

Pathways

Third Year Unit 2: Requirements and Routes

2024



Attention teachers:

The Pathways units aim to encourage students from diverse backgrounds to think about their career choices, the career decision making process and particularly to consider teaching as a desirable career.

These units are an initiative of the Path Project, which is funded by the Higher Education Authority (HEA), and based in the Institute of Education, Dublin City University (DCU).

There are 3 units for 3rd Year students, each approximately 2 hours duration:

- Unit 1: My whole life
- Unit 2: Requirements and routes
- Unit 3: Virtual reality

Some important points about how the Pathways unit's work:

- The slides are classroom ready.
- The teacher notes, with step-by-step guidance for the specific activity on each slide, can be accessed in the associated pdf.
- It is important to show slides in presentation mode (unless prompted to do otherwise in the teacher notes), as some activities depend on animation. Where there is animation on a slide, this is indicated in the teacher notes.

- When the text in the teacher notes is in italics, it is meant to be used by the teacher in speaking with students; when the text is not italicised, it is meant for the teacher only.
- There is very little preparation of materials required. Occasionally, and depending on your students, you might decide to photocopy worksheet slides in advance of class. In activities where preparation is required, you will be prompted on Slide 2 and in the teacher notes.

Thank you for engaging with the Pathways units!

Unit 2: Requirements and Routes

Duration: Approx. 2 hours

Suggested learning intentions

We are learning to...

- discuss supports and barriers for students who want to do further study after school
- consider the impact of seeing someone like you in a desired job/career
- research entry requirements for a variety of higher education courses
- recognise that there are a range of routes to qualification, each with pros and cons
- reflect on our learning and next steps

SLIDES	ACTIVITY	What will we be doing?
3		Introduction to the icons
4-5	1	Discussing barriers and supports (including financial) for students accessing further and higher education
6-9	2	Think about the importance of seeing/knowing someone like us in the jobs/careers we want
10	3	Researching the entry requirements for a range of qualifications NB: internet is required for this activity
11-14	4	Comparing traditional and alternative routes to the same qualification NB: Print copies of the case studies (Slides 12-13) in advance
15	5	Describing and analysing what we have learned and identifying next steps
16		Checking in with the learning intentions
17	Extension task	Recording a Ted-style talk based on the idea that you have to see it to be it

Wellbeing Indicators

- Connected
- Resilient
- Responsible

Key Skills

- Being literate
- Managing myself
- Staying well
- Managing information and thinking
- Being numerate
- Being creative
- Working with others
- Communicating

Unit 2, Introduction

Hi, I'm Dave.
Nice to meet you!
I'm here to tell you that we use icons
(the small pictures below) in this unit.
These will help you to understand what
you will be doing during the different
activities.
Have fun (and learn lots)!



Individual work



Class
discussion



Group work



Reading



Pair work



Extension
activity



SLIDE 3

Unit 2, Activity 1

HEAR: A financial support for school leavers under the age of 23 who come from lower income families, went to a school or come from a place that is considered disadvantaged.

PATH I: Programme that aims to increase the number of students from under-represented groups entering initial teacher education. The DCU Pathways units are an example of a Path I initiative.

DARE: A support for school leavers under the age of 23 who have one or more conditions or disabilities from a list that includes ADD or ADHD, Dyslexia, Dyspraxia and others, and can prove that this has had a negative impact on their secondary education.

ACCESS PROGRAMMES:

Programmes that provide participating students with the skills and knowledge needed for undertaking a full-time university course and to make the transition to third level easier. Students are also supported to identify and choose the course that is best suited to their interests and abilities.

SUSI: Ireland's national awarding authority for further and higher education grants. SUSI offers funding to eligible students in approved full-time courses at PLC, undergraduate and postgraduate levels.

1916 BURSURY: Funding scheme to encourage participation and success by students from sections of society that are significantly under-represented in universities.



SLIDE 4

Teacher notes

Ask for volunteer(s) to read the information on the slide.

Depending on your class, you may wish to click on the hyperlinks to explore various sections further.

NB: If you have students who express an interest in apprenticeships, see: [Apprenticeships](#); [Generation Apprenticeship](#); and, [Solas | Learning Works](#)

Does anyone know of any other supports, financial or otherwise, that are available to students who want to go onto further education (e.g. PLC course) or higher education (e.g. university degree)?

NB: This may be a good opportunity to share any additional supports you know of or those you have availed of to support your own studies.

Divide the class into small groups.

Work together to create a crossword or wordsearch on the theme of education. Your crossword/wordsearch must include at least three of the terms on the slide and at least three additional words/terms.

