



Information Booklet



About StudyFlex

StudyFlex is an Approved Centre of the CMI and is a founder partner of Campus CMI, a national initiative in schools and colleges that offers 14-21 year olds the opportunity to gain a nationally recognised CMI management qualification while still at school or studying. To date, StudyFlex has enabled more than 4,500 students to achieve a CMI Qualification.

We are dedicated to helping **all** of our candidates to fulfil their potential and to help young people develop their skills in order to enhance their ability to succeed in the employment market and secure that all important first job.

The Fit for Exams Programme

This programme has been specifically designed to help students study more effectively and also maximise their performance in the examinations.

There is no magic wand and it may be that some of these techniques they have seen before BUT by applying these techniques to their study and understanding their motivation, their performance will improve.

SCHOOL INFORMATION

This information booklet has been designed in conjunction with our Fit for Exams workshop delivered in the school. We offer a range of programmes and workshops including Fit for Work conferences helping students to understand more about what employers are looking for, and CMI Management Qualifications for students in year 9 upwards.

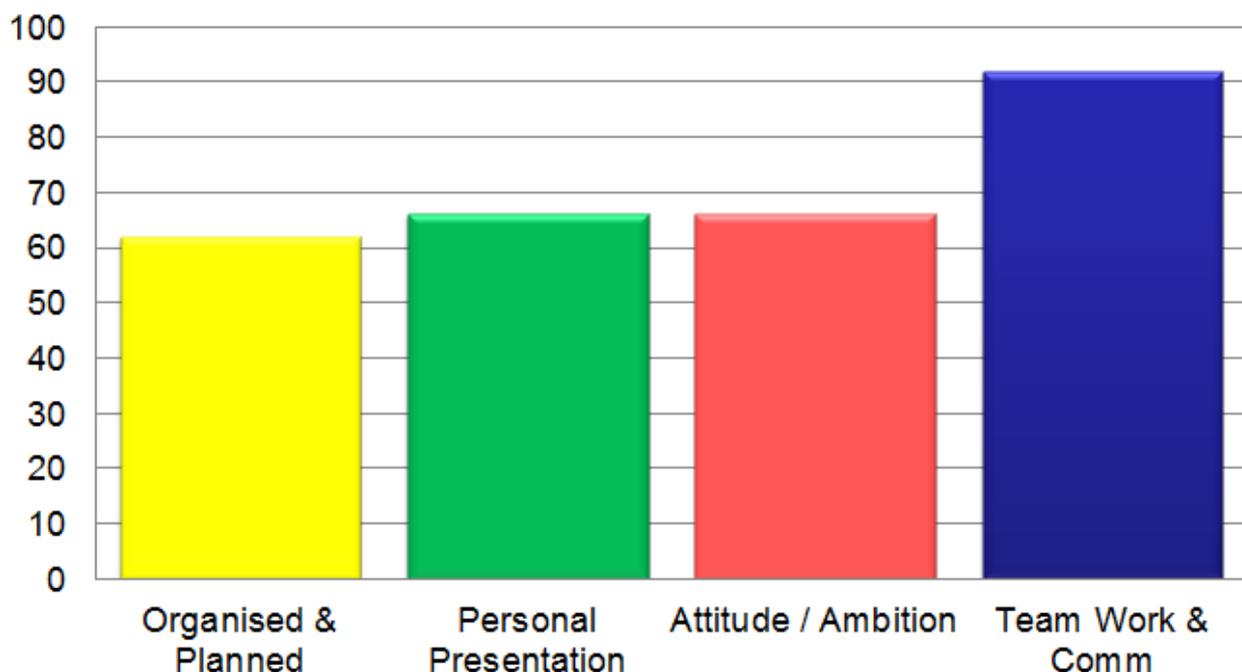
Please call or email today to find out more information.

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What are Employers Looking For?

It's true to say that all employers are looking for a slightly different mix – for example in some jobs, you will need to demonstrate an outgoing personality, whereas others will need a quiet and considered approach. However, there are some areas where ALL employers seem to be in agreement, and these are the areas we are focusing on in this programme.

The graph below represents feedback from a wide range of employers, across a number of different industry sectors, when asked what they considered to be the most important skills/attributes, or areas they felt were missing in relation to younger job applicants.



The chart above shows the results from employers, based on a survey by CMI: Tomorrow's Leaders, March 2011
<http://www.managers.org.uk/research-analysis/research/current-research/tomorrows-leaders-march-2011>

Why is this important and why is this relevant to examination performance?

