



sesame

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Issue 226
Summer 2005

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CARD-CARRYING STUDENTS

ONE of the most irritating assumptions for OU students is that because they study outside the walls of a conventional university, they are somehow not 'real students'. So it is with great pleasure that this issue of **sesame** can report that at least one barrier to recognition of our status has fallen. The National Union of Students, no less, is poised to grant OU students 'associate membership', including the right to the coveted NUS card. There's some way to go yet before government catches up with them; the university is still working hard to persuade the Higher Education Funding Council for England (HEFCE) that its policy of allowing universities to charge 'top-up fees' has been framed without considering part-time institutions and their students. We await the outcome with interest.

In the centre pages of this issue of **sesame** you'll find the reader survey; we would urge you to take a few minutes to fill it in. A quick and easy way to do it is to go online to the **sesame** website www.open.ac.uk/sesame or to StudentHome where you'll find an electronic version; but we know that not everyone is online, so we've provided a paper option so that all our readers can have their say. **sesame** will carry a full report of the findings in its Winter issue.

One thing that may be pushing the OU closer towards the mainstream of higher education is the growth in numbers of young (under 25-year-old) students. The OU has made no special provision for them, but a debate has now begun in the university as to whether it should. **sesame** is keen to involve its readers in this debate. Do younger students need more support, or a different kind of support, for example? Please send us your views.

Yvonne Cook, Editor



Picture: Getty Images

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PVC'S VIEW

Virtual Learning Environment

COMPUTERS are now an integral part of almost every OU course. On some courses you will use a computer to study online, on others you may use it to download supplementary course material or to submit your TMA. Or you may use the computer as a communication tool allowing you to meet (virtually) with your tutor, fellow students and other members of the OU's growing online community.

The current services have grown from small scale activity to the current situation where as an OU student you are part of an online virtual community of more than 200,000 students in the UK and beyond. This growth has encouraged the OU to review the services we provide online so that we can understand how they need to develop in the future.

Major changes ahead

The drive behind these changes is to help improve your learning experience – we want to be able to make it easier for you to do the tasks needed to complete the assignments on your course, to find relevant learning material and to keep in touch with your Associate Lecturer and other members of the OU community.

Over the next two years there will be major changes to the OU's online environment as elearning becomes an increasingly important part of the blend of the learning materials on every course.

Using the OU virtual learning environment (OUVLE) you will be able to communicate more easily with the OU, and the OU will be able to provide the information you need more efficiently. Two key features of the OUVLE will be the ability to personalise the resources you use and to prioritise the information you get.

Watch out for more information about the OUVLE, both in **sesame** and on your OU website. It's going to make learning with the OU an even better experience than it is already.

Dr Paul Clark, Pro-Vice-Chancellor (Learning and Teaching)

NEWS

More news online at
www.open.ac.uk/sesame



Electing school prefects at Masindi Secondary School, Uganda

Educating Africa

POVERTY, famine, debt, AIDS... according to most of the TV images Africa is nothing but a disaster area.

But a new OU/BBC series gives the lie to this 'Afro-pessimism' with a fly-on-the-wall portrayal of ordinary life in schools in Uganda.

Exam worries, football fever, staff room tensions, league tables, playground gossip... the familiar themes of school life are all there, except that it's the teachers who are playing truant, and the children who are struggling to get into the classroom.

In the African School series – its broadcast title is yet to be announced – viewers meet 14-year-old Prosse, a born-again evangelist who's trying to convert her womanising friend Dickson; and see how seven-year-old Fred copes with learning Braille. "People have this image of Africa as a basket case, all civil wars, disease and environmental degradation," said Giles Mohan, OU lecturer in Development

Policy Practice, who with colleague Helen Yanacopulos is academic consultant on the series. "Part of our educational remit is to give a richer understanding of the situation."

"We are not trying to say there are not real hardships and problems, but African people are getting on with their lives, and those lives are not all that strange," added Helen, who is a lecturer in Development Studies.

The series is also about highlighting the OU's activities in Africa, both relevant courses such as the Global Development Management programme (which has around 50 students on a special scheme in Uganda) and partnerships such as the Digital Education Enhancement Project DEEP (www.open.ac.uk/deep/). The series has an associated website with links to courses and projects in Africa.

The eight-part series, which is scheduled to begin transmission on 24 June on BBC Four, is part of the BBC's Africa season.

NUS card for yOU

TOP Shop, HMV and Pizza Hut look out... a flood of OU students could soon be on the way armed with a new NUS-OUSA card offering wide-ranging student discounts.

In a breakthrough deal, which will be widely welcomed by students, the National Union of Students (NUS) has offered Open University Students Association (OUSA) members a special category of 'associate' membership to the NUS – which includes the right to discounts and special offers on a range of goods and services.

All OU students will be able to apply for the card, which will cost a maximum of £10 a year and will be 'co-branded' with the student's OU PI and an NUS number.

If all goes to plan the card will be issued from October this year, with applications being open from September.

OUSA President Joan Jones, who has been leading the negotiations with the NUS, said the move is a direct response to requests from OU students for an NUS card, which is able to offer more discounts than the existing OUSA card.

It also represents a move towards a closer

relationship with the NUS, which was underlined by the presence of NUS President Kat Fletcher as a speaker at the 2005 OUSA conference.

Joan Jones said the NUS' desire to work with the OU is a 'real breakthrough'.

"Affiliation to the NUS would have cost upwards of £80,000 and the services the NUS could have provided us are generally campus-based, which would have had little relevance to us," she said.

"The NUS is recognising our uniqueness by offering us associate membership."

NUS President Kat Fletcher called for OUSA and the NUS to form a closer partnership to put education issues at the top of the political agenda, in her speech to OUSA conference in April. "I am sure by working together on the wider issues we can benefit all our members," she said.

All OU students are OUSA members, unless they choose to opt out. For the latest information on the NUS-OUSA card visit www.ousa.org. More information about the NUS is available at www.nusonline.co.uk

"The NUS is recognising our uniqueness by offering us associate membership"

Head for the coast this summer

SOME extraordinary stories are washed up by a new OU/BBC series due to air from July.

Coast is a series of programmes exploring the natural and social history of the shore in England, Scotland, Wales, Northern Ireland and the Channel Islands. Viewers will hear from a survivor of a unique concentration camp built on Alderney by the Nazis during World War II, learn about George Stephenson's architecturally wondrous bridge across the Menai Straits and discover the Scottish island of Barra, where planes are guided down onto the beach landing strip at night with the help of car headlights.



A view of the beach from the cliffs on the other side of Durdle Door, Dorset

And viewers will be encouraged to get out and walk around the featured areas. Maps of walks will be available from their local BBC Where I Live website, and guided walks are also planned.

Details will be available

from early summer on local radio stations and at www.bbc.co.uk/wherelive. And in a hi-tech innovation, walkers will be able to access audio commentaries relevant to their exact location, by dialling their mobile phones.

Accountancy update

WITH Europe's largest companies preparing to adopt International Financial Reporting Standards (IFRS), the Open University Business School (OUBS) is hosting a workshop for the Committee of Heads of Accounting on 7 July, to discuss the effect of this change on curriculum development. Workshop organiser Dr Sally Aisbitt said: "The OUBS is updating all courses affected by this change and a new Master's level course, B853 *Issues in international financial reporting*, begins in November."

Pair of profs boost Health

THE faculty of Health and Social Care – formerly the School of Health and Social Welfare – has appointed two new professors as part of its research expansion. Professor Shirley Reveley, previously Head of Nursing at St Martin's College, joins as Director of Nursing. Professor Monica Dowling, formerly Senior Lecturer in Social Work at Royal Holloway College, London, will be Professor of Social Work. "These appointments are to ensure the curriculum is based on latest research and practice, and enable students to stay at the forefront of their field," said faculty Dean Lesley-Anne Cull.

To free or not to free?

BRITAIN'S prison population has soared over the last 10 years, but does prison work? *The Persistent Prison*, a new book edited by Professor Clive Emsley, co-director of the OU's International Centre for Comparative Criminological research, gathers together a range of experts to explore imprisonment and its alternatives. *The Persistent Prison* is published by Francis and Taylor, price £12.

Tutor turns to sci-fi

ASSOCIATE Lecturer Dr Ian Hocking has branched out into science fiction with the publication of his first novel *Déjà Vu*. Described as a 'technothriller set in the near future' the book has garnered enthusiastic reviews and Ian, who lives in Exeter and tutors on DT840, a postgraduate survey methods and research course, is already working on a sequel. *Déjà Vu* is published by UKA Press, price £9.99. For more information visit www.ianhocking.com

IN BRIEF

Sailor returns to sea

OU students enjoy challenges, but William Smith tackles more than most. The former ship's officer joined the OU following a stroke which left him with a disability, and achieved his BSc Honours in 2001. He's now working for a BA Honours. His latest exploit has been to join the crew of the tall ship *Prince William*, a square-rigged brigantine, in a four-day race out of Portsmouth. William, who was there in support of the Tall Ships Trust charity for young people, is 74.



William at the helm

Postcolonial book conference

RESERVE your place now on the OU international conference on *The Colonial and Postcolonial Lives of the Book, 1765-2005*, Senate House, University of London, 3 to 5 November 2005. There will be speakers from India, Africa, Australasia, USA, Canada and Europe, and plenary lectures, round tables and workshop sessions. Censorship, copyright, missionary publishing, gender and area studies are covered, and there will be live debates on burning issues in Asian and African publishing. £35 reduced rate for OU students. Contact Joanne Nixon-Grubb on ies@sas.ac.uk

Watch Polly's epic flight

THE exploits of round-the-world flier Polly Vacher, who went into the aviation record books after learning to fly at the age of 49, have been captured in a Carlton TV documentary now released on DVD/video. Polly, who credits her Open University study with inspiring her with the confidence to fulfil her dreams, became the first person to fly solo around the world landing on all seven continents. All proceeds from the sale of the DVD/video *Voyage to the Ice* go to the charity Flying Scholarships for the Disabled. Available, price £12, at www.worldwings.org or write to: DVD/Video offer, Gilbournes Farm, Drayton, Abingdon, Oxon OX14 4HA, UK.

NEWS

More news online at
www.open.ac.uk/sesame

OU too PC?

WHEN it comes to computers, is the OU too pc? Yes, according to a group of students, tutors and other staff who claim the university is freezing out the thousands of people who prefer to do their work on AppleMacs.

"The OU seems to have a blind spot where computer use is concerned," said Steve McGann, chair OpenOU, a student pressure group. "The university has rightly been seen as a beacon of openness throughout its history by striving to make education accessible to all – so it's odd that it has such a narrow view of computing systems."

The majority of people

use pcs and Microsoft software, said Steve. "But thousands of OU students in many subjects, such as design or publishing or art or music, have Macs because they are much better equipped for that type of work," he added. "Because the university prefers to deal with the majority, a lot of users of Macs and other pc software feel disenfranchised."

OpenOU has been in existence for just under a year and has attracted those who use Macs, or pcs with other software, such as Linux.

"The saddest thing of all is that we have such a wealth of knowledge of all types of computers at the OU," said Steve.

"One of the greatest ironies is that some of the examples in the OU's computing course M150 are based on the OSX systems that run on Macs – but you can only learn

about them on a pc." But pcs are the choice of the majority, and a commitment to supporting non-pc systems could push up students fees, counters Joel Greenberg, the OU's Director of Strategic Development in Learning and Teaching Solutions.

"While most of the university's computer-based materials can be developed to run on a number of platforms as well as Windows, there is a significant production and support cost associated with this approach. It still remains the case that this

cost would inevitably have to be reflected in student fees.

"Users of Macs and other pc software feel disenfranchised"

"Windows-based pcs currently dominate the marketplace to such an extent, that it is likely that the vast majority of Open University students have already purchased or have access to one before they decide to study with the university," he said. "The personal choice of our students is to a large extent, driving the university's personal computing policy."

"A number of our students do successfully use the Macintosh and computers with an operating system other than Windows. The computing advice pages of the university's internet site offer advice to students who have chosen a personal computing platform other than a Windows-based pc.

For more information about OpenOU visit www.openou.org.uk For OU computing advice call 0870 333 4340.

Something for the weekend

SEXUALITY is the fascinating topic for the Open University Psychology Society summer conference, running alongside the revision weekend at Nottingham University from 24-26 June.

