



1 Introduction

- 1.1** The College is fully committed to providing its students with a full study programme that prepares them for their next step whether it be further study, an apprenticeship, employment or other opportunities. These programmes are individually tailored to each student to assist them in progressing to the next stage of their career plans. The College will, where possible and appropriate, allow alterations to the originally agreed study programme to accommodate changes in career goals.
- 1.2** Students will have a study programme that constitutes a full-time programme. In exceptional circumstances, the College may tailor a programme to an individual's needs where full-time study is not possible.

2 What is in a study programme?

2.1 Core academic content

All students initial study programme will have a substantial academic content. This will be at least three A levels or their equivalent.

Tutorial programme

All students will be part of a tutor group where character, skills, attitudes and confidence are developed and progression is supported. The tutorial will develop core competencies to support learning and progression.

FutureMake

All students will complete the Future-Mapping at King Ed's programme throughout their 2 year at college. FutureMaKE prepares students for their studies and supports students to make well informed decisions about their future. FutureMaKE forms a spine for students' college experience, so that they develop good and ambitious plans for their future lives, and that the work they are doing in and out of classes is getting them where they need to be.

Enrichment

Other non-qualification opportunities where skills are developed and interests followed. For students with the highest average GCSE scores; this will also include Aspire sessions to ensure high aspirations and support applications to competitive universities & apprenticeship courses.

Meaningful Employer Engagement

All students will have the opportunity to engage with employers through the curriculum and develop their skills in a working environment through a work experience placement.

GCSE English and Maths

Students without a grade 4 in GCSE English or maths will have this as a compulsory element of their programme. Other students may wish to add either of these to improve their grade.

Core Maths

Students with a grade 5 in GCSE Maths studying Geography, Economics, Accounting and Psychology will have this as a compulsory element of their programme. Students with a grade 6 in GCSE Maths

studying Biology, Chemistry, Physics and Computer Science will have this as a compulsory element of their programme. Other students may wish to take Core Maths as an optional part of their programme.

3 Formulating individual study programmes

3.1 Stage 1: Application

Prospective students can apply for a place at the College by filling in an online application form. This is readily available on the College's main website. Students are asked to select at least three courses from a list of A levels and other level 3 qualifications that they intend to form the core academic element of their study programme.

3.2 Stage 2: Decision

Each application is reviewed and the suitability of the programme in relation to each applicant's academic strengths and career aspirations assessed. Applications staff may contact candidates to discuss changes where they are deemed appropriate.

Further opportunities to discuss programmes are available throughout the period between application and the College Orientation Days.

3.3 Stage 3: College Orientation Day

In the week following the end of the GCSE exam season all students holding an offer of a place to study at King Edward's are invited to a full immersion experience of a day in college. They will receive more information about the college and attend a taster lesson in each of the subjects in the core academic element of their intended study programme. During this event there will be opportunity to discuss potential changes to their programme if a student feels that it is no longer a good fit for them.

3.4 Stage 4: Enrolment

All students have to enrol at the college and provide proof of their examination results. In the light of these, all students have their chosen core academic programme analysed to ensure the minimum entry requirements have been met and that the programme still meets the skills, interests and future aims of the student. Where any changes need to be made (or are requested by the student themselves), these will be agreed after discussion with the student.

4 During the first few weeks of term

4.1 Induction

All incoming students will have an induction session with their personal tutor before the start of teaching. The purpose of this session is to ensure that students:

1. Meet their personal tutor & and other essential staff, such as the Safeguarding Leads and Lead Tutors
2. Meet other students joining the College
3. Receive more information about the College's expectations of students, both general and specifically in each of their courses
4. Ensure that they have their ID card
5. Ensure that they have their timetable and that it is correct
6. Have the opportunity to ask any questions they may have about being a student

4.2 Baseline Assessments

Baseline assessments are conducted in all most subjects. This is not intended to be a form of entrance exam but simply to identify potential support needs for students. However, in certain circumstances, a student may be allowed to start a subject where they have not met the minimum entry requirement for that course. The student will be informed that they will require a sufficiently strong performance in the baseline assessment to remain on the course. If this standard is not reached, then a mandatory course change will be required.

4.3 Enrichment

During September, students are required to sign up for the enrichment element of their programme. Currently, the programme consists of a number of vocationally focussed pathways and a wide range of activities led by both staff and second year students. For students with the highest average GCSE scores; this will also include Aspire sessions to ensure high aspirations and support applications to competitive universities & apprenticeship courses.

4.4 Tutorial programme

The first few weeks of the tutorial programme are focussed on settling students into college and equipping them with the skills and habits necessary for successful level 3 study.

4.5 Early Course Changes

The College recognises that with the changed demands of subjects at A level over GCSE and the wide range of new subject available, it is inevitable that a number of students will want to make a change to the academic element of their programme in the early weeks of term. Therefore, up to the first Friday of October, students can request a course change and this will be considered by senior staff who will make appropriate changes where possible within the constraints of space and suitable prior attainment.