Depending on your class, you might want to provide and explain some possible additional words/terms, for example: CAO, career guidance, DEIS, Leaving Certificate points, postgraduate course, PLC, undergraduate course, etc.

Swap your crossword/wordsearch with another group for completion.

Facilitate a whole class discussion, using the following prompt questions:

- *What, if any, new words/phrases did you include?*
- *What, if anything, would you change in the crossword/wordsearch you were given?*
- *Did you like this activity? Why? Why not?*
- *Do you think you learned more by having to do something with the words/terms than you would have if we had just read them from the slide?*

Unit 2, Activity 1



Aideen



...my dad passed away when I was in 2nd year. ... we got a talk from DCU [Dublin City University] about the access service in 5th year. [Our school was] a stone's throw from the DCU Glasnevin campus. I remember thinking that I was ticking a lot of boxes – my parents didn't go to college and my mam was a single parent.

I asked the guidance counsellor if I could apply, and she said no because our school wasn't a disadvantaged school. But I thought, 'what's the worst that will happen? – they will say no'. So, I went and got all the paperwork – mainly because it would have helped my mam out. [A course in DCU] was the only access course I applied for.

The day of CAO I got a call from DCU saying that I had been given the place, but at that stage, I decided to go with my first choice in DIT [Dublin Institute of Technology]. I don't know who it was in the DCU access office, but she said, 'Do you want us to send your paperwork to DIT?' I didn't even know that was an option! ... I got a very small grant – it was the lowest one, but that financial help from DIT access was amazing.

There was no way I would have had the [money] to do the Postgraduate Masters in Education (PME) straight away. That is why I ended up doing it so late – financially I wouldn't have been able to do it straight away.

SLIDE 5

Teacher notes

Ask for volunteers to read Aideen's case study (on the slide).

Divide the class into pairs.

With your partner, write an explanation of the terms 'access', 'guidance counsellor,' 'disadvantaged school,' 'CAO' and 'Postgraduate Masters in Education (PME)'.

Then, answer the following questions:

- *Why was Aideen eligible for an access grant? [Answer: neither of her parents had a university qualification, she was from a single parent family]*
- *What was the barrier that prevented Aideen from continuing her university education straight after her DIT course? [Answer: neither Aideen nor her family could afford for her to continue her studies at that time]*
- *Together with financial barriers, what other barriers might make it difficult for someone to do a university or other type of course? [Possible answers: not studying the relevant subjects in school, not getting enough points, family culture (e.g. a tradition of going straight from school to work), distance between home and where the course is offered, lack of transport etc]*

Take feedback from a selection of pairs.

NB: Students should stay in the same pairs for the next slide.



Lena



I was the first person in my family to go to college. Getting there was an achievement in itself.

I attended a DEIS school. ... I am [now] teaching in the school I went to. That was my motivation to become a teacher – to be able to go back there.

I always stress to [my students] about the grants that are there, if they are worried about money. There is the likes of the SUSI grant that can support them. I was able to avail of that and it helped me to go to college.

SLIDE 6

Teacher notes

Ask for volunteers to read Lena's case study (on the slide).

With your partner, come up with two or more questions that you would like to ask Lena about her experience of accessing a grant to go to university.

Take feedback from a selection of pairs.

Unit 2, Activity 2



Sometimes [my students] don't believe me
when I tell them that I went to their school and
I'm from their area.



Lena, Religion teacher



SLIDE 7

Teacher notes

Ask for a volunteer to read aloud the quote on the slide.

Lena teaches Religion in the DEIS school that she herself attended as a student.

Take a minute on your own to make a list of the possible impacts on Lena's students when she tells them that she went to their school and is from their area?

Divide the class into pairs.

Share what you wrote with your partner and create a combined list of possible impacts.

NB: Students should stay in the same pairs for the next slide.



[Importance of diversity in the classroom](#) (1.29 mins)

SLIDE 8

Teacher notes (NB: internet required for this activity)

Play the video on the slide (1.29 mins) (see: [Importance of diversity in the classroom](#))

Depending on your class, you might like to play the video a second time.

Having watched the video, work together to make any changes to your list of possible impacts.

NB: Students should stay in the same pairs for the next slide.



I say that if I can do it, then so can they. They see someone like themselves that has done it. They know it is possible.



Lena, Religion teacher



SLIDE 9

Teacher notes

Ask for a volunteer to read aloud the quote on the slide.

Facilitate a whole class discussion, using the following prompt questions:

- *How many pairs had something like Lena's quote (on the slide) in their list?*
- *Have you ever thought of this before today?*
- *Does this apply to jobs/careers other than teaching?*
- *What else did you have in your list? Do these impacts apply to jobs/careers other than teaching?*

Even if you don't recognise yourself in someone who has a job/career that you might want in future, remember, you could be the first person who looks like you, speaks like you, comes from this school or this area to get this job/career. You could end up being a role model for others like you!