The OUPS is offering an international set of speakers who cover the psychology of sexuality from a range of perspectives. Professor Erick Janssen from the Kinsey Institute (where the serious study of human sexuality began) will discuss the psychophysiology of sex. Dr Glen Wilson from the Maudsley Institute, University of London, will be talking about sexuality and the brain. Other topics include sexual health (Dr Richard de Visser, Sussex University) and the effects of sexual abuse in childhood (Dr Yvonne Verburg, Riagg Institute, Netherlands). Sexual intimacy and fulfilment will be explored by Dr Bo Mills, a psychiatrist at the Priory Clinic and Leonore Lightwoman, the leading teacher of Tantric approaches to sexuality in the UK (and an experimental psychologist). And well-known OU psychologists, Dr Frederick Toates and Dr Richard Stevens, will be looking at the psychology of sexuality and how it relates to human life.

The conference is held in conjunction with the Open University Psychological Society's summer school weekend. Revision sessions for courses D317, ED209 and a course new to the summer weekend, SD226, will be running. To find out more or join OUPS contact Irene Baumgartl (info@oups.org.uk: Tel +44 (0)20 8876 9803).

Drive to cut non-completion

THE university is taking steps to try and reduce the number of students who keep signing up for one course after another but not completing any of them.

Students who fail – or who withdraw after course start – from all the courses they registered for on their last two chosen presentations will be sent a letter inviting them to contact their regional centre to discuss their circumstances and study support needs.

After three successive withdrawals or failed courses, students will need to demonstrate they have special circumstances before they can register for another course. They will be invited to contact their regional centre if they want to continue their studies.

High expectations

“It is clearly not in a student’s best interest to continue to register for courses that he or she is unable to complete successfully, and the university has a duty of care towards such students,” a university spokesperson told **sesame**. “It is hoped that identifying them in this way means that they can be given the support they need to enable them to study successfully.

“The university is also demonstrating its high expectations of its students. While we are distinctive in our approach to open admission,

“It is clearly not in a student’s best interest to continue to register for courses he or she is unable to complete successfully, and the university has a duty of care towards such students”

we have the same high expectations of our students, once admitted, as any other university.”

Details of the initiative are included in *Conditions of Registration* sent to students when they register for a course.

The university is not trying to penalise students who are having difficulties with their studies, added the spokesperson. “The university is keen to support students who, for one reason or another, are unable to complete their chosen courses.

“The Open University is justly proud of the advice, support and guidance services available to students.”

If you feel that you need support with your studies, or you have queries about this new initiative, contact Learner Support at your Regional Centre.

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PEOPLE

A life less ordinary

THE story of an unlikely friendship between an OU maths student and a homeless junkie ex-con looks set to become one of the publishing hits of the year.

MSc student Alexander Masters' account of his three-year relationship with Stuart Shorter has won him a national literary prize, a publishing deal and a serialisation in the *Daily Telegraph*. And in May the book was nominated for Britain's richest non-fiction award, the £30,000 BBC Four Samuel Johnson Prize. The winner was due to be announced on 14 June.

But then *Stuart: A Life Backwards* is no ordinary book. Its subject

“Although he had a violent history, I didn't see any reason to treat him any differently from anyone else”

is a violent recidivist, armed robber, hostage taker and heroin addict. who was persuaded by Alexander (pictured front page and below) to talk about his life and what turned him from, in his mother's words, “a really happy-go-lucky” ten-year-old into a man known variously, even to his fellow vagrants, as “Psycho”, “Knife Man Dan” and “that mad bastard”.

What makes the book really individual is that while it tells

Stuart's tragic life story – shaped by mild muscular dystrophy, a childhood of taunts about his disability, and rape by his brother, and at a children's home – it is far from a one-sided, middle-class view of homelessness. For much of it is in Stuart's words, and tells of how he and Alexander gradually earned each other's respect and learned from each other – and worked on the book together.

“It struck me that there were very few accurate descriptions of homeless people,” said Alexander, a Cambridge University Physics graduate who is two years into his Maths MSc with the OU. “We either see them as a group of people to love and we excuse them for everything they do, or we hate. Getting to know Stuart as an individual – one who was very intelligent but could also do and say very stupid things – taught me a lot about the lives that homeless people really lead, rather than the perception we have of them.”

“Although he had a violent history, I didn't see any reason to treat him any differently from anyone else. There were times when we couldn't stand each other, and we'd argue, but I was never frightened of him. He was an intelligent man, and was empathetic – if I'd had a go at him he would tell me later that it upset him, but he would also apologise if he'd been out of order.”

Publicity stunt

Alexander first saw Stuart begging on the streets of Cambridge in 1999, but it was the following year that he really came to the student's attention when Alexander was working in a hostel for the city's homeless. Two of Alexander's colleagues at the organisation where he worked – Ruth Wyner, the director of Cambridge's Wintercomfort centre for the homeless, and her day centre manager John Brock – were given five- and four-year jail terms because drug dealing had been taking place at the venue. The case sent shock waves through the homelessness and charity sectors. Fellow staff and supporters immediately launched a campaign to get them freed, but at the first public meeting, amid all the well-meaning, well-dressed attendees, it was scruffy, chaotic Stuart who spoke the most sense and gave campaign leader Alexander some of the most practical ideas for drawing attention to the pair's plight. That day a relationship was born.

“It was Stuart who suggested we camp outside the Home Office,” said Alexander, from Wickham Market, near Ipswich. “We got a lot of publicity – but he also did it because he wanted me to have just a



“He wanted me to have just a little idea of what it was like to be homeless”

little idea of what it was like to be homeless. We did it for three days, and that was enough for me.”

The secret of Alexander’s book is that it does not pigeon-hole Stuart. He’s intelligent, but often stupid; thoughtful but reckless; philosophical but violent; a victim of circumstance, yet his own worst enemy. And it’s clear there were some days the two men couldn’t stand each other. “What Stuart means when he says it’s not the cold or the hardness of the streets that drives you crazy,” wrote Alexander of their Home Office vigil, “is that it’s the other people. It’s the people like f***ing Stuart, ranting and raving. Shut up, will you!”

The book itself first attracted attention when Alexander, 39, submitted it for an Arts Council competition and won £7,000 and a minor publishing deal. “I was then able to send it to an agent, who later told me four publishers wanted to buy it. I’m

delighted because it raises awareness of what homelessness is really all about.”

The book has been so well received that Alexander has already written off this year’s studies. “I’m going to have to delay my next MSc course until next year,” he said. “I’ve done a bit of writing before – I used to be a book reviewer and I have done some freelance travel writing for the broadsheets – but this is the first time I’ve really been able to make my living from writing and I’m really busy. My publisher and agent have asked me about writing a second book, so I’ll be talking to them about that. It’s all very exciting.”

Sadness

The great sadness is that the man who made it all possible is not alive to see how much impact his story is bound to have on thousands of readers, and their attitude to Britain’s homeless. Stuart Shorter died in 2002, killed instantly when he stepped in front of a train. He was 33.

Stuart: A Life Backwards is published by Fourth Estate, priced £12.99.

LIKE MOTHER, LIKE SON

ALEXANDER has obviously inherited a lot of his interests from his mother – Joan Brady is an author who has won the Whitbread Prize, and an OU student.

Her first novel *Theory Of War* won the acclaimed literary prize in the early 1990s – making Joan the first female winner of the award – and since then she has written three other successful works. Now her latest book, *Bleedout*, has earned her a six-figure sum from publishers in the UK, Germany and the USA. Not bad for someone who only took up writing so she could share a hobby with her husband.

But success means that Joan’s OU studies, like Alexander’s, have had to take a back seat. “I am halfway through a Physics degree,” she said “but it’s a few years since my most recent course. I keep saying I will come back to it one day. It’s a wonderful way to learn – so I like to think my OU days may not be over.”

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LETTERS

Too much spelling

I AM registered blind, currently studying course D218 using the audio unit's cassettes. I should be interested to know if other students with my disability, share my feelings. Why do the readers of cassettes find it necessary to spell out so many words in the text?

As the last tape in each issue contains a comprehensive index and bibliography, why could not such spellings be given here if considered necessary?

Apart from this grievance I find OU staff and services excellent and the courses satisfying.

Claire Houghton
Wainfleet

**ALISON SMITH, SENIOR
CO-ORDINATOR, OFFICE FOR
STUDENTS WITH DISABILITIES,
REPLIES**

OUR narrators are asked to spell words and names that are unusual or where the spelling may not be clear from how they are spoken. This also helps to ensure that any student who is solely dependent on the audio version as an alternative to print, is not disadvantaged by any mis-pronunciation that we might make (our narrators may not be experts in the subject area). Each spelling should be done only once; however, each book may be read by several different narrators so this doesn't always happen. We do give our narrators feedback and I will mention this.

Teacher training tips

I WRITE with reference to Jackie Vallerius's letter in **sesame** 225. Has she contacted the Teacher Training Agency – telephone number 0845 6000 991, website www.teach.gov.uk, and thought about SCITT (School Centered Initial Teacher Training) or GTP (Graduate Teacher Programme)?

Both of these options are “on-the-job teacher training” and the student gets a salary. Senior schools are crying out for students. I am in my final year of

studying for BA (Hons) English Language and Literature and my final result is not available until the end of 2005. However, I should start a GTP at a local primary school in September 2005. The Open University has provided me with a letter that confirms my expected degree (I spoke to study support).

Nikki Ellwood
Chelmsford

EDITOR'S NOTE:

SEE the Careers section of this issue (pages 28-30) for more information about teaching.

University of afterlife

WE received a number of letters in support of the idea of academic research into ghosts:

I GREATLY enjoyed the article in the spring edition of **sesame** about the research into the urban myths relating to ghosts being undertaken by Dr Steve Pile.

It is a subject that is worthy of serious academic study, not, as part of an attempt to prove whether or not such creatures actually exist; whatever conclusion might be arrived at on that point would be instantly outweighed by the strength of belief attached to the opposite side of the argument.

To avoid such a situation arising ghosts, or more properly the myths arising from our belief in their existence, should be studied as a cultural and psychological phenomenon that exerts a powerful influence on our lives despite the effects of centuries of scientific and religious scepticism.

Undertaking the study of such a subject would, I fear, present something of a public relations headache. In recent years the popularity of television programmes such as *Most Haunted Live* has pushed all things paranormal firmly into the realm of light entertainment. Leaving any individual or

institution wishing to study the subject in an objective manner obliged to do so, while struggling against a determined unwillingness on the part of the public and the media to take their efforts seriously.

Adam Colclough
Stoke-on-Trent

I BELIEVE that there should be some serious academic study into the alleged existence of ghosts. There are so many different theories about the afterlife that the subject needs some serious, objective and scientifically backed study to prove or disprove the phenomena. There has been so many billions of pounds spent on space exploration yet the inner spaces of our own planet remain relatively uninvestigated.

Keith Manning
West Drayton

End of the tape?

HAS the OU ever considered recording course materials onto DVDs, given the fact that videos are on their way out and VCRs are difficult to find in stores now. I had to go out of my way to purchase a VCR just so I could watch the videos supplied. I wonder how many other

students have had the same problem.

Laura Sheppard
Carrickfergus

No ordinary degree

IN reply to David Game, Leicestershire, 'Deadline Shock', issue 225. Yes, I have also been tripped up by the change in the requirement for an ordinary BA.

I started with the OU five years ago, initially studying A103 *Humanities*; a year after I took a sideways step to K100 *Health and social care*, enjoying it so much that I went on, in the next two years, to study K201 and K203. Thinking this would be the path to get an ordinary BA I planned a further two level 2 courses, and then I would qualify for my BA.

NO – I was told from the OU that I must now pass one level 3 course to qualify for a BA and two level 3 courses for a BA with Hons.

What I wanted was for the OU to understand that some of us students had started our degrees, planning one level 1 and the remainder in level 2 courses. Five years ago I did just this and planned my degree without any level 3, not knowing that the change was going to happen. Why could the students, who had started their degrees, not be

STAR LETTER

Openings work

LAST year I completed Y156 *Understanding children*. I had no confidence in assignment writing and studying so thought an Openings course would offer guidance and encourage me to carry on studying. It also gave me a taster of the subject area.

The course lasted three months and I submitted three assignments. The feedback, support and encouragement given to me by my tutor was

invaluable. Even though I am still awaiting my final course result, I felt confident enough to register on K100 *Understanding health and social care* and am now in my fourth week of studying and am very pleased with my first TMA result.

If anyone is unsure of jumping straight into a 60pt first level course I would strongly recommend studying an Openings course first.

Zoe Worth
Milton Keynes

given a few extra years to complete their studies? Not all of us are capable, or want to study at level 3.

I started at the beginning of this year on a level 3 in Health and Social Care but have since given up.

Barbara James-Bowden
Dorset

Short but not sweet

I WAS incensed to receive the poor level of ECA feedback for S103 *Discovering science* – October 2004. The feedback consisted of the word ‘Achieved’, prefaced with a variety of words such as ‘Well’ or ‘Just’.

I’m not asking for individual feedback, merely some idea of the information which should have been included to achieve a correct or good answer to each question. This information is already available to tutors and examiners – so would involve virtually no extra cost.