5 Course changes after the initial window has closed

5.1 Students often try to persevere with a subject and realise that they need to make a change of course after the window for early changes has closed. In normal circumstances, after this initial window has closed, it will not be possible to start a new A level subject as too much work will have been covered to reasonably catch up and be successful.

5.2 In these circumstances the imperative is to keep the student with a full time programme. This will normally be achieved by timetabling specific times where the student must study in the library. There may also be the option of attending extra lessons in one of their remaining subjects, but this will be subject to it being appropriate and only with the agreement of the affected subject leader. The programme will be reviewed during the summer term with a view to adding to the academic element of the programme.

5.3 In exceptional cases, with agreement from the subject leaders concerned, a change to a new subject may be made up to the October half term. Starting a new subject could be possible even beyond that point, but the circumstances would be particular and unique. Decisions must not be taken lightly as the student must have an achievable chance of being successful in the new subject.

6 Meaningful Employer Engagement (MEE)

6.1 MEE is an essential part of the study programme for all students. Students will meet employers through their curriculum subjects but will also be expected to gain first-hand experience of the workplace to inform their career and progression choices.

- 6.2** The expectation is that this will take place in the first year of a student’s study programme.
- 6.3** There is no expected minimum length for this work experience.
- 6.4** A student cannot use their paid part-time employment to fulfil this element of the study programme.

7 Progression from year 12 to year 13

- 7.1** In June, during their progress review meetings, all students will be given a summative assessment in each of their subjects which will be based on the progress and effort made over the academic year. The assessments will reflect the A level grades A* - E and U. These are not predicted A level grades but reflect the level of attainment throughout the first year of the A level course.
- 7.2** The vast majority of students will achieve a good pass grade in all three subjects at the end of the year and will follow these through to the A level exams at the end of the second year. We aim to get programmes finalised for all students before the end of term and hopefully timetables too.
- 7.3** There will be a small minority of students for whom the situation will not be quite as straightforward:
 - 1. For those students who are assessed at a U working towards grade in a subject, they will be deemed to have not made sufficient progress over their first year to have a realistic chance of success in the final A level. Therefore, they will not be permitted to study that subject in the second year. Where a grade U is given, it should not be unexpected. There are a number of assessment points throughout the year and the results of these are sent home on progress reports.
 - 2. To have a viable programme for year two, a student must have gained at least a grade E in two or more subjects. Where a student has only two viable subjects, there are a range of options available, which may even include the ability to pick up a new A level that can be studied as an accelerated course in just one year.
 - 3. If there is a grade E or U in any of the assessment points throughout the year (and especially in the third assessment at the end of March) or where effort is deemed as “inconsistent” or “unsatisfactory” at any point, these should be seen as warning signs that progression may be at risk if not acted upon.
- 7.4** Students who have only two subjects to progress will be counselled and appropriate additions made to the academic element of their programme to ensure that it is full-time. There will be a range of options including A levels, BTECs and other level 3 courses that can be completed in one year.
- 7.5** Where a student has at most one subject graded above an E there is significant doubt over the potential success of their programme. These students should be counselled by a senior member of staff and alternatives to continuing at the college should be considered.
- 7.6** Students who have gained at least a grade E in three subjects may also request a change of course to pick up a new one year subject. Such changes will only be granted where there is space once the discussions have taken place with the students who were required to change their programme.

7.7 The aim is to have everyone’s programme discussed and agreed before the end of the summer term. In that way, every student will know their programme for the second year before they break up for the summer holiday.

7.8 Where a discussion involves a change of subject, these will be conducted by a senior member of staff. If there a possibility of a student not progressing into year 13, parents will be invited to the meeting with the student.

8 Changes after mock examinations

8.1 Students who obtained a grade E in the final assessment of the first year and do not make sufficient progress in the first term of year 13 may be withdrawn from an A level subject and offered the opportunity to sit the AS level instead, if available in the subject. This will only be proposed where, in the estimation of subject staff, there is no chance of the student being successful in the A level. There must be grade U for the subject assessment immediately after the mock examination and a strong evidence trail of the student being warned of this as a possibility.

8.2 For a variety of reasons, student may wish to self-elect to sit the AS level examination. These students should be counselled by faculty directors and/or lead tutors and the request should only be granted if it is clearly in the best interests of the student.

9 Tutorial programme

9.1 All students will follow a programme delivered by their personal tutor that will develop character, skills, attitudes and confidence are developed and progression is supported. The tutorial programme supports students in developing the strands of the KEDS Student Framework and working through the FutureMake programme.

9.2 The personal tutor will support the student in their study programme through challenging concerns about attendance, punctuality, general behaviour, attitude to work and any general concerns about the wellbeing of the student.

9.3 The personal tutor will support the student in their progression route beyond college. They will help students access careers support and write any references necessary to assist the student in their chosen progression route.

10 Equality Impact

The College’s equality, diversity and inclusion policy has been taken into account when considering this policy.

Date of review	Date agreed	JCC	Governors	Review date	Comments
May 2024	June 2024	N/A	N/A	May 2027	