Welcome to Worcester Sixth Form College

I am very proud of our students and their achievements and delighted that you are considering applying to our College.

Choosing to stay in education and choosing the right place for your sixth form studies is a highly significant step and in two or three years’ time you will have an even more important decision to make in choosing whether you will progress to university, employment or an apprenticeship. Worcester Sixth Form College is the ideal environment to achieve your academic potential as well as to develop your independence, skills and confidence so that you are successful when it comes to meeting the challenges ahead. At College you will find others who share your interests, make new friends and be part of an academic environment that encourages you to achieve your best.

Our teachers are all experts in their subjects and specialists in 16-19 education. They will help you to take responsibility for your learning and enjoy your courses. Our facilities are first rate and our students achieve excellent results, enabling them to gain the qualifications they need for the higher education course or employment of their choice.

We offer the widest choice of A Levels in Worcestershire as well as a range of Applied qualifications which are highly valued by universities, employers and apprenticeship providers.

Our timetable allows you to combine the subjects and qualifications that best match your abilities and interests giving you the greatest opportunity to enjoy your courses and to be successful.

All our students benefit from excellent pastoral care provided by their tutor and Head of Year as well as outstanding careers and Higher Education guidance. We also offer extensive support for those looking to progress to the most competitive universities, courses or careers through our Ambition Programme, Academies and various Professional Programmes.

Everyone is encouraged to choose from a wide range of enrichment that will develop your confidence and skills as well as boosting your motivation to succeed. These optional activities include sports, performing arts, maths and science academies, Professional Programmes, Student Council and Student Ambassadors.

This prospectus will help you to find out about College and our courses. We also have a number of Open Events where you can meet our teachers and see the facilities we can offer. All our staff will be pleased to give you advice or answer any questions you might have about your sixth form studies.

I look forward to welcoming you to the College and very much hope that you will choose to join us.

Edward Senior
Principal
The College Mission

Worcester Sixth Form College is an open access college which will provide a wide range of high quality courses to support individual students in achieving their full potential in learning. In particular, the College will meet the needs of learners from Worcestershire and adjacent areas aged 16-19, 14-16 year olds in partnership with local schools, and adults returning to education.

Safeguarding

The College is committed to safeguarding and promoting the welfare of all of our students. It has taken an active role in multi-agency work where child or vulnerable adult protection concerns arise. The following principles underpin decisions and actions: our approach aims to achieve the best outcome for students; all of our staff have a responsibility and receive regular training; our personnel procedures aim for best practice in relation to safer recruitment; work with other agencies is valued and matters surrounding information sharing and confidentiality are informed by the Worcestershire Safeguarding Children’s Partnership (WSCP).

Our Sixth Form College provides students with so many opportunities to grow as individuals as they prepare to take their place in the adult world. Students are encouraged to take more responsibility for their learning than at school but to do this in a supportive environment where help from our fantastic tutor, careers and learning support teams is readily available. Safeguarding our students is our priority and we liaise with outside agencies, including Worcestershire Safeguarding Children’s Partnership, to get the best possible outcomes for them. All our staff undertake regular training on a range of safeguarding issues, including e-safety and Child Sexual Exploitation. We are committed to enabling students to get the personal help they need when they need it.

Ruth Scotson
Deputy Principal
The College’s August 2019 A Level pass rate of 98.5% (grades A*-E) is higher than the national average (97.6%) for the seventeenth year running.

The percentage of our students achieving A*-C was 76.3% compared to the national average (75.8%).

This summer, our students achieved near to 600 A*, A and B grades at A Level.

Students and parents are overwhelmingly complimentary about us - one parent commented that: “Tutors and senior staff have been lovely, encouraging and very supportive in preparing my daughter for both her A Levels and university. Nothing has been too much trouble.”

“I am immensely proud of what our students have achieved. Their excellent results in both A Level and Applied subjects reflect their hard work, commitment and most of all ability. As well as those students who have attained outstanding academic success, I am also proud of students who have achieved to their potential and it is to their credit that they have succeeded in the context of very difficult exams and exacting linear courses. The results are also testament to the skill and dedication of our staff. In addition to academic support from teachers, our students receive outstanding pastoral support from their tutors, careers advisers, and other members of staff which is a significant part of their overall success.”

Edward Senior
Principal
Student Services ...always here to help!