Brenda Turner
Middlesex

JENNY BULL, HEAD OF EXAMS AND ASSESSMENTS, REPLIES

WE do recognise the value of providing feedback to students on the end of course assessment, but as this student acknowledges the cost of providing detailed individual feedback would be too high. We expect to introduce a facility at the end of this year to enable Examination and Assessment Boards to make available to students via StudentHome generic feedback of the nature indicated by Brenda, where the Board feels it appropriate to do so.

Flexible TMA dates

BELOW is a selection from the letters received on the subject of flexible cut-off dates for TMAs:

REGARDING Deborah Moore’s letter in your spring issue, suggesting that TMA cut-off dates be more flexible. I take my studies seriously and want to prove and challenge myself

within a high standard of education. Making the TMA submissions more flexible just adds fuel to the fire that we OU students study as a ‘hobby’.

Other correspondence courses may “suit students’ timetables” but they do not have the same prestige, challenge and accomplishment that the OU offers.

Hazel Hay
Glasgow

I AM in agreement with Deborah Moore regarding her letter on OU flexi-study. Like her I spend all the time I am not working studying to meet TMA deadlines. Will Swann’s response states that fewer students would complete their study with a flexi-timetable. Surely this is the students’ responsibility? If they intend to complete their studies they will, if they don’t then they won’t regardless of whether there is a strict timetable to adhere to.

Kelly Cooper
Northampton

DD121 is friendly

I WAS most dismayed to read the letter entitled ‘Feeling Lost’ in the spring edition of *sesame* in which a student expressed disappointment at the lack of support on DD121. As chair of the course I can confirm that all students are sent a preparatory mailing with a letter from the course chair and another letter from the chair in the second mailing. DD121 is an entry level course which aims to welcome students to the university and to provide them with carefully structured, accessible material. The Introductory Workbook maps out the pathways through the course and each subsequent block has an accompanying workbook which guides students through their study.

I am really sorry that this student did not receive the

course chair’s letters. Whatever went wrong in this case is in no way connected with the faculty’s presentation of DD121 and the DD121 course team is most concerned that the impression might have been given, by the publication of this letter, that DD121 is not a student friendly course.

Dr Kath Woodward
Faculty of Social Sciences

Mix n’ pick

I READ your letters page with interest after receiving my first issue of *sesame* (225). The particular letter that stood out was from a student who could only attend Saturday tutorials and was concerned about a greater emphasis on weekday tutorials.

I will not be able to attend any tutorials as I work full-time and have to cover every weekend. I feel I am missing out on valuable contact and support so I would like to suggest a future compromise; a mixture of evening and Saturday tutorials as it would be better to attend half the number on offer than none at all.

Melanie-Jayne Manning
Clacton-on-Sea

Look outside the EU

IT has been more than a year since I graduated with an OU MBA while working and studying in Malaysia. The OU became my first choice of study when it arrived on the Malaysian shores about five years back. However, to reasons best known to the OU, courses are no longer offered over here.

I am fully aware that some of

the student support accorded to students in the EU would not be available to all but surely a wider range of courses can be made available to non-EU students without any reduction in the quality.

Chin Leng Khoo
Malaysia

Poetic licence?

I AM taking this year the A210 course, which so far is great. My present reading is *Approaching Poetry*, the booklet cover shows an antique goblet positioned by half a skull bone placed on a curved wooden chest. As the booklet did not discuss pirates, treasures, Gothic horrors, or even castles, I felt thoroughly let down. Please either adjust the tin or do what it says on it!

Shantasya Carlisle
Northern Ireland

Unfair trade

THE suggestions made for tackling global poverty were diverse (‘Wave of sympathy’, issue 225), and some were even practical and possible, e.g. the idea of giving cash. Most of the other ideas which you published were noble but impractical.

What no-one suggested, but far more effective to tackle global poverty, would be if the rich world were to agree to let poor countries compete fairly on global markets. You are poor. We will send you aid. But we won’t encourage you actually to work to earn a living, to escape your poverty, because we want to protect our own industries.

That’s real politics, you see.

Peter Culleton
Budapest

Please send your letters to: Letters to the Editor, *sesame*, The Open University, Milton Keynes, MK7 6AA.
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Stone walls do not a prison make...

*The Open University has pioneered access to many groups – disabled people, ethnic minorities, women, adult learners and those living in remote areas. Yet its work in prisons sometimes causes unease and hostility. By **John Kirkaldy***

It was three o'clock in the morning and he was very drunk at the party. "When," he demanded belligerently, "is the OU going to give up giving degrees to murderers and start putting the money towards people who actually deserve it?"

He would have perhaps been even more aggressive if he had known that in the morning, I had been giving a tutorial, not only in a prison, but at a vulnerable prisoner unit (vpu). This is the part of the prison where inmates, who run a very large risk of assault from fellow prisoners, are kept in a state of high security.

The university has pioneered access to many groups – yet its work in prisons provokes unease and even hostility. This prejudice towards the OU's work in prisons seems to rest on three misunderstandings or half truths, which are:

It is unfair that the OU spends money on prisoners when it should be spending it on 'ordinary' students. In fact the OU spends no money on prisoners; all funding is done by the Home Office in England and the devolved governments in the rest of Britain and Northern Ireland. The decision as to whether a prisoner 'does the OU' rests with the prison itself. There are currently only 860 students studying with the OU in prisons in England.

Poor environment for study

Prisoners enjoy a privileged existence for study, protected from all the usual distractions. Nearly all prisoners have to do work in the prison system. In general, a prisoner will be allowed 10 hours study time a week in the Prison's Education Centre.

For most students study will be often done in the severely limited space of an overcrowded cell. This is often very noisy with many distractions, especially from radios. "The only way that I can work is with ear plugs" explained one of my students. The reaction of other prisoners can be one of indifference or outright hostility. A few of my students have had work defaced or precious notes thrown away.

It is highly likely that the student will be the only one in the prison studying the particular course. All communication with the outside world in nearly all cases is forbidden or severely restricted. Prisoners can expect 10 hours of tutorial support in a year at foundation level, six at post-foundation level and four for a half credit, far less than for the average OU student.

It is wrong to allow free study for people who have committed crimes against society. It is true that some OU students have been

convicted of very serious crimes but the university is not part of the judicial process. Is it not better to offer some hope and some chance of rehabilitation in society? Fifty-eight per cent of all prisoners will re-offend.

Prisoners often lack qualifications and skills to re-enter the job market. Just as important is often a change of attitude. "I now find myself open to change – without the OU this positive outlook wouldn't have occurred," commented Ronnie. Prisons can easily become universities of crime, with hostile and aggressive attitudes reinforced; criminal skills learnt; and a list of contacts in the underworld extended.

Prisoners face many of the same problems that all students confront, such as meeting deadlines. But they also face problems that are unique to their environment. One of the biggest is the fact that prisoners are continually being moved, often at short notice.

The level of support in prisons seems to be very variable. Erlestoke Prison in Wiltshire, for example, had a very good educational

environment. A few prisons that I have worked in have not always been so helpful. One prisoner, admittedly a very difficult customer, had a major body search and a complete turning over of his cell, in the middle of his exam. Hardly the best scenario for a good pass.

"One prisoner had a major body search and a complete turning over of his cell, in the middle of his exam"

Prisoners may be subject to great mood swings. Relationships often fall apart or are stretched to breaking point; large signs are displayed in most visiting areas, advising partners and family members to warn the prison concerned if they have come to end any emotional link.

Most OU students in prisons are very keen not to discuss their crime; a small minority are almost obsessive about discussing their case and almost nothing will stop them. There is something very macabre about discussing why a man has murdered his wife while trying to analyse a sonnet. An

occasional excuse message can highlight the differences between ordinary study and that done in prison. "Fred will not be in today because he has attempted to castrate himself" read one excusal note.

All of this puts a lot of extra demands on tutors. Notes and comments have to be very detailed and explicit. Most tutors try and get members from the outside group to send notes and handouts via post. Simply getting in and out of a prison can take a lot of extra time.

Drop-out rates, which were very high, are now comparable to the outside world. A few students coming to the end of their sentences in low security prisons have attended summer schools and outside tutorials.

If we are truly open, then we must be open to everybody and that must include prisoners. As the 17th century poet Richard Lovelace wrote: "Stone walls do not a prison make, nor iron bars a cage". By allowing prisoners a glimpse of life beyond confinement, the OU is doing something of real importance in 163 prisons in Britain and Northern Ireland.



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The Open University



Beneficial

All about financial support

For many students the costs involved in studying may be a barrier to them fulfilling their potential on a course. The Open University is keen to help those in this position

STUDENTS living in the UK may be able to get help with costs, whether it's support towards course fees or childcare while they attend tutorials.

A student living in England, Wales or Northern Ireland could be eligible for up to £885 towards their course fees, depending on their household income and the number of courses they are studying. They could also be entitled to a £250 course grant towards study costs. And owing to a new system of partial awards, students with a household income that was previously above the maximum threshold for support may be able to claim a reduced level of the fee and course grant. For example, a student with a partner and two children could have a household income of £23,000 and still receive £222 towards course fees and a £250 course grant. Those whose study costs exceed the available course grant may be able to receive additional support from the university's Access to Learning Fund.

Students living in Scotland who earn a low income or are in receipt of benefits may be eligible for financial support to cover the cost of their course fees. Many may also qualify for a £500 Part-time

Student Loan from the Student Awards Agency for Scotland to help support them with study costs. An additional source of financial support for those who find themselves in serious financial hardship, is the Hardship Fund. Students. Those who are ineligible for a part-time student loan, or who have already used up all of the funds from their loan, can apply to the Hardship Fund.

Additional OU support

In addition The Open University provides support towards course fees for courses which are not covered by a government scheme. Also each regional office has a Student Assistance Fund which can provide a limited amount of support with study costs. This year there is additional funding to provide support for IT skills for students new to computing. This can help with individual technical skills, course fees, home visits, one-to-one support or anything that would benefit a student's IT skills.

● Full details of the schemes of support are in the Financial Support leaflet included with this copy of **sesame**.

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STA TRAVEL

Launch of a writing career

LOTUS cars made company owner Colin Chapman a legend in motor-racing history – now a book by an OU student shows how he also revolutionised British boat-building.

Sarah O'Hara grew up on the Norfolk coast next to Chapman's Moonraker firm, which borrowed techniques from the automobile and aeroplane industries to completely change the way sea-going craft were constructed.

But while history celebrates Chapman for his motor-racing feats, little seems known about his contribution on the water – and with the help of an OU creative writing course, Sarah decided she could tell the story.

Secret of success

"I grew up near Moonraker and I'm also a bit of a Formula 1 petrolhead, so the story fascinates me," said Sarah.

"Everyone's heard of Lotus, but no-one seemed to have recognised

how much Chapman changed the boat industry."

Sarah, an occupational health practitioner from Norwich, says her writing success is down to the OU. "I got a BSc Hons from the OU in the early 90s," she said. "Just that taught me how to assimilate and present a lot of information in a structured, thought-out way, which is what I have done with the research for the book.

"A couple of years ago I took an OU creative writing course as well, and that was fantastic."

Moonraker Marine & JCL Ltd – Colin Chapman's Boat Industry is available from Nighthawk Publishing at www.moonrakerboats.com, priced £10.99.

"Everyone's heard of Lotus, but no-one seemed to have recognised how much Chapman changed the boat industry"

Sarah: fascinated by the story of a boat industry pioneer



FIFTH COLUMN

Discussions,
not lectures

DO you know what I miss most in tutorials these days? Discussion. When I began with The Open University, A103 *An introduction*

to the humanities, much of our tutorials were taken up with students interacting with the tutors (we had two), asking questions and even arguing points with other students – wonderful. And we had a summer school, a whole week of inspiring tutors and enriching discussions with other students, in and out of the classrooms; we really felt part of a proper university

Sadly, economic restraint means fewer summer schools, but to my mind just as sad is that tutorials seem to be turning into lectures. Tutors are naturally trying to impart succinct and relevant knowledge in one two-hour meeting a month, but I do miss the back-and-forth argument that is part of the enjoyment of studying, and I am not alone. A recent report from the Association of Teachers and Lecturers concluded that there is ‘an over-reliance on teachers talking and pupils listening,’ leaving them cut-off from valuable ‘dialogue with peers.’ This can apply to mature students too.

One solution might be to extend the group meetings to 2½ hours. The extra time would be enough to get a coffee and have a general discussion on what the tutor had been saying, and how it had been understood – each student’s interpretation is almost guaranteed to be different!

