Access Partnership) is a partnership of further and higher education institutions, which creates opportunities for mature students with no qualifications to access university. The SWAP programme prepares students for entry into higher education and guarantees them a place at a college or university if they complete the programme successfully.</p>

King's College London



Extended Medical Degree Programme (EMDP)

is a six year degree programme launched in 2001 to encourage students from educationally disadvantaged backgrounds to become doctors. Places on the programme are offered to talented pupils from inner London boroughs and targeted schools in Kent & Medway that have the potential to succeed in medicine but not the predicted A-Level grades required for the standard medical programme. These places are additional to those previously allocated to King's for entry by conventional routes.

University of Leeds



UNIVERSITY OF LEEDS




Foundation Years at Leeds provides preliminary years in four subject areas: medicine; physics; science, mathematics and engineering; and in social sciences and law. They enable students without standard entry qualifications to progress to a wide range of degree courses such as medicine, science, mathematics, computing, engineering, healthcare, law, politics and social policy.

Widening Participation in Medicine is a partnership programme between the Universities of Leeds and Bradford. Leeds has allocated 40 additional places on the medical training programme reserved for students transferring from a Clinical Sciences course at Bradford. To date, 188 students from this course have transferred to the Leeds Medical School. The key aims of this joint initiative are to widen participation of students entering medicine and healthcare and to reflect the needs of a socially and culturally diverse local community.

University of Liverpool



Liverpool runs various **1+3 and 2+2 foundation courses with local FE colleges** as progression opportunities into university degrees. These include degree programmes in medicine and dentistry, science and engineering, computer science and information systems, earth sciences, geography, mathematics and physical sciences.

<p>University of Manchester</p> 	<p>Manchester's runs three foundation year programmes in life sciences, medicine & dentistry and engineering & physical sciences, which consist of a one year programme designed to improve students' scientific knowledge and understanding to a level that is suitable for a degree in those fields. This programme is geared towards students with non-traditional qualification and those who have slightly underachieved in their science A levels.</p>
<p>Newcastle University</p> 	<p>Foundation Year provides an introductory year to a number of engineering, science and mathematics degree courses, designed for those who have shown that they have the ability to succeed but lack the necessary qualifications or subject knowledge to enter the degree directly.</p>
<p>University of Nottingham</p> 	<p>The Certificate in Health Science, run jointly with the University of Lincoln, provides a one-year, full-time grounding in healthcare and science. Students then progress to Medicine, Pharmacy, Veterinary Medicine and Science and other health-related courses with competitive entry at the University of Nottingham. Winner of the Times Higher Award 'Widening Participation Initiative of the Year' in 2006, the Certificate is for students who have the ability to study such courses, but whose circumstances might make this difficult.</p> <p>Science & Engineering Foundation Years are designed for students whose school qualifications do not meet the current admissions' requirements for entry to undergraduate programmes. The programme provides grounding in the fundamentals of science and mathematics. In addition to classroom and laboratory activities, all foundation students are allocated a personal tutor to provide advice and guidance. Nottingham also runs a 6 year Veterinary Science degree, including a preliminary year, for able students who do not have the science qualifications necessary for conventional entry.</p>

<p>Queen's University Belfast</p> 	<p>The Highway to Science and Engineering Programme is a one year programme designed to provide those from disadvantaged backgrounds who have just failed to meet their required grades a supported route into Science or Engineering degree courses. Available for students from Discovering Queen's schools, successful completion of this foundation programme leads to the awarding of a Foundation Certificate and entry to certain Science & Engineering courses.</p>
<p>University of Sheffield</p> 	<p>Engineering and science foundation years are designed for those who have not studied the courses in school that would prepare them to move directly into the degree programme. They are aimed at students who, for whatever reason, need additional preparation or additional science subjects before going on to an engineering or science degree.</p>
<p>University of Southampton</p> 	<p>Foundation year is the first year of a four or five-year programme leading to a degree in engineering, computer science, physics or geophysics disciplines. Successful completion of the year guarantees progression to degree programmes.</p> <p>BM6 (Bachelor of Medicine in 6 Years) is a programme developed to widen access into the medical profession from those from disadvantaged backgrounds. It involves studying for an extra year on a specially designed foundation course before joining the students on the conventional 'BM5' programme.</p>
<p>University of Warwick</p> 	<p>The 2+2 Degree Programme provides a path for students to gain a degree through two years of study at a local college and a further two years at the University. This programme is specifically designed for adults who lack formal qualifications and who wish to return to education.</p>