Student Services offers a range of support for our students such as careers, work experience and financial support. Students can also access the Counselling Service based in the department. We offer individual advice and guidance on progression opportunities including Higher Education, gap year, employment, apprenticeships, volunteering and work experience.

Careers Advice and Guidance

Our fully qualified and experienced Careers Advisers deliver information, advice and guidance to students about options when they leave College. We support our students from the decision making stage to making an application to university, including support applying to specialist and competitive universities. Equally, support is also provided to those students hoping to gain a suitable apprenticeship from application to interview.

Our annual University and Careers Evening is an opportunity to meet with universities and employers and attend talks on areas such as applying to university, student finance, taking a gap year and apprenticeships.

Work Experience

Today’s job market is extremely competitive; therefore, a high percentage of our students participate in work experience or volunteering placements to enhance their employability skills and support their future plans. We have strong links with local employers, and can offer students comprehensive support to find relevant and bespoke placements.

Professional Programmes

Professional Programmes are optional enrichment courses designed to help students improve knowledge and skills and gain an insight into their chosen career in order to improve their opportunities. These programmes are offered in the competitive areas of Medicine, Law, Nursing, Midwifery and Teaching.

Counselling

The College counselling service is free and available five days a week. The College counsellors are fully qualified and trained to listen and support students in dealing with any emotional or mental health issues that are being experienced.

Financial Support

The Student Finance Officer is available daily for guidance on financial support and travel matters. Support is available for students who meet the College criteria. This includes subsidised meals, help with course fees, study-related equipment, trips and travel.

A government guaranteed bursary is available to students in care, or in receipt of Income Support. Further information on how to apply for financial support is available from the College website.
Supporting You

A Strong Pastoral System

The Pastoral system is a great strength and will support you throughout your time at College. You will have a dedicated tutor who will oversee your welfare and academic progress and, in addition to weekly tutorial sessions, you will have one to one meetings as required and can arrange to see your tutor whenever you require their support or advice.

Your tutor will also help you to develop your plans about what you want to do after leaving College and will support you with achieving them. The tutorial sessions will provide valuable information on matters relating to personal safety, e-safety, health issues, revision and finances amongst many other things.

Tutors are supported by three Heads of Year who are jointly responsible for advising our students about their programmes of study and other College matters and can direct you to any College support available.

Support for Young Carers

The College is involved in the ‘Young Carers in School’ programme and achieved the Silver Award – the only post-16 provider in Worcestershire to do so. We offer a wide range of support to identify young adult carers which can include: a more flexible timetable; flexibility with deadlines; financial support; a designated person to talk to; access to counselling and; referral to Worcestershire Young Carers amongst other things.

You should speak to your Tutor or Head of Year for further details.

Learning Support

Our role is to ensure that every student has the opportunity to be offered support to enable them to access the courses they wish to study. To enable us to offer you the best possible support we need to be aware of any special learning needs you may have, therefore, we ask that online applications state clearly what support you may require. Support is offered in a number of ways:

- An assessment to define the learning difficulty to obtain special examination dispensation, eg extra time
- We have a wide selection of support for exams including: extra time, reader, scribe, use of laptop and smaller room. All exam support has to be agreed with examination boards by producing medical or assessment evidence
- One to one support is offered to assist students with their specific learning needs, and can incorporate the prioritising and organisation of their work, proof reading and revision
- Drop in support to allow students to access support when required
- Learning Support Assistants to aid complex needs, support in the classroom and in individual support lessons, plus examination support
- Learning Support staff are available to support students in the Learning Resources Centre with their research, assignments etc.

Faith Support

The College welcomes students of any faith and a prayer room is available.
Employers increasingly look for skills and abilities that complement academic qualifications. In addition to excellent teaching and high academic standards, Worcester Sixth Form College offers a wide range of extra-curricular activities.

**The Extension Programme**

The Extension Programme will interest you if you have gained grades 7, 8 or 9 (or equivalent) at GCSE and are likely to achieve A*, A or B grades at A Level.

**Subject Extension** takes place within your lessons through the materials you use and tasks that are set, as well as through activities such as lecture visits. In some subjects, such as Maths, you will have the opportunity to attend additional study sessions to study material that is beyond your A Level syllabus.

**Extended Projects Qualification**

In addition to the above you may also decide to complete an Extended Projects Qualification (EPQ). This leads to an exciting new qualification, equivalent to half an A Level. Please see page 41 for further details.