Catherine White is studying U210 and DD100, in her final year (hopefully) towards a literature degree

Do you have a gripe or would like to share something interesting with other OU students? If so send us an article of no more than 250 words to The Editor, sesame, The Open University, Walton Hall, Milton Keynes, MK7 6AA or email your contribution to sesame@open.ac.uk Please include contact details and a daytime telephone number. We pay £50 for each contribution used.

DEBATE

Is choice always a
good thing?

ALL OU students used to be expected to attend residential school as part of their foundation course, or to plead for an excusal. Now fewer and fewer students are making the trek to ‘summer school,’ and the university is moving away from making them an integral part of OU courses. But is this a move in favour of student choice, or are too many students missing out on a experience which would have enriched their studies and their lives? And if you are a student who hasn’t decided whether or not to attend a residential school, what should you do?

EVERY STUDENT SHOULD HAVE ONE

ICAN see why there is a pressure for the discontinuation of summer schools, as in the frantically busy 21st century people do not feel that they should have to give a week of their holiday over to study.

When I was an OU undergraduate I was also parenting three very young children. I managed to get an excusal from my foundation course summer school, and my main feeling was relief. The following year, my parents offered to help with the children, so I had no excuse. The first morning of summer school I got up far too early, used to allowing enough time to dress, cajole and feed three children. I sat in the silence, realising that I actually had some time to think... I could read my books for half an hour and no one would shout ‘mummy!’

Enhanced sense of self

Little did I realise that was just the first developmental experience I was going to have that week. Suddenly I was just Pam, someone who had a huge amount in common with all the other people with whom I interacted. No one ever thought of me as ‘the twins’ mum’ or ‘Chris’ wife’. The sense of self that had developed remained with me, and was further enhanced by two more experiences of summer school in subsequent years.

While it is certainly possible to put the academic content of summer schools into online courses or a series of day schools, what only summer school can do is take the student out of his or her everyday environment for

“Every OU undergraduate owes him or herself at least one experience of summer school”

one precious week of their course, and give them an experience of being completely immersed in their studies away from the slings and arrows of everyday life. Many students, like myself, find this a source of personal development that gives them a much needed confidence boost that they can take into a new career, post degree. Others might find it an oasis of calm away from a frantic working environment, that allows them to give some undivided attention to their studies, underpinning a better final grade than they would have achieved if they had covered the whole content of the module in fractured pieces.

And finally summer school is fun – that small amount of time to ‘stand and stare’ that is so helpful when developing new areas of cognition, a chance to properly discuss course concepts with other interested individuals, a new circle of friends and acquaintances with similar interests, and a refreshing break from everyday chores and worries. I think every OU undergraduate owes him or herself at least one experience of summer school.

Dr Pam Jarvis, former OU student and now Assistant Staff Tutor (Education) and ED840 and DSE212 Tutor, Region 07 (Yorkshire)

IT'S UP TO THE INDIVIDUAL TO CHOOSE

NOT everyone enjoys residential school. But there is an overwhelmingly positive response from those who have attended. However, evidence collected in the late 1990s suggested that more students were deterred from courses with embedded residential schools than were attracted to them.

And throughout the 1990s steadily increasing numbers of students were being granted 'excusal' from attending embedded residential schools, mainly because of caring responsibilities or work commitments. In some instances this was approaching a quarter of those who eventually completed the course.

The answer was to start again by re-defining what outcomes should be essential for the achievement of a particular end result, be it a course, certificate, diploma or degree, and then ensuring that all those who qualify with that award have achieved those outcomes.

If certain outcomes can only be achieved in a face-to-face context, then satisfactory participation in a residential school or day school is a must for all students hoping to

gain those outcomes, and hence the award. It then becomes possible to specify which particular residential schools should be compulsory for which awards. Students should be the ones to decide whether they want that award enough to complete the residential school.

"I should not like us to return to telling students we know what's best for them"

The idea of 'compulsion' to attend residential schools has therefore shifted – away from the university insisting that students attend but allowing them not to if they have a good excuse, and towards making it clear what students will achieve by attending and then putting them in control of when and how they do so.

Some academic areas have been able to develop alternative ways of achieving the learning outcomes normally delivered at residential school, so they can offer students an opportunity to complete the course with or without it. In other areas, notably those requiring the use of laboratory or workshop equipment, this is impractical or

impossible; for them, presenting the residential school provision under separate course codes is a simple solution. Students can decide for themselves when it is appropriate to complete the residential school courses that will be needed for the award towards which they are working.

There is no question that far fewer students are currently attending residential schools than was once the case. But what does that say? Is it that we are not working hard enough to insist that students go to summer school 'for their own good'? Or are we attracting far more students who simply cannot find or make the time in their over-burdened lives to take a week out during the summer for educational benefit? I should like to think that The Open University could do a lot more to extol the virtues and attractions of residential schools. I should not like to see us return to telling students we know what's best for them.

**Mark Endean, OU Senior Lecturer
in Technology at The Open University
and chair of the (unembedded)
residential school TXR220
Engineering in action**



Summer schools: students find them life-enhancing but fewer and fewer are attending

Many thanks to all those who sent in their views; almost everyone who did thought summer schools are immensely valuable. The views of OU staff expressed here are personal and do not necessarily represent those of the university.

results

Course results 2004

Below is **sesame's** guide to the results of most of the 30 and 60 point courses that ended in October 2004 – they do not include results of other completion periods earlier in the year and some very low population courses. Don't be put off by a low pass rate as results vary from year to year and an aggregate figure gives little guidance to any individual's chance of success.

Key to abbreviations

Fin Reg	No. of finally registered students on course
Freg E/ECA (%)	Percentage of finally registered students examined/submitting end of course assessment (E/ECA)
Freg pass (%)	Percentage of finally registered students who passed
E/ECA pass (%)	Percentage of those examined/submitting end of course assessment who passed

* A103, DD121 and DD122 have continuous assessment only on the course. The figures in the pass columns reflect those who passed on continuous assessment.

Some results still pending at time of press, resulting in minor discrepancies.

Course Code	Fin reg	Freg E/ECA (%)	Freg pass (%)	E/ECA pass (%)	GRADE			
					1 (%)	2 (%)	3 (%)	4 (%)
A103	7043	91.3	66.9	73.3				73.3
A207	1330	73.7	69.0	93.7	10.8	30.5	38.7	13.7
A209	524	71.0	69.7	98.1	21.5	47.6	22.3	6.7
A210	1890	68.5	66.2	96.6	13.4	30.2	37.8	15.1
A211	589	56.4	54.2	96.1	11.1	41.3	31.3	12.3
A213	656	59.8	51.7	86.5	12.5	38.5	20.2	15.3
A214	592	72.1	65.2	90.4	12.6	31.4	30.9	15.5
A216	1044	67.7	65.3	96.5	9.5	37.2	34.9	14.9
A218	512	75.6	71.3	94.3	11.4	33.6	35.4	14.0
A220	984	56.4	52.5	93.2	11.9	35.5	28.3	17.5
A221	792	65.2	62.6	96.1	8.1	28.9	45.7	13.4
A295	614	58.3	57.0	97.8	31.0	38.5	21.5	6.7
A296	431	49.4	44.1	89.2	39.9	25.4	13.6	10.3
A297	677	42.8	36.9	86.2	31.7	27.9	16.9	9.7
A354	384	69.0	66.1	95.8	9.4	37.0	37.0	12.5
A396	217	65.9	63.1	95.8	20.3	44.1	21.7	9.8
A424	194	75.8	75.3	99.3	15.6	42.2	28.6	12.2
A425	119	67.2	64.7	96.2	17.5	36.2	26.2	16.2
A426	53	64.2	64.2	100.0	11.8	35.3	26.5	26.5
A427	100	57.0	54.0	94.7	24.6	24.6	31.6	14.0
A428	200	77.5	76.5	98.7	16.1	43.2	30.3	9.0
A430	86	68.6	66.3	96.6	15.3	42.4	20.3	18.6
A432	65	61.5	61.5	100.0	25.0	37.5	27.5	10.0
A433	86	76.7	74.4	97.0	19.7	39.4	30.3	6.1
A811	51	82.4	80.4	97.6	19.0			78.6
A812	48	95.8	95.8	100.0	8.7			91.3
A813	67	83.6	80.6	96.4	5.4			91.1
A817	116	83.6	81.9	97.9	33.0			64.9
A821	36	83.3	83.3	100.0	36.7			63.3
A822	41	78.0	65.9	84.4	9.4			75.0
A823	45	80.0	71.1	88.9	13.9			75.0
A824	64	79.7	67.2	84.3	11.8			72.5
A827	72	83.3	73.6	88.3	18.3			70.0
A837	41	90.2	80.5	89.2	37.8			51.4
A840	253	72.3	70.4	97.3	12.0			85.2
A850	113	55.8	47.8	85.7	9.5			76.2
A851	52	86.5	80.8	93.3	15.6			77.8
A857	50	84.0	72.0	85.7	21.4			64.3
A860	71	77.5	74.6	96.4	10.9			85.5
A861	33	90.9	84.8	93.3	20.0			73.3
A867	42	90.5	88.1	97.4	44.7			52.6
A870	86	65.1	65.1	100.0	10.7			89.3
A871	67	89.6	80.6	90.0	20.0			70.0
AA300	196	80.1	77.0	96.2	1.3	37.6	35.7	21.7
AAZX300	50	76.0	70.0	92.1	2.6	34.2	39.5	15.8
AA301	198	69.7	62.6	89.9	11.6	43.5	26.8	8.0
AA302	288	75.0	70.8	94.4	12.0	26.4	41.7	14.4

Course Code	Fin reg	Freg E/ECA (%)	Freg pass (%)	E/ECA pass (%)	GRADE			
					1 (%)	2 (%)	3 (%)	4 (%)
AA303	358	83.0	76.5	92.3	13.5	27.6	33.0	18.2
AA304	121	76.9	74.4	96.8	15.1	47.3	29.0	5.4
AA305	376	76.9	71.3	92.7	10.4	36.7	31.8	13.5
AA306	542	86.5	82.3	95.1	15.1	28.4	32.6	19.0
AA309	502	78.9	75.3	95.5	6.3	35.9	42.4	10.9
AA310	517	73.3	69.2	94.5	11.9	33.0	37.2	12.4
AA311	190	67.9	66.8	98.4	8.5	49.6	31.0	9.3
AA312	388	81.2	75.0	92.4	10.2	38.4	26.7	17.1
AA313	223	76.7	72.2	94.2	12.3	28.7	44.4	8.8
AA314	259	73.4	68.3	93.2	8.4	28.4	34.7	21.6
AA316	1375	78.0	67.9	87.0	9.9	27.9	31.4	17.8
AA318	423	81.1	78.5	96.8	13.7	42.6	29.4	11.1
AA810	243	72.4	65.8	90.9	19.3	0.0		71.6
AA820	178	65.7	60.7	92.3	12.0	0.0		80.3
AD317	386	80.3	78.2	97.4	5.5	40.6	38.4	12.9
AS208	261	75.9	70.5	92.9	25.3	24.7	25.8	17.2
AT308	229	83.0	73.8	88.9	8.4	25.8	41.1	13.7
B200	996	50.7	41.1	81.0	6.9	19.6	28.7	25.7
B202	606	59.7	52.0	87.0	3.6	21.3	28.5	33.7
B300	224	69.2	52.7	76.1	9.0	25.2	20.6	21.3
B680	902	45.3	27.7	61.1	5.4	23.2		32.5
B713	508	83.1	71.7	86.3	4.3	13.7		68.2
B736	445	64.5	56.2	87.1	3.5	14.6		69.0
B820	781	77.1	61.7	80.1	0.0	6.5		73.6
B821	498	77.3	62.9	81.3	1.6	10.9		68.8
B822	641	91.6	87.5	95.6	1.4	14.7		79.6
B825	766	88.9	81.5	91.6	1.2	13.8		76.7
BM240	186	47.3	38.7	81.8	13.6	17.0	21.6	29.5
D214	499	64.9	62.1	95.7	15.1	38.6	28.7	13.3
D215	571	76.0	73.7	97.0	10.6	32.9	39.4	14.1
D218	1239	59.2	52.5	88.6	10.6	27.2	33.9	16.8
D309	1576	82.9	78.6	94.8	6.4	41.2	38.2	9.1
D315	1092	74.9	67.3	89.9	8.8	23.6	32.9	24.6
D316	312	75.0	70.2	93.6	7.7	29.9	41.9	14.1
D317	2044	74.8	69.7	93.2	14.4	30.3	32.6	15.8
D318	389	78.4	76.1	97.0	9.5	35.1	38.7	13.8
D319	303	70.0	66.7	95.3	11.8	35.4	39.2	9.0
D820	478	62.6	55.4	88.6	7.0			81.6
D830	113	81.4	77.0	94.6	5.4			89.1
D832	66	86.4	83.3	96.5	14.0			82.5
D844	205	80.0	77.1	96.3	1.8			94.5
D850	62	75.8	66.1	87.2	14.9			72.3
D852	46	78.3	69.6	88.9	8.3			80.6
D860	156	76.9	71.2	92.5	10.0			82.5
D862	31	83.9	71.0	84.6	11.5			73.1
D864	67	80.6	76.1	94.4	3.7			90.7
DD100	9220	91.0	57.0	62.7				62.7