NB: This is a good opportunity to share any relevant stories you may have.

Unit 2, Activity 3

1
Vet medicine:
min H5 in
Chemistry

2
Medicine: HPAT
exam (intelligence
test) & min 480 LC
points

3
Law with
French: min H3
French

4
Engineering:
min H4
Mathematics

5
Primary
teaching???

6
?

7
?

8
?

SLIDE 10

Teacher notes (internet is required for this activity)

Regardless of the course that you are interested in, there will be set of required knowledge and understanding for entry into that course. This is to make sure that people doing the course are starting at a level where they will be able to understand and learn the material covered. Knowing the entry requirements of courses that you are interested in will help you make decisions about Leaving Certificate subject choices and enable you to set personal study goals.

Different institutions may have different entry requirements, and these can change over time. The entry requirements on the slide were valid in 2024 for Dublin City University (DCU) but may have changed since. For this reason, you need to think about where you are going to apply to and get informed.

Does anyone know where you can get the entry requirement information? [Answer: for university courses – the relevant university prospectus; for further education courses – the relevant college of further education website (can be accessed via [ETBI](#)); for apprenticeships – see: [Apprenticeships](#); [Generation Apprenticeship](#); [Solus | Learning Works](#)).

Divide the class into pairs/small groups, depending on the availability of devices.

Invite each pair/group to access DCU's digital [undergraduate prospectus](#)

Find the section for the Bachelors in Education primary teaching (2024 prospectus = pages 116-119).

Read the information provided and find the entry requirements (2024 prospectus = page 119, minimum points for each BEd specialism track module).

If you did another type of undergraduate course and later decided that you wanted to become a primary teacher, this is possible. In this case, you could do a Professional Master of Education (primary). This also applies to people who do an undergraduate course and then decide to qualify as secondary teachers. Information about this type of course would be available in the postgraduate prospectus of the different universities.

NB: If any students in your class express a specific interest in becoming a teacher, you could share the following link: [Teaching Transforms](#)

Work together to look up the entry requirements for 3 or more DCU undergraduate courses.

Take feedback from a selection of pairs/groups.

Facilitate a whole class discussion, using the following prompt questions:

- *What, if anything, did you learn from this activity (content and skills)?*
- *What, if any, questions do you still have? What additional information would you like?*
- *Who can support you to get answers to these questions or to access this information?*



SLIDE 11

Teacher notes

NB: Print sufficient copies of the case studies (Slides 12-13) in advance. You will need one case study for each small group.

Divide the class into small groups.

We're going to look at case studies about the routes to qualify as a teacher.

Give each group one case study each.

As you read through your case study, underline or highlight any words or terms that you don't understand.

Words/terms that may need to be explained include:

- Nasir's case study: BEd, Graphic Design, PLC, portfolio, National Diploma etc.
- Anna's case study: Ordinary/Higher level, mature student, psychology, creche/preschool, graduated etc.

In your group:

- *discuss the main message(s) you can take from your case study.*
- *create a timeline (or other graphic representation) to show either Nasir's route to becoming a second level Art teacher or Anna's route to becoming a primary teacher.*
- *take note of any new information you learn about job/career routes.*

Facilitate feedback from a selection of groups.

Unit 2, Activity 4



Nasir



It was during the second half of my secondary school experience that I made my decision in my own mind [that] teaching [Art] was definitely something that I wanted to do. ... Unfortunately, I didn't get the [Leaving Certificate] points that I wanted to... All of my friends were celebrating their results, and I was at home crying because my results were nowhere near what I needed them to be. That was very, very difficult. I didn't get a CAO offer. I thought that was the only way to get into college and get to do what I wanted to do. It was a very difficult time.

My family...encouraged me to still pursue the...dream job I had wanted to do for so long. So, I decided to...do a Post Leaving Certificate (PLC)...a year-long portfolio preparation course. This would set me up to submit my art portfolio to get into Art College. But I missed out on a place in the Art College by about 10 or 15 points. My old art teacher...offered words of encouragement...

So, I did a 2-year higher National Diploma in Graphic Design. I always had an interest in graphic design... It was something I enjoyed. After the two years, I submitted my portfolio for a second time to art colleges and thankfully I got in.

They allowed me to go into the 2nd year of their BEd art teaching course... It took a year off my course, and it was amazing to get the place. I completed 3 years in the National College of Art and Design (NCAD) and qualified after 6 years (in total) as an Art teacher.

