

NORTH, WEST OR EAST?

The UK enrolment figures in last month's Bulletin were split into the three Focus Regions: North, West and East. The map accompanying this Bulletin should help students identify their own region.

SHORTHAND IS BACK

It has been proved that animate note-takers with discretionary capacity, ie shorthand writers, are quicker and more efficient than most technical means of recording. Shorthand has therefore come back into its own, and we recommend the Teeline Shorthand Course. Contact oliver.woodcock@ubteam.com.

BEWARE ONLINE CLANGERS!

It is timely to remind ourselves that whilst modern means of communication are useful and efficient we must be ever watchful to ensure that every such communication is free of anything which could be interpreted as scandalous, libellous or unsuitably personal. Students are expected at all times to act with integrity and conduct themselves in a professional manner. What we might say to someone in a quiet one-to-one conversation is completely different when posted online, because something in writing is publicly accessible and can always be used as evidence. Even if you reckon you have removed or deleted your comment at a later date, a screen shot can still be used to implicate you, deleted content can still be retrieved, and the ownership of items that you might think are anonymous can still be traced back to you. So we would seriously exhort every student, and indeed every reader of this Bulletin, to avoid joining the growing number of persons, including professionals, who are guilty of scandalous online blunders, which sadly have led to job losses and lifetime scars.

ABM HITS A POSITIVE HIGH!

ABM 2015 was launched at Exchange Place, Warwick on 14th January at the Introductory Workshop. Just over 250 attended from Europe and the UK, with overseas students included via VC. The day was filled out with invigorating instruction, entertainment and a series of presentations, all of which were designed to provide the needed guidance and inspiration for the ABM journey. The 'positive high' was reached when post-event student feedback chalked up an amazing **Net Promoter Score of 84+!** More and more students are pursuing this excellent course, spurred on not only by the recommendations of others, but by witnessing firsthand the tangible results and benefits flowing from ABM.

The following resource helps to sum up the day:

'Fantastic resource, encouragement and direction for commencing the ABM Course!'

'Sets the tone and benchmark for what you are about to embark on.'

'ABM is a journey that everyone essentially involved in a business should embark on.'

AN IMPROMPTU NOTE

'I just wanted to let you know that I have now completed the Practical English Course. I have found it very interesting and instructive. Some of it was quite difficult but it was all very well explained and I didn't need to ask for any help from the instructor. Some of it was brushing up on what I had learned at school but some of it was new to me, so we keep learning! There is actually some very helpful instruction in it relating to everyday life too, particularly in the Conversational section. Thank you for your help.'

This Practical English Course has proved most valuable to many whose native language is not English, and also to those who struggle more with literacy than numeracy. For further details send an email to oliver.woodcock@ubteam.com.



HIT THE GROUND RUNNING!

Year 12 student: What do they mean by 'hit the ground running'?

Campus Careers Coordinator (CCC): It means you've started a postgraduate course during the last 2 years at school and are therefore much more ready for the workplace when you finish your secondary education. Your new boss won't have to train you from scratch.

Student: So what do you suggest I do about it?

CCC: If the school, your parents and you all agree that you could manage a postgraduate course without jeopardising your chances of doing well in your main subjects, then I'll gladly help you choose a course that would suit you. This could give you a much broader base of knowledge and skills in a subject that you are good at.

Student: I understand. What a brilliant idea! I'll certainly get it sorted.

CCC: Good, this is most valuable guidance that so many will benefit from. One more thing: you are encouraged to select a mentor. That's some more guidance we've had. Mentor support has already proved exceptionally valuable in motivating and inspiring senior students to concentrate on what is essential, to hold them accountable and set and achieve goals. Find someone who will commit to supporting and monitoring your academic progress. Many have proved already that the best mentors are recent school leavers. Your campus postgraduate coordinator can help with this.

Student: Another excellent idea! Sometimes I've felt rather on my own, so having a mentor should really give me a fresh incentive to get going and keep going.

DYSLEXICS AND CB EXAMS

The current trend to move from paper-based to computer-based exams has prompted a plea from some students who are dyslexic that they will not now be able to complete their qualification. This applies in particular to those pursuing accountancy and other courses where capacity with figures might outshine literate abilities, and has thus influenced course selection. It is a known fact that many dyslexics thrive in an accountancy environment! However, in exams where figures are prominent there are still questions that call for answers in writing, and this might cause some anxiety. We are glad to reassure students that we understand measures are in place to allow extra time and other concessions for candidates taking computer-based exams who have certain disadvantages, including dyslexia. We advise you always to ask for the concession you need and then ensure you are granted your full entitlement.

'Failure is the key to success; each mistake teaches us something.'