results

Course Code	Fin reg	Freg E/ECA (%)	Freg pass (%)	E/ECA pass (%)	GRADE				Course Code	Fin reg	Freg E/ECA (%)	Freg pass (%)	E/ECA pass (%)	GRADE			
					1 (%)	2 (%)	3 (%)	4 (%)						1 (%)	2 (%)	3 (%)	4 (%)
DD121	497	92.6	54.7	59.1				59.1	M206	1772	57.6	54.4	94.5	21.2	27.3	28.8	17.3
DD122	689	94.3	80.8	85.7				85.7	M248	794	68.0	63.2	93.0	23.0	23.3	26.9	19.8
DD200	404	66.8	63.6	95.2	14.8	43.0	31.1	6.3	M263	600	73.2	70.7	96.6	26.0	32.3	28.2	10.0
DDZX200	107	64.5	63.6	98.6	30.4	40.6	20.3	7.2	M301	1335	71.5	63.2	88.5	12.2	26.8	31.1	18.3
DD201	858	64.3	56.9	88.4	7.6	22.6	31.5	26.6	M336	330	72.4	68.8	95.0	15.9	34.7	34.3	10.0
DD202	777	60.6	50.6	83.4	5.5	20.8	31.2	25.9	M337	369	69.4	63.4	91.4	30.1	24.2	22.7	14.5
DD302	168	79.2	77.4	97.7	8.3	41.4	33.1	15.0	M343	429	70.6	60.1	85.1	18.8	32.7	16.8	16.8
DD304	518	81.7	80.3	98.3	10.2	44.9	37.6	5.7	M346	367	74.1	65.1	87.9	10.7	34.2	26.1	16.9
DD305	381	72.2	64.6	89.5	14.2	29.5	34.2	11.6	M358	1346	71.2	63.2	88.6	6.3	20.4	30.9	31.1
DSE212	4084	61.0	53.1	87.0	8.2	20.9	37.2	20.7	M360	678	70.9	59.0	83.2	2.7	20.6	31.8	28.1
DT840	202	77.2	66.8	86.5	5.1	0.0	0.0	81.4	M361	220	58.2	51.4	88.3	15.6	31.2	27.3	14.1
DU301	492	79.1	76.0	96.1	13.9	42.9	28.3	11.1	M373	263	71.5	63.5	88.8	21.8	22.9	30.9	13.3
DU310	510	79.4	75.5	95.1	7.7	31.6	37.8	18.0	M381	367	68.7	64.3	93.7	21.8	29.8	22.6	19.4
E123	1670	68.5	61.4	89.6				89.6	M801	150	68.7	47.3	68.9	6.8			62.1
E124	1947	75.4	65.8	87.2				87.2	M821	64	65.6	53.1	81.0				81.0
E243	449	70.2	68.4	97.5	11.4	37.1	38.4	10.5	M823	94	72.3	67.0	92.6				92.6
E300	579	77.2	74.4	96.4	8.3	25.3	45.6	17.2	M826	45	80.0	73.3	91.7				91.7
E801	331	75.2	68.9	91.6				91.6	M828	30	76.7	76.7	100.0				100.0
E828	209	78.5	72.7	92.7				92.7	M829	36	83.3	83.3	100.0				100.0
E829	216	82.4	75.0	91.0				91.0	M833	54	74.1	64.8	87.5				87.5
E831	153	73.2	61.4	83.9				83.9	M835	60	80.0	75.0	93.8				93.8
E835	210	75.2	66.2	88.0				88.0	M836	55	76.4	70.9	92.9				92.9
E836	249	66.7	63.9	95.8				95.8	M865	388	71.6	65.5	91.4	2.5	45.7		43.2
E839	167	80.8	74.3	91.9				91.9	M873	133	79.7	69.9	87.7	9.4	25.5		52.8
E841	217	71.4	61.8	86.5				86.5	M874	142	78.9	73.2	92.9	15.2	33.0		44.6
E842	100	82.0	77.0	93.9				93.9	M876	187	75.9	61.0	80.3	3.5	19.7		57.0
E843	83	86.7	85.5	98.6				98.6	M877	130	82.3	77.7	94.4	2.8	28.0		63.6
E844	213	81.2	73.7	90.8				90.8	M878	186	76.9	65.1	84.6	5.6	12.6		66.4
E845	177	75.7	65.5	86.6				86.6	M879	117	87.2	74.4	85.3	1.0	22.5		61.8
E849	348	77.9	75.6	97.0				97.0	M880	155	70.3	60.0	85.3	4.6	33.9		46.8
ED209	3560	62.6	57.0	91.0	9.8	27.7	34.8	18.7	M881	77	70.1	66.2	94.4	14.8	50.0		29.6
ED840	422	78.4	67.8	86.4	0.0	0.0	0.0	86.4	MA290	331	57.7	52.3	90.6	20.4	29.3	25.1	15.2
EK310	616	76.5	70.3	91.9	5.5	36.7	36.3	13.4	MDST242	303	72.6	67.0	92.3	20.9	37.7	20.9	12.7
H802	46	80.4	76.1	94.6	13.5			81.1	ME825	82	70.7	67.1	94.8				94.8
H804	39	89.7	84.6	94.3	8.6			85.7	MS221	1826	62.9	53.9	85.6	18.4	21.4	23.5	22.4
H850	42	61.9	50.0	80.8				80.8	MST121	3109	58.2	53.4	91.7	22.9			68.8
K100	4377	64.2	59.9	93.4	15.3			78.1	MST207	659	73.1	66.2	90.5	25.5	22.6	23.7	18.7
KYN100	260	97.3	93.1	95.7	11.1			84.6	MST322	241	61.0	49.8	81.6	17.7	26.5	21.8	15.6
KZX100	458	55.0	51.7	94.0	19.4			74.6	MT262	1208	61.5	58.0	94.3	33.2	29.6	20.7	10.8
KYN107	128	91.4	91.4	100.0	12.8			87.2	MT365	552	78.6	74.8	95.2	15.7	35.7	26.0	17.7
K111	973	93.1	87.8	94.3				94.3	MU120	2302	51.0	49.7	97.6				97.6
K201	532	68.0	63.3	93.1	5.5	39.0	32.0	16.6	S103	4016	62.8	61.0	97.1				97.1
K202	672	61.8	56.5	91.6	6.3	22.2	38.6	24.6	S204	673	57.4	49.3	86.0	12.7	26.9	25.6	20.5
K203	550	72.2	67.6	93.7	3.0	20.4	33.8	36.5	S205	402	60.9	53.7	88.2	25.3	20.0	25.3	17.6
K204	1006	66.5	61.2	92.1	3.6	29.3	37.1	22.1	S207	568	66.2	52.3	79.0	16.2	23.7	25.3	13.8
K205	280	67.5	59.6	88.4	6.9	22.2	36.0	23.3	S216	547	71.3	64.0	89.7	12.3	25.1	29.5	22.8
K215	576	94.1	86.6	92.1	5.2	29.5	30.8	26.6	S260	839	62.8	51.1	81.4	19.7	28.1	19.4	14.2
K222	72	88.9	73.6	82.8	3.1	23.4	35.9	20.3	S267	484	62.8	56.0	89.1	17.4	21.4	27.0	23.4
K223	154	57.8	48.7	84.3	5.6	27.0	30.3	21.3	S268	393	70.5	63.9	90.6	14.1	29.2	27.4	19.9
K224	259	93.8	82.6	88.1	4.5	27.2	28.4	28.0	S269	486	66.9	60.7	90.8	11.7	34.5	32.3	12.3
K257	817	59.6	47.0	78.9	6.8	16.4	29.4	26.3	S280	556	68.9	65.5	95.0	12.3	33.4	26.6	22.7
K260	759	61.7	54.2	87.8	4.5	21.8	39.1	22.4	S282	536	53.7	48.5	90.3	14.9	32.6	23.3	19.4
K267	275	78.9	73.1	92.6	6.0	18.9	47.0	20.7	S283	414	66.4	62.8	94.5	11.6	35.6	32.4	14.9
K268	91	89.0	79.1	88.9	0.0	22.2	35.8	30.9	S292	211	19.9	19.9	100.0	26.2	31.0	38.1	4.8
K269	736	80.4	75.3	93.6	6.9	38.0	36.0	12.7	S293	257	24.5	24.5	100.0	23.8	50.8	23.8	1.6
K302	421	72.2	63.7	88.2	6.2	29.9	27.3	24.7	S320	691	70.6	57.7	81.8	5.1	17.0	35.5	24.2
K303	449	72.6	67.5	92.9	6.7	31.6	34.0	20.6	S324	293	71.0	60.4	85.1	13.0	27.9	22.1	22.1
K307	119	67.2	58.8	87.5	1.2	22.5	31.2	32.5	S328	264	79.2	73.1	92.3	11.0	26.8	35.4	19.1
L120	1067	56.8	53.3	93.9	15.0			78.9	S330	553	72.2	57.7	79.9	6.8	20.1	34.8	18.3
L130	321	55.5	51.7	93.3	29.2			64.0	S339	273	82.1	72.2	87.9	14.7	36.6	20.1	16.5
L140	554	54.3	52.3	96.3	10.6			85.7	S343	238	61.8	57.6	93.2	25.9	36.1	22.4	8.8
L193	467	49.9	45.4	91.0	31.3			59.7	S344	214	71.0	64.0	90.1	19.1	32.2	24.3	14.5
LZX193	188	49.5	44.7	90.3	30.1			60.2	S357	243	50.2	45.3	90.2	28.7	27.0	22.1	12.3
L194	1622	53.9	50.2	93.2	25.2			68.1	S365	417	64.7	47.5	73.3	7.0	24.1	21.1	21.1
LZX194	508	49.0	45.3	92.4	18.1			74.3	S369	320	77.2	67.2	87.0	8.1	23.1	35.6	20.2
L203	183	78.7	72.7	92.4	23.6	39.6	24.3	4.9	S377	381	60.4	48.3	80.0	10.4	23.5	24.3	21.7
L204	349	81.1	73.1	90.1	16.3	39.9	28.6	5.3	S381	222	66.7	58.6	87.8	11.5	35.8	25.0	15.5
L211	476	70.8	66.8	94.4	8.3	35.9	43.3	6.8	S802	81	72.8	63.0	86.4	13.6	16.9		55.9
LZX211	51	74.5	66.7	89.5	7.9	50.0	21.1	10.5	S804	66	75.8	72.7	96.0	20.0	18.0		58.0
L302	478	79.7	72.6	91.1	7.6	24.7	33.6	25.2	S807	114	79.8	72.8	91.2	28.6	37.4		25.3
LZX302	77	87.0	77.9	89.6	9.0	14.9	20.9	44.8	S809	76	73.7	64.5	87.5	26.8	33.9		26.8
L310	516	79.3	73.6	92.9	9.0	37.2	38.1	8.6	S810	37	78.4	78.4	100.0	44.8	27.6		27.6
L313	187	76.5	70.6	92.3	18.9	37.8	30.8	4.9	SD226	1090	59.0	55.6	94.2	11.2	29.2	34.7	19.1
L314	310	77.4	74.8	96.7	13.8	47.5	28.3	7.1	SD329	493	70.6	65.1	92.2	21.3	25.9	27.6	17.5
M150	3777	66.2	64.3	97.2				97.2	SD805	196	81.6	79.6	97.5	11.9	26.9		58.8
M203	654	72.6	65.1	89.7	30.1	31.6	17.5	10.5	SEH806	111	82.9	80.2	96.7	17.4	23.9		55.4

results

Course Code	Fin reg	Freg E/ECA (%)	Freg pass (%)	E/ECA pass (%)	GRADE			
					1 (%)	2 (%)	3 (%)	4 (%)
SK220	1390	54.5	47.8	87.6	7.8	33.1	31.7	15.0
SMT356	335	57.3	46.6	81.2	25.5	18.8	28.1	8.9
SMXR356	130	83.8	74.6	89.0	37.6	40.4	8.3	2.8
ST240	284	68.7	64.1	93.3	25.1	30.3	27.2	10.8
SXG390	88	85.2	84.1	98.7	21.3	49.3	21.3	6.7
SXM390	34	73.5	67.6	92.0	56.0	24.0	8.0	4.0
T171	2752	52.1	49.5	95.0				95.0
T172	989	58.4	54.6	93.4	16.6			76.8
T173	709	61.1	57.4	94.0	19.2			74.8
T187	159	83.6	81.1	97.0				97.0
T191	732	61.6	60.2	97.8				97.8
T205	471	58.4	55.0	94.2	9.8	29.5	36.0	18.9
T206	333	72.1	66.4	92.1	13.3	29.2	30.0	19.6
T207	499	71.1	62.3	87.6	5.9	28.2	21.7	31.8
T209	1380	72.3	66.6	92.1	14.1	27.9	30.1	20.0
T210	363	68.6	55.9	81.5	6.0	18.1	30.5	26.9
T211	410	69.5	68.0	97.9	17.2	33.0	31.9	15.8
T223	1067	55.7	46.4	83.3	16.5	23.6	23.6	19.7
T302	424	85.8	84.2	98.1	19.2	33.2	34.3	11.3
T303	294	73.8	67.0	90.8	14.3	30.0	30.9	15.7
T305	1107	75.2	65.9	87.5	12.7	27.5	26.9	20.4
T306	409	72.4	70.4	97.3	2.4	48.0	30.1	16.9
T323	226	54.4	48.2	88.6	26.8	25.2	27.6	8.9
T327	330	55.5	44.5	80.3	23.5	28.4	14.8	13.7
T331	291	59.1	42.6	72.1	10.5	14.5	19.2	27.9
T353	122	74.6	62.3	83.5	19.8	34.1	18.7	11.0
T354	175	62.9	54.3	86.4	25.5	28.2	18.2	14.5
T355	156	78.2	76.3	97.5	23.0	23.8	35.2	15.6
T396	758	58.6	53.7	91.7	15.1	27.3	31.8	17.6