The whole session is about taking ownership of your own potential, and understanding that being organised at school is a key way to show future employers what you are capable of. The day concentrates on how to maximise your own personal performance and take control of your own motivation.

Fit for Exams:

What is covered?

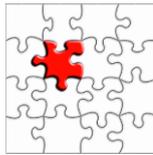
- What are employers looking for?
- Fit for Independent Learning
- What motivates you at school? Your Vision
- The four 'R's to success
- The 20% Brain Game and effective note taking
- How to organise your notes
- Memorising
- Planning your time
- How to rehearse
- Examination techniques
- Plan to pass

The Four 'R's to Success

Just like many things in life, learning is much easier when you take it one step at a time.

It is a simple process. In order to learn anything efficiently, all you need to do is:

REALLY understand it



REDUCE it to 20%



REMEMBER it



REHEARSE it



REALLY UNDERSTANDING, REDUCING and REMEMBERING are not separate activities.

As soon as you start to use both sides of your brain to study, your memory will naturally improve.

20% Brain Game – an example

There are 253 words in this text so you need to condense it to 50 - 55 words (about 20%)

The Victorian Era

The Victorian era of British history was the period of Queen Victoria's reign from 20 June 1837 until her death on 22 January 1901. It was a long period of peace, prosperity and in international relations; the era was a long period of peace, known as the Pax Britannica.

The Crimean War in 1854 interrupted this and also at the end of the period the Boer War broke out.

Two especially important figures in this period of British history are the prime ministers Gladstone and Disraeli, whose contrasting views changed the course of history. Disraeli, favoured by the queen, was a gregarious Tory. Gladstone, his rival distrusted by the Queen, a Liberal, served more terms and oversaw much of the overall law-making of the era.

The population of England almost doubled from 16.8 million in 1851 to 30.5 million in 1901. Scotland's population also rose rapidly, from 2.8 million in 1851 to 4.4 million in 1901.

Ireland's population decreased rapidly, from 8.2 million in 1841 to less than 4.5 million in 1901, mostly due to the Great Famine.

At the same time, around 15 million emigrants left the United Kingdom in the Victorian era and settled mostly in the United States, Canada, and Australia.

The unsolved problems relating to Irish Home Rule played a great part in politics in the later Victorian era. Indeed, these issues would eventually lead to the Easter Rising of 1916 and the subsequent domino effect that would play a large part in the fall of the empire.

Exercise Space

How to organise your notes

You can use mind maps, bullet points, diagrams, spider diagrams, pictures, whatever works for you. The most important point is that you organise your notes carefully. The brain will recognise and fill in the gaps of the 80% of text but it needs a little help to transfer this to long term memory.

Subject is the main point of the text, it can usually be found in the title.

The big chunks are like mini-themes that fit together to give an overview of the information.

The little chunks are specific facts and figures that hold everything together like glue. Each detail is related to one of the main ideas.

Organising your notes – an example

Can you organise the notes below so that they are easier to remember?

Rehearsal and Long-term Memory

The short term memory, otherwise known as working memory can retain, on average, 7 (plus or minus 2) chunks of information at any one time (Miller, G. A. (1956)). It also has the function of holding information in store while it is being transferred to the long-term memory.

According to research carried out by Atkinson & Shiffrin in 1971 and Raaijmakers & Shiffrin in 1992, information that is in the working memory can be encoded or transferred to the long-term memory in a variety of ways. The method that has been subjected to the most research is rehearsal.

'Free recall' experiments are commonly used to examine the role of rehearsal in transferring information from the working memory to the long-term memory. In these experiments, participants see a list of words that are presented one at a time each for a few seconds, and up to 50 words are seen in total. The participant then attempts to recall as many words as possible, which are given to the experimenter in any order.

The results always show roughly the same pattern of recall between all participants. That is, the first few words and the last few words are easily recalled but the chance of the participant recalling one of the words from the middle of the list is much lower.

It is to be expected that the last few words would be easy to remember because they are still in the working memory and can be retrieved easily. The reason that the first few words are also easily remembered is due to rehearsal.

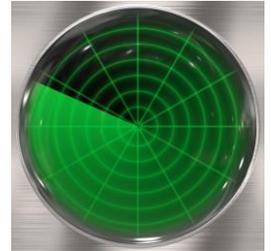
When the first words were presented, they entered the working memory and because there was nothing else there, they were rehearsed often. These repeated rehearsals caused them to be transferred into the long-term memory. This was not possible for the words in the middle, because as more and more words were presented, the working memory quickly filled up and the opportunity to rehearse them and therefore transfer them to the long-term memory decreased. Any words that did have the opportunity to be transferred i.e. the first few words, were more easily recalled because they were in the long-term memory.