My graduation day was the most rewarding day. I felt I had completed the journey...

SLIDE 12

Unit 2, Activity 4



Anna



...I got really low [Leaving Certificate - LC] points. I failed Ordinary level Maths, which was a surprise...

I had no idea what I wanted to do. I knew that I loved working with children. After my LC, I did a one-year PLC in Childcare and Early Education. After that, I ended up working in a creche. I was 18 getting my first full time job. My friends all went off to college and I was working full time. I was earning money, so I was happy enough. But, when I was about 20, I kind of had enough. ... I felt like I could do a lot better and be earning more money. Although I loved kids, I wasn't happy doing it [anymore].

I wasn't ready to commit to repeating the full LC...but I thought 'I'm going to repeat that Maths'. I was 22 by the time I did all of this. I was still in the same job. I got the Maths...and that was the start of it then.

I knew I wanted to go back to college. I waited until I was 23 and I went back as a mature student. So, I didn't need access to my LC points to gain access to the course I wanted. I did my undergraduate degree (four years) in Psychology. I chose that because I became quite interested in how children learn...just from working the pre-school.

In the third year of the degree, I knew I missed working with children. I had gotten my love of learning back. I started to think 'I want to be a teacher'. ...I wasn't like some people who have always known they wanted to be a teacher. I [decided] to go straight into it because I was in a good momentum... but I needed higher level Irish... So, while I was in the final year of my degree, I repeated the Irish LC in a night school. It was hard work. I wanted to prove to myself that I could do it. I was aiming for a 1st in my undergrad while passing the LC paper.

I finished my PME (primary) a couple of years ago – graduated in 2019. This is the best thing I've ever done. I'm so happy I made this choice.

SLIDE 13

Unit 2, Activity 4



Nasir's route



Anna's route



	Traditional route (primary & post-primary)	Nasir's route	Anna's route
Step 1	Leaving Certificate which meets entry requirements	Leaving Certificate (insufficient points)	Leaving Certificate (insufficient points)
Step 2	BEd <u>or</u> undergraduate followed by PME	PLC	PLC
Step 3		National Diploma (graphic design)	Work in creche/pre-school + repeat LC Maths
Step 4		BEd	Degree (Psychology) + Repeat LC Irish
Step 5			PME
Time required	BEd = 4 years Undergraduate degree + PME = 5 years	6 years	9 years

SLIDE 14

Teacher notes

Facilitate a whole class discussion using the following prompt questions:

- *Does the information in your group timeline match the details in the table on the slide?*
- *What are the advantages of a traditional route over the route to teaching taken by Nasir and Anna? [Possible answers: the traditional routes take less time; the less traditional routes give people the time to gain life and other work experiences which they can then bring into their classroom.]*

We have learned that there are many different routes to the job/career you want. There are pros and cons to each route.

Less-traditional routes, like those taken by Nasir and Anna, can happen if someone doesn't do well enough in their Leaving Certificate, but it can also happen if they face financial or other barriers. Remember Aideen (Activity 1, Slide 5)? She did a degree in Music with the help of a small access grant. She didn't have enough money to do her PME straight away. She worked as a piano teacher for ten years before deciding to go back to university to qualify as a post-primary Music teacher.



WHAT? Describe what you learned in this Pathways unit...

SO WHAT? Analyse why this matters...

NOW WHAT? Identify effective next steps with a desired future job/career in mind...

SLIDE 15


Teacher notes

Read the text on the slide aloud, allowing sufficient time between each sentence for students to reflect and write their responses.

Unit 2, Checking in with the learning intentions



Hello again!
How did you get on with Unit 2?

Did you learn to...? 

- discuss supports and barriers for students who want to do further study after school
- consider the impact of seeing someone like you in a desired job/career
- research entry requirements for a variety of higher education courses
- recognise that there are a range of routes to qualification, each with pros and cons
- reflect on our learning and next steps

SLIDE 16

Teacher notes

Read each learning intention aloud.

Ask students to give you a thumbs up if they feel they have achieved the learning intention, a thumbs down if they still need some support and a fist if they are unsure.

Unit 2, Extension activity



Here's an idea for you.

Record a TED-style talk based on the idea of 'you have to see it to be it' with a desired future job/career in mind.

If possible, include references to any financial supports that are available, minimum entry requirements, and the different routes that can be taken to qualify for this job/career.

Share your talk with younger students or with a peer group.



SLIDE 17

Teacher notes

The extension activity suggested on this slide is linked to all activities in this unit.

Path Project
Institute of Education
Dublin City University



HEA HIGHER EDUCATION AUTHORITY
AN tOllCairde um Ard-Oideachas