Course Code	Fin reg	Freg E/ECA (%)	Freg pass (%)	E/ECA pass (%)	GRADE			
					1 (%)	2 (%)	3 (%)	4 (%)
T397	179	90.5	87.7	96.9				96.9
T402	99	87.9	85.9	97.7	9.2	37.9	39.1	11.5
T801	98	90.8	32.7	36.0				36.0
T823	37	86.5	83.8	96.9	21.9	56.2		18.8
T833	47	68.1	66.0	96.9	6.2	28.1		62.5
T834	81	81.5	65.4	80.3	3.0	13.6		63.6
T835	79	82.3	69.6	84.6	0.0	12.3		72.3
T837	59	67.8	49.2	72.5	2.5	7.5		62.5
T839	23	87.0	87.0	100.0	35.0	25.0		40.0
T840	62	93.5	85.5	91.4	5.2	34.5		51.7
T842	34	82.4	58.8	71.4	0.0	10.7		60.7
T860	69	82.6	78.3	94.7	19.3	54.4		21.1
T862	60	90.0	81.7	90.7	1.9	29.6		59.3
T882	45	64.4	64.4	100.0	3.4	48.3		48.3
TA225	654	55.0	47.6	86.4	8.9	23.9	29.2	24.4
TU870	112	70.5	67.9	96.2	16.5	41.8		38.0
TU871	91	78.0	76.9	98.6	16.9	38.0		43.7
TU872	38	81.6	68.4	83.9	12.9	35.5		35.5
U205	578	59.5	52.1	87.5	7.3	23.5	34.0	22.7
U210	1618	67.1	58.1	86.6	9.4	23.5	37.1	16.6
U212	860	72.6	68.8	94.9	6.2	27.2	46.8	14.6
U213	570	73.9	69.3	93.8	17.3	34.9	25.2	16.4
UZX213	152	68.4	64.5	94.2	15.4	45.2	22.1	11.5
U216	955	74.7	69.4	93.0	2.9	24.1	40.1	25.8
U316	413	73.6	71.4	97.0	11.8	54.9	21.4	8.9
W200	1611	55.2	46.2	83.7	9.1	17.8	31.6	25.3
W201	937	73.5	58.0	78.8	15.4	23.5	23.9	16.0
W300	723	80.9	67.6	83.6	7.5	19.7	27.5	28.9
W301	499	85.4	76.8	89.9	22.8	33.1	27.2	6.8

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OU's foundation degree is aimed at those working with 13- to 19-year-olds in an informal setting

Degree in a growth area

Are you working with young people and looking for a programme of study that leads to a qualification? A new OU foundation degree may be just what you need

THE OU's new foundation degree in Working with Young People provides a distance learning route to qualification which meets the needs of a wide variety of students who are or aim to be engaged in work with young people aged 13 to 19, within an informal education setting. This is a setting where the person participates voluntarily and where the focus is on the learning and personal development of young people. Students may be working in either statutory or voluntary roles – as youth workers, learning mentors, Scouts/Guides leaders, sports or after-school club leaders or providing specialist advisory/support work with young people.

Students completing the foundation degree will receive JNC (Joint Negotiating Committee for youth and community workers) recognition as a professionally qualified youth worker, so the award is ideal for unqualified youth or support workers looking for a programme of study which clearly links with a qualification route.

Widely endorsed

The foundation degree in Working with Young People is also endorsed by the Department for Education and Skills as meeting the Statement of Requirement for Sector-Endorsed Foundation Degrees in Working with Young People and Young People's Services. The sector includes a wide range of organisations which provide services for young people, in the public, private, voluntary or community sectors. They include Connexions, Youth Services, Careers Guidance, Education Welfare, Learning Mentors and young people's charitable

organisations. People working in these services, particularly those concerned with the development, support and guidance of young people, will find that the OU's foundation degree in Working with Young People will provide them with the initial education and training needed to work with young people in any or all of these contexts.

Students who want an initial qualification, or who want to find out if this particular area of work appeals, may be interested in the integral 90-point Certificate in Working with Young People. The Certificate has already been recognised on the National Qualifications Framework and is awaiting National Youth Agency endorsement as a Youth Support Worker qualification.

Employers or voluntary organisations who support students on the programme benefit from an employers' briefing pack and supervision toolkit explaining the foundation degree model, their roles, including observation of practice and professional supervision, advice on supporting students, and how to capitalise on students' growing knowledge and confidence.

Students in smaller voluntary organisations who are unable to access these support roles will be provided with advice and guidance from The Open University which will facilitate links with other organisations and/or partners.

For more details visit the OU's website www.open.ac.uk/courses and key in 'G03' or 'C54' if you are interested in the Certificate. Alternatively, call +44 (0)1908 858650 or +44 (0)1908 653766 or email FELS-WWYP@open.ac.uk



Whether talking or texting, using language is a creative process

The art of English

TEXT messages, jokes, puns, story-telling – how we constantly play with our language is at the heart of a fascinating new OU course. E301 *The art of English* examines our creativity, from everyday conversation through to literature.

“Creativity in English is endemic,” says OU education lecturer Joan Swann. “Even asking someone something as simple as what they did today, – as soon as they start to answer they’re performing – constructing their answer is a creative process.”

So too is writing an effective advertising slogan, phrasing a joke to give the punchline maximum impact, using an internet chat room, writing a letter or even scrawling graffiti – all of which are examined in the 60-point course.

It is divided into two areas, everyday creativity and literary creativity. The first examines how English speakers routinely use forms of language often associated with literary texts in their everyday talk, such as word play, verbal humour, metaphorical imagery and even simple narratives of personal experience.

New English degree

The second strand, literary creativity, focuses on the devices used by poets, authors and other writing professionals, such as advertising agencies. “What distinguishes some of these texts as high quality literature while others are dismissed as ephemeral?” asks Ms Swann.

The art of English and another new course, E303 *Grammar in context* are the OU’s first-ever third-level English language courses and have been designed as part of the university’s combined English Language and Literature degree.

Students are expected to have some experience of language study and course chiefs say E301 is particularly appropriate for those who have completed U210: *The English language: past, present and future*.

The combined English Language and literature degree is the first major new Arts faculty award since the University began to offer named degrees.

For further details on this and all other OU courses or degrees visit www.open.ac.uk/courses and key in the relevant name or code. Or call 0870 333 4340.

AVOIDING SYSTEMS FAILURES

GAS and electricity companies send out the wrong bills; school terms start late because teachers haven’t been vetted; holiday makers queue for passports that should have been sent to them weeks ago. Why do so many information systems go wrong?

The reasons for such shortcomings are the topic of a fascinating new book by OU academics and an accompanying course T852 *Learning from IS failures*. Both teach

readers and students why such plans go awry and what can be done to better guarantee success.

“The course, which was built around the book, uses a systems model and teaches students to study in a sophisticated way what is missing in real life cases, and hence to see what could potentially go wrong,” said Geoff Peters, OU Professor Of Systems Strategy, who co-wrote the book with

course chair Joyce Fortune. “This course and the book will help all those who commission, manage, and work with new information systems,” he added.

For further information on the 15-point course, visit www.open.ac.uk/courses and key in T852. The book, *Information Systems: Achieving Success By Avoiding Failure* by Joyce Fortune and Geoff Peters is published by John Wiley & Sons priced £24.99.

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sesame READER SURVEY

Love it or hate it, now is your opportunity to have your say about **sesame**. Would you like more stories about students, details of new courses or more university news or is there anything you particularly dislike? We welcome your feedback.

As a way of saying thank you, all of those who supply their contact details will be entered into a prize draw to win a

three-night break for two in Cornwall, courtesy of Travelsmith.

Please complete the form, detach the pages and return to: **sesame** Readership Survey, Communications Group, The Open University, Walton Hall MK7 6AA by Friday 15 July.

Alternatively, click on www.open.ac.uk/sesame to complete the survey online.

When you receive sesame, do you read:

- All of it
- Most of it
- Just a few items

These items appear in sesame on a regular basis. Please rate them on a scale of 1 to 4 (1= not interesting, 4= very interesting)

	1	2	3	4
The Interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fifth Column	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Debate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OU research stories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other students' stories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crosswords	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University news	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Articles by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forthcoming BBC/OU TV and radio programmes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OU Student (the official publication of the Open University Students Association which appears within sesame)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you be interested in the following:

- | | | |
|------------------------------------------------|-----------------------|-----------------------|
| | yes | no |
| Comprehensive information about new OU courses | <input type="radio"/> | <input type="radio"/> |

- | | | |
|-----------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| | yes | no |
| In-depth features about topics of general interest, not necessarily directly connected with The Open University | <input type="radio"/> | <input type="radio"/> |
| More contributions by students | <input type="radio"/> | <input type="radio"/> |

Is there anything not mentioned above that you'd like to see in future issues of Sesame?

On a scale of 1 to 4, how would you rate: (1= poor, 4= excellent)

	1	2	3	4
Layout of content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Picture quality and use of pictures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paper quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Currently, sesame appears four times a year. Do you think:

- This frequency is about right
- I'd like more copies
- I'd like fewer copies

If you answered more/fewer, how many issues a year would you like to receive?

Do you look at sesame eXtra on the internet (www.open.ac.uk/sesame/)

- | | | |
|-----------------------|-----------------------|-----------------------|
| yes | no | no internet access |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

How frequently do you look at it?

- Less than once a month
- More than once a month
- Never

On a scale of 1 to 4, how interesting do you find it? (1= Not interesting, 4= very interesting)

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

There are plans to develop the sesame internet site. If the following were on the internet, would you read/use them:

	yes	no
Feature articles	<input type="radio"/>	<input type="radio"/>
Items for sale/personal ads	<input type="radio"/>	<input type="radio"/>
Debates	<input type="radio"/>	<input type="radio"/>
Details of social clubs	<input type="radio"/>	<input type="radio"/>
Forthcoming events	<input type="radio"/>	<input type="radio"/>

Would you be interested in receiving a regular e-newsletter by email?

- | | |
|-----------------------|-----------------------|
| yes | no |
| <input type="radio"/> | <input type="radio"/> |

Any other comments about sesame or sesame internet:



Something to shout about? Have your say

If you have the OU Life Screensaver installed on your computer, do you check it:

- Every day
- Once a week
- Never

Please state whether you have the screensaver installed at home or work:

- | | |
|-----------------------|-----------------------|
| home | work |
| <input type="radio"/> | <input type="radio"/> |

What do you think about the OU Life Screensaver?

- It is informative
- It makes me feel part of a university community
- The content is poor

If you haven't installed the OU Life Screensaver, is that because:

- It is incompatible with my computer
- I didn't know about it
- I don't like/do not use a screensaver

Prize Draw

To enter our prize draw to win a fabulous three-night break in Cornwall for two adults, courtesy of Travelsmith, please complete the details below.

The prize includes three nights' accommodation at the Tregurrian Hotel at Watergate Bay near Newquay in a twin/double standard room on a B&B basis. Offer is valid between 1 October and 27 November 2005 and from 25 February to 30 April 2006.