Reading Flexibly

There are three main styles of reading. The optimum style depends on your purpose. Knowing when to use each of the styles will make you a flexible reader.

1. Scanning

Sometimes, all you'll need is a specific piece of information within the reading material. This may be located in a list, in short statements or in the main body of a paragraph.

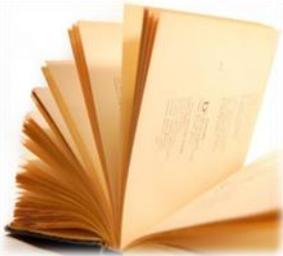


Move your eyes quickly over the reading material until you locate the required information.

Reading at this level will provide you with little or no comprehension at all, but that is absolutely fine, because understanding the text was not part of your purpose.

2. Skimming

If you require no more than a general outline of a particular passage of text, then you will adopt the skimming style of reading.



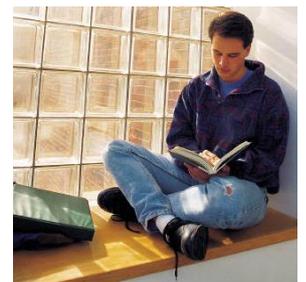
This is most useful when you have to read a large amount of material in a short amount of time. When using the skimming style, you should identify the main ideas in each paragraph and ignore the details in supportive sentences.

As you are only looking for the main ideas, a lower level of comprehension is to be expected.

3. Study Reading

This style is to be used when the purpose of your reading is to take in difficult material at a high level of comprehension.

Study reading involves reading at a slower rate than normal and challenging yourself to understand the material as you read.



Study reading will usually involve reading the material more than once to achieve a high level of comprehension.

Before you begin your next reading assignment, identify your purpose for reading. Decide on the level of comprehension required and then choose the appropriate style.

Revision Timetable- An example

Times/Day	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend Times	Saturday	Sunday
	7am – 8.30am	8.30 – 3.30						
4pm – 8pm								

Top Ten Tips

Top Ten Tips

1. Read the whole examination paper first
2. How are the answer sheets laid out
3. How long is the exam – work out your timings
4. Use rough notes to put all your notes down on what you remember about each topic
5. Start with the easy questions first
6. For those you are not sure about leave until later
7. Fill in the front on the questions you have answered
8. Stick to your timings from the start
9. When you have finished go back and read your answers
10. If multiple choice give your best guess if you are unsure.



Blanked out?

If you don't know the answer at all, don't panic! Just follow these simple tips:

Multiple Choice:

- Read each question carefully and give your best guess if unsure
- Mark the ones you are unsure of and then review if you have time at the end
- If you are not sure, read the question again. Think it through
- Are there any key words you recognise?
- What is the theme of the question; does this give you a clue?



Essay Style Exams

- Plan your essay – write rough notes first
- Follow your plan and write in paragraphs
- Slow down and write clearly
- Neatness, quality and planning all pays off



General Tips

- NEVER leave a question blank
- Answers often pop up in other questions; keep that thought in mind
- Don't panic! Be aware of your breathing; take control of it and attempt to become calm again.
- Plan your time – do all questions carry the same marks? If so, try to divide your time equally and check your progress half-way through the exam.
- If there are more marks available for some questions then plan to spend more time on these.

Further information

Chartered Management Institute qualifications

Level 2 Award in Team Leading	Level 3 Award in First Line Management
Personal Development Communication Planning work Good Working Relationships Feedback and Coaching	Personal Development Understanding Stakeholders Data and Information Planning Resources Good Working Relationships Performance Improvement

Why not take it a step further by taking an adult management qualification, whilst still at school? The qualifications are accredited by the Chartered Management Institute, the largest and most prestigious provider of nationally and internationally recognised management qualifications. Over 450 companies use CMI to develop their managers and leaders, including Coca Cola, New Look, Rolls Royce, Serco, Lloyds Banking Group, British Gas, Silverstone Racing, Police, Army, Navy, RAF, BGL Insurance Group and many more.

This qualification is a valuable addition to academic qualifications and the opportunity to gain a Chartered qualification, along with membership of a professional body which provides a real boost to students' CVs and helps them to stand out from the crowd. We have received feedback from a number of students who have not only gained a lot from the course content, but also found that it has helped them in their quest for employment.

To view some of the student and teacher testimonials, please click on www.studyflex.co.uk/testimonials.html

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