**Young Enterprise**

The ultimate enterprise experience. Students are mentored by a Young Enterprise Business Adviser and Business teacher to set up and run their own real company over a year. Students get to learn about business in a very real way outside of the classroom situation from initial business ideas, marketing, sales, managing the finance and human resources. Students will participate in Young Enterprise fairs and competitions and mix with students from other colleges and schools, sell their products and hopefully make a profit. Additional awards with cash prizes can be won by companies’ successful participation in trade fairs and the Company of the Year competition - e.g. Best Trade Stand, Most Innovative Product, Creative Marketing and Best Company have been won by our students in recent years. Our incredibly successful 2019 company (Athena) represented Herefordshire & Worcestershire at the West Midlands Final and were one of only 14 companies out of over 1,000 to reach the National Finals in London.

You will be interviewed and selected to become a member of the Young Enterprise Company as it requires not just attendance at enrichment lessons, but also commitment to complete tasks between meetings and participate in trade fairs and competition events which are held in the evenings and at weekends (normally 3 or 4 throughout the year).

**Duke of Edinburgh Award Scheme**

The Award can be accessed at College by joining the Duke of Edinburgh Award group. Students new to the Award start at the Bronze level. Those who have achieved Bronze or Silver can progress to Gold. Selection criteria exist and will be available at Course Confirmation.
**Student Council**

The Student Council represents the voice of all students in the College and plays a significant role in consulting with senior leaders helping to make active changes in College. Not only do you get to influence the way the College is run, you also gain experience and skills for your CV and/or UCAS application.

Student Council supports and funds a wide range of student-led activities such as charity fund raising events for local, national and international charities. This year the council have been working to raise money and awareness for a number of charities including St Richard's Hospice, Leukemia Care and Children in Need. They have also supported the Mental Health Peer Awareness Group in their activities to raise awareness.

In addition to non-executive roles, there are executive roles that students may wish to apply for, including: Chair, Vice-Chair, Secretary, Treasurer, Chair of Charity Action Group, Student Governor (two posts), Press Officer, Equality Liaison Officer, Health and Safety Liaison Officer, LRC Liaison Officer, Cafeteria Liaison Officer and College Environment Officer.

**Student Ambassadors**

Ambassadors are students who volunteer their free time to support College events. From Induction Days to Open Events, from New Student Events to welcoming Year10 students, they have many opportunities to get involved! Student Ambassador hours can be added to build up a significant profile of voluntary work as part of the College enrichment programme. Student Ambassadors are valued by staff and enjoy making new friends in this key role.

**Mental Health Peer Awareness Group**

We are committed to supporting our students who struggle with their mental health and promote ways to positively improve their well-being. We believe that it is important that we talk about mental health and break down the stigma surrounding it. The Mental Health Peer Awareness Group consists of students who have received training from the University of Worcester and are available if their peers need someone to talk to. They also support Mental Health Awareness events in College. In 2019 we introduced a ‘well-being’ room which students can use for quiet time.
Performing Arts Academy

Each year we put on a performance in December and in recent years we have performed: Miss Saigon, Lord of the Flies, Doctor Faustus, Oh! What A Lovely War, War of the Worlds and most recently Cabaret. Later in the year we also stage concerts and showcases of the best student work. There is also the opportunity to go on theatre trips and to take part in workshops with industry professionals.

You don’t have to be taking a Performing Arts course to join. Many students have found that being part of the group has been vital in securing a position at university to study subjects as diverse as Law and Veterinary Science. It can really improve your confidence and social skills as well as your ability to perform in front of an audience. It is also tremendous fun and helps you to get to know a lot of other students.

Activities

In the first term you will be involved in an intensive rehearsal with the Theatre Company putting on a production to be performed in December. Your role could be: dancer, singer, actor or musician, or you could be involved behind the scenes in stage, lighting or costume design.

A detailed rehearsal schedule is given out in September when casting takes place.

How does this fit in with my academic programme?

Academy time will fit alongside your academic subjects to form your programme of study. As a large sixth form college with several sets in most subjects, we have the advantage of being able to offer you not only a wide range of subjects, but also combinations not available elsewhere.

Entrance Requirements

• Ideally you should have some previous experience of performing
• Please talk to any teacher of Drama, Dance or Music for further information
• Auditions will take place in September
• Make sure you opt for Performing Arts Academy at Course Confirmation

For the auditions, you will be asked to:

1. Prepare a monologue or duologue
2. Sing a short song of your own choice, which can be either unaccompanied or accompanied if you bring a score or backing track
3. Learn a few dance steps

Musicians will be asked to meet with the Director of Music and may be asked to play, so you should bring your instrument with you if possible.
Science and Engineering Academy

Science Centre

The Science Centre was recently opened and provides the College with state of the art science laboratories, as well as dedicated computing facilities and student independent study areas.