Name:

Student:

yes	no
<input type="radio"/>	<input type="radio"/>

Staff:

yes	no
<input type="radio"/>	<input type="radio"/>

PI/Staff Number:

Email address:

We are building up a list of students who would be happy to be contacted for their views on issues covered in sesame. If you would like to be included on this list please tick here.

SUPPORT

Different brains

Around 1,000 OU students are known to have dyslexia, but there are probably many more dyslexic students who have not been identified. **Peter Taylor-Whiffen** looks at how the OU can help, and dyslexic student **Fiona Sewell** shares her experiences

MANY people with dyslexia could improve their condition by eating fish oil, according to Professor John Stein of the Dyslexic Research Trust. He was the keynote speaker at a recent event held in the OU's West Midlands regional office in Birmingham, focusing on dyslexia.

His theory is that neurons which help synchronise the body's timing and motor skills can be weakened by a lack of unsaturated fatty acids normally provided by eating oily fish – so supplementing the diet with fish oils can help reduce some of the causes of the problems dyslexics face.

The Birmingham event for students and staff also highlighted the number of ways in which the OU supports dyslexic students.

Around 1,000 learners with the OU are known to have the disability, but it is believed there are countless others who have not declared it, in some cases because they are unaware they have it.

Students with dyslexia are given more time to take exams, can

access a dyslexia toolkit on the OU website and can also get reading aids, such as coloured acetates which enable some people with dyslexia to read more clearly.

Range of help

"The OU provides a range of help for dyslexic students," said Vicki Goodwin, Assistant Regional Director in the West Midlands, who attended the conference. "Workshops similar to the Birmingham one are held regularly in many regions, and they bring tutors together with students so they can hear about their problems first-hand.

"Dyslexic students can also have additional tutor sessions, and there are tutor guidelines to help them when it comes to marking such students' work."

Vicki has, with colleague Bonita Thomson, written a book for dyslexic adults, *Making Dyslexia Work For You*, which includes an interactive CD-Rom. Providing support for students with dyslexia is

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not simple, she explained. "Some additional needs can be provided for in such a way – for example when a mobility requirement is met, or a hearing loop installed – that study can then proceed unimpeded," she said. "But dyslexic-type difficulties all relate to study issues – reading, writing, organising materials, time and memory.

They are about the brain working differently – some may have trouble reading, others writing – so different support is needed for different students."

"The OU has understood this for a long time. We know that students with dyslexia learn in different ways – some through reading, some by getting the information aurally, through tapes and CDs rather than from the written word. There's a range of ways dyslexic students can get help with their studies."

The key for students, says Vicki, is if in doubt, ask. "I'd urge any dyslexic students who are worried about struggling to talk to their tutor, or call their regional office – they all have staff that can help. We've had a few instances where students have pulled out of courses because they struggled with the first TMA, and others who simply didn't enrol for courses they wanted to do, because they didn't think they would be allowed to do it, or that they could do it. But there are many different solutions. Ask, and someone will be able to advise you."

Students can receive more information by visiting www.open.ac.uk/disability/, click on 'services available' and then on 'dyslexia'. For information about Vicki and Bonita's book, visit <http://homepage.ntlworld.com/arthur.thomson/Links.htm>

Fiona's story

FIONA Sewell reads the course materials and writes the essays just like any other student – only it takes her a lot, lot, longer.

"I am quite slow at reading because I process every letter individually rather than by words," said the 43-year-old who



Dyslexia may make study harder, but it can be overcome

struggled at school owing to her undiagnosed dyslexia. "I finish 10 minutes after the rest of the class and miss the discussion."

Most students have at some time had the experience of finding something they've just read hasn't sunk in, but for Fiona this is a constant problem, she explains. "I am a 'flat reader'. A lot of my time is spent reading, not taking it in, then reading it again, and again. I may have to read something four times and then consolidate it.

"But if someone reads it to me, I can take it in. My verbal fluency is well above par."

The OU has been 'the light at the end of the tunnel' says Fiona, whose ambition is to qualify as a primary school reception class teacher. The OU provides one-to-one tutorials and a computer with special programmes. In exams she is allowed 15 minutes per hour extra.

"You still have to know your stuff, but it

can make the difference between a high grade and the next grade down," says Fiona, who in addition to dyslexia also has dyscalculia, difficulty with numbers.

As well as her OU studies, currently E115 *Supporting learning in primary schools*, Fiona is fighting her way through a pre-GCSE Maths course at a local college, where she finds it hard to get extra support.

She is impressed with what the OU has to offer by comparison, but it doesn't come quickly. "I joined the OU in May 2003 and told them straightaway I was dyslexic, but it took 12 months to get the additional help.

"But it is worth waiting for. Once it kicks in, things are better. My advice to anyone in this position is be patient, it is time-consuming. You have to keep on at it, reminding them.

Dyslexia hasn't so much as held her back, as slowed her down, says Fiona. "I would have got where I am much earlier on. You can get past dyslexia, it just takes time."

HOW TO IDENTIFY DYSLEXIA

NONE of these is conclusive, but indications to look out for are:

- Use of UPPER-CASE exclusively or randomly
- Letters back to front.
- Irregular size or awkward shape of writing, poor spacing.

- Random or non-existent punctuation.
- Missing letters or words.
- Spelling errors: the same word spelt in different ways, letters in the wrong order, phonic approximations, omission of syllables, errors in suffixes.

- Malapropisms – use of similar but wrong words.
- Non-standard sentence structure, an impression of inexperience in writing.
- Misinterpretation of questions.
- Difficulties in remembering

and following instructions.

- Variable sense of timing and time management.
- Problems with organising materials.
- Other short-term memory problems such as dealing with sequences.

Those who can, teach



The OU Careers Advisory Service handles more enquiries from OU students about entering teaching than any other profession. By Ellen Cocking

TEACHING can be a very fulfilling career but before you decide it's the one for you there is plenty of research you should do before making your final decision. To help make your options clearer you may wish to consider the following:

Where do you live?

There are considerable differences between training to teach in England, Northern and Southern Ireland, Scotland and Wales. If you are unsure of the next step contact your OU regional centre.

Choosing the right OU courses

What you study is crucial for entering teaching. You will need to choose courses that are appropriate for the age range and subject you wish to teach.

The booklet *Becoming a Teacher* (available online at www.open.ac.uk/becoming-a-teacher or from 0870 333 4340) has been prepared by the OU to help prospective and current students who are considering teaching as a career. It will help you decide which courses are relevant. Alternatively, talk your ideas over with an adviser at your OU regional centre.

Experience

Teaching experience is essential before you begin training. Prospective teachers ideally should have worked with children either in a voluntary capacity or in a school as an assistant. The OU offers places on the Student Associate Scheme (<http://sa-scheme.open.ac.uk/>, see page 30 for more information), which provides the opportunity to experience secondary school teaching in England.

In Wales there is a similar scheme called Prepared to Teach. For further details telephone the OU in Wales on +44 (0)29 2039 7911.

What age range to teach?

Be prepared with an answer to this question particularly in interviews for teacher training courses. Try to spend some time in both a primary and secondary (or post-16)



environment to observe the differences. One OU student gave this reason for opting for secondary: "I am very interested in science, especially new developments, so I thought that the 11-18 age range would be best, and more of a personal challenge."

Finding and applying for jobs in teaching

When you start looking at jobs, you will need to get your application noticed. Research any schools you are applying to and have a reason for applying to them. You will need to provide evidence of how you meet the person specification. One OU student commented: "Head teachers said that OU degrees showed great commitment on the part of the graduate. They were held in high esteem."

Further research

You can talk to advisers at your OU regional centre or by telephoning 0870 333 4340. Alternatively, visit:

- OU Courses website or prospectus for details of the OU Flexible PGCE.
- Prospects – Higher education careers site including teaching vacancies. Information on teaching English as a second language or as a foreign language is also available from the following website www.prospects.ac.uk/links/educationSB
- Teacher Training Agency

www.teach.gov.uk

● Department for Education and Skills, Fast Track into Teaching – www.fasttrackteaching.gov.uk

● Graduate Teacher Training Registry – www.gttr.ac.uk

● Gradireland provides Career information booklets for Ireland – www.gradireland.com/careers

● General Teaching Council for Northern Ireland – www.gtcni.org.uk

● Department of Education – Teachers Branch, produces a leaflet Qualified to Teach in Northern Ireland – www.deni.gov.uk

● Department of Education & Science (Republic of Ireland) www.education.ie

● General Teaching Council for Scotland – www.gtcs.org.uk

● Scottish Executive Teaching in Scotland produces the booklet Teaching in Scotland: It's the making of us. www.teachinginScotland.com

● General Teaching Council for Wales – www.gtcw.org.uk

● Further Education National Training Organisation – www.fento.org

You may be interested in a new OU foundation degree in Working with Young People. See page 21 for details.

In the next issue, Careers looks at psychology.

CASE STUDY

Catherine Kay – Teacher, Autistic Spectrum Disorder (ASD)

Why did you decide to go into teaching?

I had worked with young children in a variety of different ways, from work experience at school, through university and also as a classroom assistant. I enjoyed the contact with the children and got a lot of satisfaction from it. I was interested in special needs from studying psychology.

How did you choose the age range you teach?

I felt I would be more suited to the enthusiasm of the little ones. I didn't really fancy the hormones of teenagers.

What training did you do to qualify?

I did a full-time PGCE. It offered a component on educational psychology which related to special needs and offered a springboard to training as an educational psychologist.

What is your current post?

I work two to three days a week as teacher of Autistic Spectrum Disorder (ASD).

What skills do you use?

Lots of organisational skills – the children need to have very specific instructions otherwise they lose concentration and become very distressed.

I need to be very precise in how I communicate with the children – this means I am less able to inject my personal flair into how I do the job and it takes longer to develop relationships with the children.

Progress is often slow, but when you see the children achieve something it really is worthwhile.

Best and worst parts of the job

Best – to actually see the teaching working. Achievements are on the level of pre-school children so seeing them do something like match up some colours is a big development. Getting the children to accept change is another satisfaction.

Worst – it is a very physical job and at times I have to restrain the children. There is little room for errors – you have to be on top form all the time.

What advice would you give to someone considering teaching?

Get some experience and see how schools work. If you are considering special needs look for the possibility of an elective on special needs within your training and make sure that you find out about the background policies. You may not get into special needs immediately, so it's a good idea to do a Diploma or a Masters that helps you to get more knowledge and shows an interest.

CASE STUDY

David Marshall – Trainee Secondary Teacher

Why did you choose secondary level?

I am very interested in Science, especially new developments, so I thought that the 11-18 age range would be best, and more of a personal challenge.

How did you benefit from the OU's Student Associate Scheme?

The observational experience was extremely helpful. I watched several teachers in various subjects, from widely differing backgrounds: some had gone straight into teaching, others had worked in industry and a few had studied to PhD level. Their reasons for becoming teachers were similarly diverse as were their methods of teaching and the resources used. I came away very impressed with the school and thankful for the experience.

How, if at all, have your perceptions of teaching changed since you first began doing your training?

I know that the success of a teacher in a school depends to a large extent on the passion for the job within the whole school staff and the peer-support available. Whereas I had more support for teachers than the dismal picture often presented in tabloids, I must say now that since my first placement in a school in a relatively poor area I think that they are heroes. They do unsung and unpaid social work on an unmeasured-but-grand scale. Despite these problems I found that many teachers still love their job, and find it infinitely more satisfying than their previous jobs.

What skills are you developing?

I am developing communication, timing, presence, motivation, assessment, organisation and the understanding of pupils' needs to a level that I didn't think I would need. You have to act in front of this audience of children and when it's not working you know all about it, but when it does you feel terrific.

How did your OU study help you prepare for your current course?

My studies with the OU (S103 and related Level 1 courses, plus S207) provided me with the 120 points and the scientific and mathematical practice required to get on to my current BSc (Ed) Maths and Science teaching

The above case studies, and more, will be online on the Careers website.

Try before plunging in

A FORMER soldier, a flight attendant, an analytical chemist – different jobs, different faces, all with one goal. Each wants to become a teacher.

The Open University is now recruiting more students for its Student Associate Scheme, which is a way for students to get a taste of teaching and be paid for it. The government-sponsored scheme has proved popular for OU students in critical need teaching areas of Science, Maths, Geography, Design and Technology.

Former Staff Sergeant Adrian Davison spent 22 years in the Army as a vehicle mechanic, but now he has just been hired as a science teacher in a secondary school in Dagenham. Adrian said: "The Student Associate Scheme certainly opened my eyes to classroom life. It was a good introduction to teaching."