Appendix 2: Progression to the Professions and Skills Development at Russell Group universities

<p>University of Birmingham</p> 	<p>The University of Birmingham provides a number of work-based learning programmes including embedded service-based learning modules, where students complete a course through both work experience or volunteering and classroom learning in key professional fields of business, dentistry, health sciences and applied social sciences. Birmingham also provides an online environment to help students manage their study and development of work-based skills.</p> <p>Students may also apply to the Honey Pot, which provides financial support up to £800 for students to undertake work experience over the summer vacation period, or the SPEED programme and competition in which would-be entrepreneurs can pitch their innovative ideas in order to get their potential businesses off the ground prior to graduating.</p>
<p>University of Bristol</p> 	<p>University of Bristol Internships offer learning and quality experiences for the student to build professional skills. The scheme allows students to work at the university or with local employers on a part-time basis. Bristol also has a variety of interactive resources, country guides for work experience abroad and a career network with alumni of the University and former researchers.</p>

University of Cambridge



Cambridge's Careers Service has developed a **'bursaries for public interest' vacation experience scheme**, co-funded with more than 130 employer sponsors. The scheme aims to support students wishing to undertake voluntary or very low paid work experience within the charity sector. Bursaries are awarded by a committee of funders on the basis of the contribution to the organisation and to the skills and experience developed by the student.

Work experience is also build into certain course requirements at Cambridge. Students in Management Studies are required to undertake a work-placement as part of their course, arranged by the Judge Institute. All engineering students must have a minimum of eight weeks industrial experience prior to graduation - four weeks of this must be completed before the end of the second year and the full eight weeks by the end of the third.

University of Edinburgh







Edinburgh maintains an **Alumni Database** of those graduates who are willing to help current students gain insight into the world of work by acting as career contacts and role models. Edinburgh also runs numerous workshops and events in order to provide students with the skills they need to stand out in their applications.

University of Glasgow



The **Club 21 Business Partnership Programme** is a partnership between the University of Glasgow and businesses. Its purpose is to provide students with the opportunity to gain work experience that will allow them to develop the skills that employers value. Member companies provide paid, summer placement opportunities Glasgow students and some also provide a £1000 scholarship.

<p>Imperial College London</p> 	<p>Imperial's Industrial Internships Scheme helps to tackle industrial problems by teaming business with academics and students. Projects are usually devised by the sponsoring partner company in consultation with a member of the academic staff. A third-year student is then selected and he/she spends 8 to 10 weeks working with the sponsor during the summer vacation. At the end of that term, the student makes an oral presentation and submits a detailed final report on which he/she is assessed.</p>
<p>King's College London</p> 	<p>King's provides various courses through the University of London Careers Group, such as The City Course, a five-day course to give an inside perspective on financial careers in the City. For an entire week, top financial firms provide a series of in-house workshops, case studies, presentations and discussions.</p> <p>They have also recently created a series of Career Networks around specific professional market areas such as finance, law and media, using Facebook as a platform. These are complemented by in-house events with King's alumni to give current students a personal insight into various professions.</p>
<p>University of Leeds</p>  <p>UNIVERSITY OF LEEDS</p>	<p>Leeds offers a Master's Degree by Work-Based Learning. While working for their sponsoring employer, students may take elective credits at the university in subjects associated to a final project they wish to complete for their degree and which is aligned to their employment. Students are teamed up with a Learning Mentor, who provides guidance on both their academic and professional careers. For over a decade, Leeds has incorporated career development modules into the curriculum, now offering 16 modules to over 1000 students.</p> <p>The Leeds University Research Experience (LURE) provides external sponsorship for medical students to work in research labs over the summer as well as participating in mentoring and outreach activity. The University is currently developing plans to expand the scheme to all students and is exploring sponsorship opportunities.</p>

	<p>Spark, the graduate business start-up programme at the University, was one of the first business start-up units to be integrated into careers services. Amongst other things, this tackles the issue of the commercial awareness of students.</p>
<p>University of Liverpool</p> 	<p>As a component within the University's Employability Strategy, Achieve aims to equip students with a range of high-profile employability skills while working in conjunction with employers and graduate recruiters. In particular, all students enrolled on the programme will have the unique opportunity to work towards Chartered Management Institute qualifications. Each student's is assigned a personal coach who will work with the student on an individual basis. Assessment is through the completion of a personal reflective report, which forms the basis of the CMI qualifications.</p>
<p>London School of Economics</p> 	<p>Pure Potential Law allows first-year students from a state school or college to receive some extra guidance on recruitment to leading law firms. LSE has teamed up with Pure Potential and partner law firms to run in-depth sessions. Participants will get advice on how to make a successful application and meet lawyers and graduate recruiters from prestigious law firms in the UK. LSE will also be running similar programmes in accounting & finance and management.</p> <p>LSE facilitates internships in policy, public affairs, corporate social responsibility, media policy & development, entrepreneurship and in Parliament. The Parliamentary Internship Scheme matches postgraduate students with MPs, Peers, UK MEPs and various departments in the Houses of Parliament. The Entrepreneurial Internship Scheme connects students with innovative developing businesses.</p>