Science Enrichment

Whether you want to apply for a place at a highly competitive university, or simply wish to broaden your science background, the Science and Engineering Academy can offer you a number of options. You can find out more at your interview or by talking to science teachers at Open Events.

Science and Engineering Academy Information:
BMAT and UKCAT

For students on the medical professional programme (medicine, dentistry or veterinary science) support is provided for the Biomedical Admissions Test (BMAT) and the UK Clinical Aptitude Test (UKCAT) which are used by medical, dental and veterinary schools to select candidates.

Science Extended Project Qualification (EPQ)

Students will use the academy sessions to complete individual practical projects in an area of interest which might relate to their chosen career path. Past investigations have included:

- Aspirin synthesis
- Fluoride content of toothpaste
- The effectiveness of sun block
- Oscillations in tall buildings
- Prevention of damage to buildings in earthquakes
- Investigating vitamin C content in different foods
- Ecological survey of local nature reserve

They will choose a hypothesis to investigate, plan an investigation, collect results and in their second year will complete a report that will be used to gain an EPQ, which is equivalent to half an A Level qualification.

Engineering Education Scheme

Students will work alongside a local engineering company on a project that has been set form them. In previous years students have worked with QinetiQ and have designed and built a prototype laptop based radar system and a sonic laser system.

Inspiring Worcestershire: Junior Internship Programme

The College is working with Inspiring Worcestershire to pilot a new scheme focussing on STEM (Science, Technology, Engineering, and Maths). The Junior Internship Programme is available to the College’s students and offers an exciting programme of activity for interns including:

- A tour of sponsor organisations
- Work experience of a minimum of two weeks per year (with at least one week during holiday times)
- 1 hour per month mentoring for 2 years from a senior management team member
- Extended Project Qualification as an output from activity with Industry Sponsor where appropriate - this will include preparation activity in year 1 with the final EPQ completed in year 2

Being part of the Junior Internship Programme will expose you to some of Worcestershire’s leading STEM organisations such as Worcester Bosch Group, Malvern Panalytical, Morgan Motors, Southco, and Mazak. You will gain real working insights into careers in the local and surrounding areas and support in understanding how to access jobs in these organisations.
Combine Sport and Study

Opportunities for students to study, practise and compete in sport have grown considerably in recent years, but there has been a missing component. Although there are now many courses in PE and Sports Science and opportunities to play in school and club teams, it has not been possible to combine study for qualifications with high quality daytime coaching fully integrated into a student’s programme of study.

Our Sports Academies provide this as they:

• Combine full-time academic study with sporting development
• Provide regular high quality daytime coaching for individuals and teams
• Bring together like-minded, motivated and talented young sportsmen and women
• Integrate sporting development with fitness, dietary, health and technical guidance
• Provide all-year support in a coherent programme
• Enable participation in regular challenging fixtures and regional and national competitions
• Provide use of specialist sports facilities and equipment
• Provide opportunities to take national governing body awards in the respective sport

How Sports Academies work

Follow a full academic programme supplemented by the sports academy of your choice. Academy students meet up to four times a week for over four hours in total to train, practise and compete in fixtures. The coaching programme is provided by Club, District or Regional coaches of national bodies and also by College staff and, where appropriate, there is a close connection with a local sports club committed to youth development.

Sporting Success

The College excels not only in the sports facilities it offers - such as all-weather provision for football, hockey and athletics - but in the achievements of our sporting students, who regularly reach regional, national and international standards.

Nunnery Wood Sports Centre adjoins the College site and offers squash, fitness training and other sports.

Sports Academies for 2020

Our Sports Academy structure is well-established and selection trials are held for Football and Rugby at the start of the autumn term. Further information will be available on our website.

Sports Academies are available in:

• Athletics
• Basketball
• Football
• Hockey
• Netball
• Rugby
The Ambition Programme

The Ambition Programme is aimed at high achieving students who want to apply to competitive universities. These include Oxford and Cambridge and Russell Group universities. Students who apply to these will usually have a good range of GCSE’s at levels 8/9 (or equivalent).