"The Student Associate Scheme is a way to get a taste of teaching and be paid for it"

Two levels available

Tracy Reeves, a full-time mother of three in Lancashire who recently completed her BSc (Hons), saw the scheme as "a make it or break it time" for whether she would actually enjoy teaching.

The Student Associate Scheme is divided into two parts: the first level is for students who have little or no experience of working in classrooms and includes a supervised placement in a classroom for 10 days.

The second level allows students who have an aptitude for, and commitment to, working in classrooms to come in straight to this level, along with those who have completed level one. Level two is based around a 20-day school placement.

The OU Careers Advisory Service

WE provide:

- a comprehensive Careers Advisory Service website www.open.ac.uk/careers
- careers publications such as: *OU Study and Your Career* and the *Career Planning & Job Seeking Resource Pack*
- individual careers consultations by telephone, email or face-to-face
- computer-aided guidance
- drop in advice at some regional events – check availability at <http://www3.open.ac.uk/contact/events.aspx>

Current students and students who completed their last course within the past two years are eligible for all these services. Please contact your OU regional centre for more information.

FirstClass conferences

The OU Careers Advisory Service will be running two FirstClass conferences in June. The conferences will be moderated by a professional careers adviser who will be able to answer questions related to the topic areas of Using Your Molecular Science Degree and Using Your Psychology Degree. Both conferences will run from 1 to 30 June. For further details visit the main Career Advisory conference located on the FirstClass homepage. During the time that the conferences are open, there will also be some information and a link from the Careers Advisory Service website www.open.ac.uk/careers

interview

Owen Merrick



Owen on Ben Lawers, Perthshire's highest mountain

“Driving HGVs is terminally boring”

Name: Owen Merrick.

Birthplace: Braunstone, Leicester.

Where do you live? A village called Alva in Clackmannanshire about five miles from Stirling. I have the Ochil hills behind the house and the Firth of Forth in front.

How do you make your living? I have driven HGVs for the last 15 years but it's a very hire-and-fire industry with lots of short-term contracts; it's also terminally boring. I've been looking for something more relevant to my studies. I've applied for dozens of jobs with organisations such as the geological survey, various environmental agencies, national parks and the like; so far I've only had one interview which I didn't get. At the moment I'm getting by with some temping (driving) work.

What are you studying at the moment?

I'm studying for a BSc in Geosciences, this year I'm doing S330 *Oceanography*, and this will leave only the geological project course to do.

Tell us about your previous OU study:

Maths or geological-based courses.

What newspapers/magazines do you read?

The Independent and two American magazines, *Sea Kayaker* and *Backcountry*, a skiing magazine.

Hobbies: Mountaineering, skiing, sea kayaking, wilderness travel, photography and occasionally sketching.

Favourite film: Nick Roeg's *Walkabout*, *Deliverance* and *The Odd Angry Shot*. The last one is the only war film I've seen that comes close to capturing what it feels like to be in combat.

Favourite book: Any of H.W.H Tillman's travel books, or *Visions of the Wild* by Maria Coffey.

How would you spend your ideal evening?

Female company, log fire, good food, red wine.

What do you miss most from your childhood?

I'm one of seven so I never got lonely.

What did you do last weekend?

I went out in my kayak on Loch Long. There were seals, porpoises, herons, buzzards, oystercatchers and Eider duck – and it wasn't that cold.

How do you picture retirement?

Travelling.
Name one way you've changed in the last 10 years: I'm a lot more cynical.

How would you treat yourself with £100?

A budget air ticket to Bilbao.

How would you spend £1million? I'd like to

think I'd use some of it to help the street kids of Peru and Bolivia.

What's your greatest achievement?

Surviving for so long! I've pulled off some pretty stupid adventures over the years and I'm still here to tell the tale.

What has been the best day of your life?

I'm hoping that will be tomorrow.

What would be your first act as President of Earth? I'd banish all religions.

Describe yourself in three words: Manic, introverted, dreamer.

What made you study with the OU? Being taunted, by my now ex-girlfriend, about my lack of qualifications.

What's the best thing about OU study? You study on your own.

And the worst? You study on your own.

Complete the following sentence: The OU would be better if... it were free.

If you would like to be featured in the interview please email your contact details and a brief description of the courses you are studying with the OU to sesame@open.ac.uk

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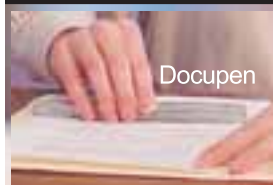


Jersey beaches

sandy beach of Watergate Bay. This quiet hamlet is four miles from Newquay and ten miles from Padstow. There are one- and two-bedroom apartments sleeping up to six people and most have sea views. **Holiday offer C180/OU**

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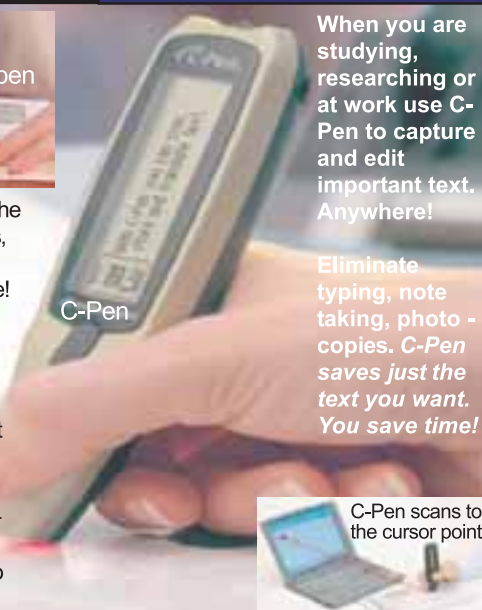
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people



Helen (centre) and Shani (second from left) wearing traditional Mongolian dress, with their hosts from the Mongolian Women Lawyers Association

In Genghis Khan's footsteps

WHEN civil servant Helen Jones embarked on her first OU course in the early '90s, she could never have imagined in her wildest dreams where her studies would take her.

Her ambition was simply to gain the degree she'd missed – now she has a new career as an academic which has recently taken her on a research trip to Mongolia.

Dr Helen Jones, as she now is, developed an interest in criminology thanks to her OU course in that subject, and has gone on to become principal lecturer in Criminology at Manchester Metropolitan University.

Now an expert in domestic violence, she was approached by the Mongolian Women Lawyers Association last year and invited, with colleague Dr Shani D'Cruze, to visit Mongolia to assess the implementation of new legislation against domestic violence.

Rapid and stressful social and economic change since the breakup of the Soviet Union in 1992 has been linked to a rise in domestic violence in the former Soviet country of Mongolia, she said. "With the collapse of the USSR their economy went into freefall, there was massive unemployment and a move by this traditionally nomadic population, away from the countryside into the capital Ulaanbaataar.

"In situations of economic strife, the brunt tends to be borne by the women who are trying to keep the family together."

During their visit in February this year Helen and her colleague forged contacts with key agencies including the Ministry of Justice

and visited the country's only women's refuge. "There were three main bedrooms with 15 beds crammed into them, and 18 women and their children sharing their mums' beds. There was no carpet, no curtains, one toilet and one black-and-white TV," said Helen.

But the future looks brighter in the wake of the new legislation, says Helen, with plans for more refuges and a new programme to deal with the perpetrators of domestic violence.

Helen hopes to return later this year to work alongside the Ministry of Justice in

developing a programme to train trainers who will work to raise awareness of domestic violence among professionals such as judges and the police.

Despite the serious nature of their work 'we had a most wonderful time', said Helen. They particularly enjoyed a visit to a traditional Mongolian 'ger' (tent), a type of accommodation which is still much in use in this vast, sparsely-populated country.

One challenge Helen's studies hadn't prepared her for were coping with wintertime temperatures averaging minus 25°C, she said. "Even the inside of your nose freezes up. You step off the plane and into the fresh air, and you can feel the ice forming in your nostrils."

You can see a weblog of the Mongolian trip, which was funded by the Committee for Central and Inner Asia Faculty of Oriental Studies, Cambridge, at www.mongoliandiary.blogspot.com

"The brunt of economic strife tends to be borne by the women"

competition

sesame crossword competition

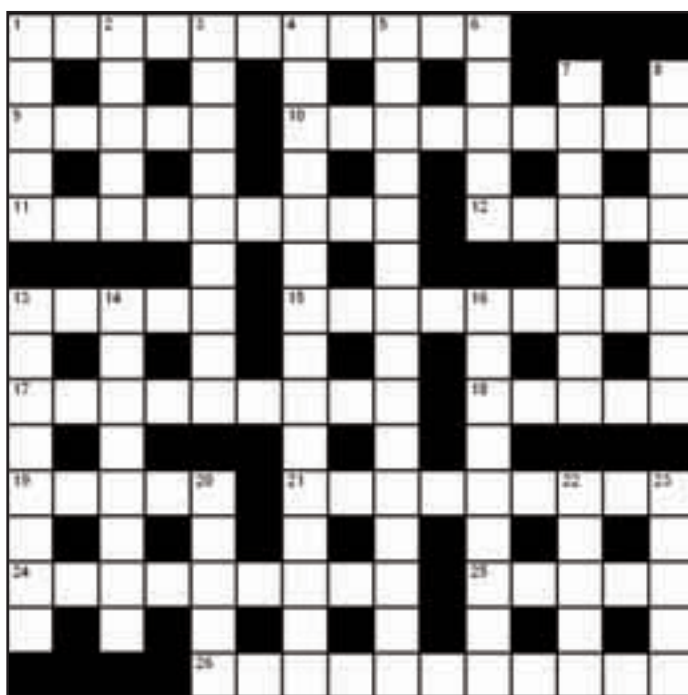
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WHY not wile away a summer evening filling in **sesame** summer crossword? Senders of the first three correct

solutions drawn out of the hat on 17 July will receive a copy of the *Chambers Dictionary*. In addition, the first one drawn will receive £75 cash courtesy of

sesame. Winners will be notified by telephone or email.

Details of *Chambers Dictionaries* can be found at www.chambers.co.uk



SESAME SUMMER CROSSWORD ENTRY FORM

Send your entry with the completed coupon to:
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Closing date 17 July 2005. Only one entry per person.

Name: _____
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Clues - Across

1. When did Greeks celebrate a subject of the Elgin Marbles? (11)
9. Flag, perhaps, carried by traditional Morris-dancers (5)
10. Lead off, hugging former sweetheart in dance (9)
11. A cordial and endearing disposition (9)
12. Holidaymaker, not very quiet, in German city (5)
13. Ex-boxer catches Zeus's lover dressing (5)
15. Diamond, for example, to assign to European centre (9)
17. Price revised, and revised price still not right – it's really steep (9)
18. Crook, about fifty, forming combine (5)
19. Discharge a man in weird clothing (5)
21. Alternative colour of flower that's normally blue or white (4-5)
24. At home, kid composed operetta (3,6)
25. Mites just about visible in air turbulence (5)
26. After a medal, pounds track (11)

Clues - Down

1. Bad smell round River Tyne, say? (5)
2. Beak holding Remove's first language class (5)
3. Conductor in comeback repeated after opera (9)
4. Cut up motorway to country house for this moment of truth? (11,4)
5. He will free everyone first, causing pandemonium (3,4,3,5)
6. A jolly alien piece of headgear (5)
7. BBC by radio destroyed – a tragedy! (8)
8. Help to put out fire, in turn (8)
13. Hook is remembered thus, with one at the start (8)
14. Having receptive pupils, all agog and alert (4-4)
16. Supported by runners, they turn up at the front (9)
20. Is mad about girls (5)
22. The inspiration for "Royalty at a Ball"? (5)
23. Lacking insight, returned to French spa (5)

Spring crossword winner

The first entry out of the hat was Marion Palles-Clark from Welwyn Garden City who wins £75 plus a copy of the *Chambers Dictionary*. Two runners-up who also received a copy of the *Chambers Dictionary* were: Ian Whittaker from Weymouth in Dorset and Lorraine Willmott from

Axbridge in Somerset.

Answers - Across:

1. Einstein 6. Abseil 9. Wallop 10. Diameter
11. Aerofoil 12. Idolum 13. Robert Graves
16. Kilowatt-hour 19. Tarsus 21. Isotonic
23. Cocaïne 24. Iambus 25. Pinnae

26. Tutorial

Answers - Down:

2. Imaret 3. Salmo 4. Euphorbia 5. Nodular
6. Acari 7. Stegosaur 8. Ice cubes
13. Rooks pawn 14. Geologist 15. Rigatoni
17. Trident 18. Fibula 20. Segue 22. Ormer

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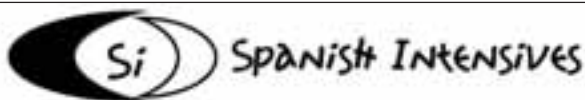
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