University of Manchester



The **Manchester Leadership Programme (MLP)** is an initiative which encourages Manchester students to engage with the local community while building on their professional development. It combines a credit-rated *Leadership in Action* unit with 60 hours of voluntary work and appears on degree transcripts. Manchester also offers a '**MLP for Researchers**' for doctoral Researchers and research staff. The programme has been developed in collaboration with business leaders and other organisations with a vested interest in the regeneration and prosperity of Greater Manchester.

Newcastle University






The **Career Development Module** gives students the opportunity to use work experience, volunteering activities or a part-time job to count towards a degree. Students develop a Personal Action Plan with certain community-based skills they would like to develop and formally submit a portfolio and log-book. They are also required to attend workshops and training sessions and work closely with a module supervisor.

In addition, Newcastle promotes business enterprise through their **Business Start-up Support** service. They offer advice, support, resources and even office accommodation to nurture students' business ideas. Specialist advice sessions cover topics from finance, marketing, creative thinking to legal issues. The annual '**Enterprise Challenge**' competition provides an opportunity for cash prizes, as well as a regional spotlight on original ideas and talented individuals, via media coverage.

University of Oxford



As a means of better preparing students to work in a global environment, the University launched **its International Internship Programme** primarily for undergraduate students during the summer vacation. Participants undertake a defined project, which creates real value for the sponsoring organisation and an important learning experience for the student.

	<p>The Oxford Careers Network is a database of former Oxford University undergraduates and postgraduates who have volunteered to share their experiences of employment, further study and gap-year activities.</p>
<p>Queen's University Belfast</p> 	<p>The Degree Plus Award is a new award for Queen's students designed to provide official recognition of extra-curricular activities and achievements. The Award is open to first year undergraduate students who will receive their Award alongside their degree. Students can design their own Plus Award by building on their skills in the following fields: work-related experience, enterprise & innovation, volunteering, sport, clubs & societies, representation and international opportunities.</p>
<p>University of Sheffield</p> 	<p>The Career Skills Module helps students reflect on their skills, interests, personality and motivation and relate these to career options. It allows graduates to assess their skills and get to know your strengths and weaknesses, while building up skills on how to make strong applications to the professions.</p> <p>The Skills for Work Certificate is designed to help students use their experience gained from work to demonstrate to future employers that they have the necessary skills to perform in the workplace. Successful participants are awarded a Careers Service Certificate, endorsed by a range of organisations from across employment sectors. Attainment of the certificate also counts towards the Sheffield Graduate Award, which recognises the overall skills and experience gained outside of the degree course.</p>
<p>University of Southampton</p> 	<p>University 2 Business Centre helps graduates develop your business ideas and is the University's knowledge transfer and entrepreneurship group. From the chance to win £300 for a great business idea to one-to-one sessions with a business advisor, the Centre provides support for student and researchers to commercialise their business ideas.</p>

University College London



Reach is a mentoring programme that aims to support students who feel they face particular barriers to their success - such as physical and mental disability, maturity, ethnic origin, difficulties at school, low confidence and lack of family support. 'Reach' matches mentees with mentors who can help students find out more about working in their chosen field.

UCL has teamed-up with the Association for Graduate Recruiters for **Skills4Work**. Through a blend of workshops and application, interview and assessment centre coaching, students will meet a range of graduate recruiters to discuss the competencies they look for in graduates and how students can provide evidence during the selection process.

In addition, UCL provides law workshops sponsored by the College of Law for students who might be interested in pursuing a legal career and workshops in management, in which participants are given a range of business case studies from private and public sector organizations to work through.

University of Warwick



The **Career Management Certificate** is an accredited course which appears on degree transcripts. The module consists of highly interactive workshops, individual work and the submission of a portfolio for assessment in order to boost professional development, experience and confidence.

The **Voluntary Year Out Scheme** is an opportunity for students to undertake a placement of up to 12 months while retaining their student status. Projects do not have to be connected to their course and is generally taken between second and third years of study.