We have an excellent reputation for helping students get places at top universities through careers and HE advice, the tutorial programme and subject-based guidance. The Ambition Programme enhances this support.

This is an enrichment course and because it is not subject-specific is open to students doing any course combination. We were delighted that more than 80 students took part in the Ambition Programme last academic year.

The Ambition Programme will help you:

- Become more informed about university choices
- Make yourself an attractive applicant to a competitive university

We aim to inspire you to achieve your very best, to guide you in your research into university options and to help you develop confidence and flair in academic discussion.

How will Ambition help me research my university options?

The course enhances the support you will be given by tutors, Student Services and subject teachers with:

- Talks on how to research competitive university places
- Contact with admissions advisers at competitive universities
- Information about masterclasses and subject days offered by top universities and help with applying for these
- Open Day visits to Oxford and Cambridge
- Advice on Oxbridge colleges from staff who know these universities well and from former WSFC students
- Guidance on planning your independent research into university
- Psychological and emotional support from staff and from other students in the group

How will the Ambition Programme help me make myself an attractive applicant to a competitive university?

- Practice at developing your thinking skills - you can learn techniques to improve your ability to think and argue more effectively
- Debates and discussions with enthusiastic students and staff
- Presentations on a wide range of topics
- Learning from and talking with visiting speakers
- Inspiration to extend your subject knowledge
- Advice on writing a top quality UCAS personal statement
- Preparing for university interviews
- Mock interview practice

The Ambition Course

Year 1 – September to December

You will be introduced to different thinking styles and a range of techniques to help you enhance your ability to argue a case effectively. As students on the course will be doing all sorts of different subjects, the debates, discussions and presentations will cover a wide range of topics. We usually have a lot of fun in our discussions and you will be challenged to new heights of thinking.

Year 1 – January to July

As well as continuing activities from the first term, we also add practical sessions on researching universities, finding out what study at a top university is like and planning how to explore your Higher Education options.

We will publicise masterclasses and other study experiences offered by competitive universities and help you apply if you wish to. We will offer trips to the Oxford and Cambridge open days and organise opportunities for you to meet admissions advisers and university students.

Year 2 – September to December

We will help you finalise your HE applications and give support writing your personal statement. Those applying to universities which interview applicants (such as Oxford and Cambridge and some other Russell Group universities) will follow a programme to help you develop your skills and confidence at interview. The support from other students in the group going through the same experience is invaluable.
## Academic Study Programmes

Students will not be enrolled at College without a full academic study programme, unless there are exceptional circumstances and this is agreed by a Head of Year.

Foundation Year Programme students must have a minimum of 4 academic blocks to have a full study programme. (3 plus Core Support only by agreement with HoY. Other exceptions by agreement with HoY e.g. CPLD students).

Year 1 Level 3 students must have a minimum of 3 academic blocks to have a full study programme, and must study either Core Maths or Core Support. Core Maths is compulsory for students where the subjects they wish to study require a minimum of grade 5 in Maths GCSE.

Year 2 Level 3 students must have a minimum of 3 academic blocks to have a full study programme. Academic blocks exclude enrichment and Core Support.

Students can not include a subject they have already taken and passed in this College as part of their academic study programme. Any student who has not passed GCSE English or Maths at Grade 4 must include GCSE English and/or Maths (or an appropriate ‘stepping stone’ qualification) as part of their Academic Study Programme.

Applied one block options equate to AS and A Levels for the purpose of determining a full Academic Study Programme.

### A Full Programme: Level 3

You must have at least 4 GCSEs grade 5 or above or 5 GCSEs grade 4 or above (including Maths and English) to start a Level 3 programme.

You will have the opportunity to access different types of qualifications. A mixture of them is possible, as are various subject combinations.
Your Qualifications

A Full Programme: Foundation Year Programmes

- Applied Foundation (2 blocks)
- GCSE Subject
- GCSE Subject
- GCSE Subject
- GCSE Subject
- Applied Foundation (1 block)
- Applied Foundation (1 block)
- GCSE Subject
- GCSE Subject
- GCSE Subject
- GCSE Subject
- GCSE Subject

You will have the opportunity to access different types of qualifications. A mixture of them is possible, as are various subject combinations.

GCSEs Courses and Applied Foundation Year Programmes

<table>
<thead>
<tr>
<th>GCSEs</th>
<th>Applied Foundation Year Programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Business Enterprise</td>
</tr>
<tr>
<td></td>
<td>Children's Play, Learning and Development</td>
</tr>
<tr>
<td></td>
<td>Health &amp; Social Care</td>
</tr>
<tr>
<td>English Language</td>
<td>Sport</td>
</tr>
<tr>
<td>History</td>
<td>These are the equivalent of 2 GCSEs and are recommended if you wish to progress to Level 3 Applied courses.</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
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<tr>
<td>Sociology</td>
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</tbody>
</table>
Your Study Programme

Your study programme will be individually designed and agreed with you to ensure that you make the most of your time at College and have excellent progression opportunities available to you when you leave.

In addition to academic qualifications, it will contain other elements such as tutorial support, careers guidance, work experience and appropriate extra-curricular activities to ensure that you develop skills and experience which will stand you in good stead in your future life and work.

College staff will encourage you to be ambitious about your study programme by choosing a variety of challenging elements. The following pages give more information about how your study programme will be designed, bearing in mind both your existing qualifications and your future ambitions.

How many years will I spend at College?

Level 3 programmes last for two years. At the end of that time you should expect to achieve a full Level 3 qualification consisting of at least three full A Levels or the Applied equivalent.

Foundation Year programmes last for one year, in the first instance, and provide an opportunity to achieve the Level 2 qualifications which will enable you to progress onto a Level 3 programme in your second and third year at College.

If you start a Mixed Level programme, you may want to start some additional Level 3 qualifications at the beginning of the second year. If this is the case and you will want to stay at the College for a third year, you must ensure that you are taking at least four blocks of subjects in your second year so that you can take at least two second year A Level subjects in your final year.

Progression Routes

Successful completion of a Foundation Year Programme will enable you to progress to a Level 3 programme, either at the College or elsewhere.

Successful completion of a Level 3 programme will enable you to progress to a wide range of employment and higher education opportunities.

You will enhance your chances of success considerably by showing evidence of the following:

• Wider reading and extension work, including Extended Projects
• Subject commitment, e.g., attending lecture visits, theatre/museum visits, university tasters/summer schools
• Participation in extra-curricular activities, including Academies, Duke of Edinburgh Award Scheme, Young Enterprise, Student Council, Student Ambassador scheme and sports teams

Particular careers or higher education courses may involve the need to have studied specific subjects. If you have clear ideas about a chosen progression route, please let us know via your application or interview so that we can advise you on the suitability of your subject and enrichment choices.

Different subjects will develop particular skills which may be especially suitable for certain progression routes. On our website you will find information on possible employment and higher education options available with that subject, including ones that would involve use of the subject.

It is worth remembering, though, that many progression routes do not require particular subjects to have been studied – the important thing is to do well at whatever you do. See our leaflet “Choosing the Right Course” for more information about this, including the role of the so-called “Facilitating Subjects”.

www.wsfc.ac.uk
**General Requirements**

The table below outlines the general entrance requirements for different programmes. Please also refer to page 72-79 for specific requirements for individual subjects.

<table>
<thead>
<tr>
<th>Programme</th>
<th>Full GCSE Entrance Qualifications</th>
<th>Expected Qualifications at end of Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3 Extended Programme</td>
<td>5 or more GCSEs at grades 7, 8 or 9</td>
<td>3 or 4 A Level subjects plus Extended Project Qualification in Year 2</td>
</tr>
<tr>
<td>Level 3 Programme</td>
<td>4 GCSEs at 5 or above or 5 GCSEs at 4 or above including Maths and English GCSE at grade 4 or above</td>
<td>3 A Level subjects or Applied equivalent or mix of A Level and Applied qualifications</td>
</tr>
<tr>
<td>Mixed Level Programme</td>
<td>4 GCSEs at grade 4 or above (including Maths or English)</td>
<td>2 A Levels plus GCSE or Applied equivalent In some instances it may take a student on a mixed programme 3 years to gain 3 A Levels or equivalent</td>
</tr>
<tr>
<td>Three Year Programme (Foundation Year)</td>
<td>2 or more GCSEs at grade 4 or above for full GCSE programme (unless home educated). For Maths and/or English GCSE plus Applied courses, a majority of grade 3s are needed and none lower than grade 2</td>
<td>4 GCSEs (inc. Maths and/or English as needed at end of year 1) or 3/4 Applied qualifications or Applied qualification and GCSE. Then 3 A Levels or equivalent Applied qualifications at the end of the third year.</td>
</tr>
</tbody>
</table>

**GCSE Maths and English Language**

If you do not have either GCSE Maths and/or English Language this must form part of your programme. Students re-taking Maths and/or English GCSE have an excellent record of success at Worcester Sixth Form College. We know how important these qualifications are for your progress to university or your career so we allocate some of our best teachers to ensure you will succeed.

Comparative data regarding the number of grades at 4 or above in 2017-18 (and the proportion of students who improved their grades whilst at College) indicated that students made outstanding progress in GCSE English and good progress in GCSE Maths and are securing the grades that will equip them to progress to Level 3 courses and university.
**Your Study Programme**

Additional elements of your Study Programme will be negotiated with your tutor and reviewed at set points during your programme. The table below shows which elements you should choose from depending on your intended progression route.

<table>
<thead>
<tr>
<th></th>
<th>University - General</th>
<th>University – specified subject or career path</th>
<th>Employment</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial</td>
<td>Compulsory</td>
<td>Compulsory</td>
<td>Compulsory</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Work Experience</td>
<td>Optional</td>
<td>Compulsory</td>
<td>Compulsory</td>
<td>Optional</td>
</tr>
<tr>
<td>Core Maths/Core Support</td>
<td>Compulsory</td>
<td>Compulsory</td>
<td>Compulsory</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Careers/Higher Education guidance through Tutorial</td>
<td>Compulsory</td>
<td>Compulsory</td>
<td>Compulsory</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Higher Education/ Employment Evening</td>
<td>Compulsory</td>
<td>Compulsory</td>
<td>Compulsory</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Professional Programmes (Teaching; Nursing, Midwifery &amp; Paramedic Science; Law and Medicine, Dentistry &amp; Veterinary Science)</td>
<td>Optional</td>
<td>Compulsory</td>
<td>Compulsory</td>
<td>Optional</td>
</tr>
<tr>
<td>Academy – Sports, Maths, Arts, Science</td>
<td>Optional</td>
<td>Optional</td>
<td>Optional</td>
<td>Optional</td>
</tr>
<tr>
<td>Voluntary work</td>
<td>Optional</td>
<td>Optional</td>
<td>Optional</td>
<td>Optional</td>
</tr>
</tbody>
</table>
**Trips and visits**
- Geology & Geography Field Trips
- Science lectures at the University of Birmingham
- Theatre visits
- Language exchanges
- English conference
- Poetry readings (linked with the University of Worcester)
- The Hive – use of resources and archaeological resources
- Oxbridge Conference
- UCAS Convention
- University Open Day visits
- Film Screenings

**Discussion groups**
- Medical Ethics course
- Applying to competitive universities session
- English Literature reading and discussion group

**Additional qualifications**
- Extended Project
- Latin Certificate

**Physical activities**
- Sports teams
- Sports Academies
- Duke of Edinburgh

**Careers related**
- Work experience
- Work shadowing
- Young Enterprise
- Medical Ethics course
- Mock interviews

**Professional Programmes/Careers Activities**
- Teaching
- Nursing, Midwifery & Paramedic Science
- Law - Solicitors, Barristers and related professions
- Medical - Doctors, Dentists and Veterinary Science
- Visiting university speakers, professionals, employers and training providers
- ‘You’re Hired’ course

**Arts/Performing Arts**
- Performing Arts Academy
- Performing Arts Showcase
- Annual Exhibition of Art & Design work
- Poetry by Heart national competition
- Visits of practising artists/designers
- Workshops

**Service**
- Student Council
- Charity Action
- Equality and Diversity
- Voluntary work
- Student Ambassador

**Gifted and talented activities within subjects**
- Maths Academy
- Science and Engineering Academy
- Social Sciences debating groups
- Theatre visits
- Language exchanges
- Literature Study Group
- Competitive universities group
- Girls in Geosciences
- GA Future Geographers
- CREST Award
Daniel Scotson 2014-2016

I have just finished my third year at Oxford University studying Materials Science and am undertaking a technical placement with Morgan Advanced Materials in Stourport during the summer. For my fourth year, I have chosen to do a project based upon materials used in a nuclear fission reactor core. This relates to my interest in energy issues developed at Worcester Sixth Form College from both studying Geography AS, and my Extended Project, where I assessed the potential impact of nuclear fusion.

I am grateful for all the help I received from College in the applications process for university, from my subject teachers and the staff involved in the Ambition Programme. This included organising mock interviews, practising admissions tests and refining my personal statement.

Studying Maths, Further Maths, Chemistry and Physics at A Level at College provided an excellent stepping stone to university and has meant I have thoroughly enjoyed my time at university so far!

Freya Ball 2016-2018

Since leaving College, I’ve been working as a Quantity Surveyor at Firmingers in Worcester. I’m on day release at Birmingham City University currently working towards my HNC in ‘Construction in the Built Environment’. This is a 2 year course, and afterwards I will complete a 3 year Quantity Surveying degree. After this, I plan to complete the 2 year course needed to become a professional Chartered Surveyor.

At Worcester Sixth Form College, I studied Maths, Accounting and Business. I had no idea what I wanted to do until I went to speak to a Careers Advisor in Student Services. She set up some work experience for me and at the end of the week they offered me a job!

I would really recommend a Higher Apprenticeship. It’s a great way to learn on the job and work towards a degree qualification.

If you know what it is you want to do, apprenticeships are the way forward. My top tips for getting an apprenticeship would be:

- Do your research. You may have always wanted a certain job, but on a day-to-day basis the job may not be what you expected. Speak to someone in that field if possible.
- Do as much work experience as possible. It’s all about finding what’s right for you.
- Speak to a Careers Advisor. Use all the help and advice you can get!
- If you rush and make a panicked decision, it’s likely to be the wrong one. Take your time, and make sure it’s definitely right for you.
Xara Shanks 2017-2019

After receiving all of my offers, I have selected Russell Group universities as both my firm and insurance choices as both universities offer unique and diverse History BA courses.

I think that going to university is absolutely the best option for me as I want to gain a range of transferable skills and continue my education before progressing to the workplace. I also hope that a degree will expand my future career prospects.

The Ambition Programme at Worcester Sixth Form College taught me how to appeal to universities through my UCAS application and I have received a great amount of support from my teachers on personal statements and interview preparation.

To achieve the entry requirements of my university choices, I have spent time focusing on revising and perfecting my coursework to aim for the best grades that I can.

Ruan Sarris 2017-2019

I developed a keen interest in the world of technology through studying the IT Level 3 course at Worcester Sixth Form College. The social media and marketing units suited my other A Level subject choices, Business, English Language and German. This keen interest made me want to pursue a career in Digital Marketing as it is an area that I am passionate about. I decided that I wanted to go along the Higher Apprenticeship pathway because the modular learning style, on-the-job training and invaluable industry experience gained from this vocational route sounded ideal to me, as it suits my way of learning.

I was presented with the opportunity to complete a week’s work experience with the Creative Communications Department at DRPG, which I massively enjoyed. It was from that, that I was kindly invited back for further work experience weeks, which I did during half term breaks. It was at the end of this period that the Head of Learning and Development said he would contact me if a job role or apprenticeship opportunity presented itself within the creative communications department. To my delight, I was contacted by him and was offered the job role of Junior Creative in the Creative Communications Department, to be studying a Level 4 Digital Marketing Apprenticeship.

My hopes for the future would be to stay and progress my career within DRPG, over time, to degree level. My long-term goal is to become a Creative Director at the company.
How do I get further advice about my subject choices?

- Teachers and careers staff, if available, in your present school can help you
- A College representative will visit Worcester City and Martley High schools to talk to you
- Ask the advice of relatives and friends
- Come to one of our autumn term Open Events
- If you are unable to attend our autumn term Events, attend one of our Open Events later in the year

Will I be treated equally?

Yes, you will. The College has an Equality Policy which means freedom from discrimination on grounds of age, gender, religion and belief, social or economic background, ethnic origin, disability, sexuality or family situation. We promote an active awareness of equality throughout the College.

How do I apply?

- Apply online via our website – www.wsfc.ac.uk
- General entry requirements can be found on page 15. The detailed entry requirements for each subject are on pages 72-79
- The recommended deadline for application is 31st March 2020 to ensure you are able to attend both Induction and Course Confirmation
- Your school is asked to complete and reference a report form before your interview takes place
- Detailed information about each stage of the application process can be found on the ‘How to Apply’ page on our website

Will my application be successful?

There is no specific catchment area for admission to the College and your application will be successful if you meet the entrance requirements for your chosen programme of study. Guidance and support is offered at all stages of the application process.

What happens at my interview?

You will meet a member of College staff who will discuss the following with you:

- Your choice of subjects and how it matches your skills, interests and future plans
- Arrangements for Induction when you will attend subject sessions, meet staff and students and plan your programme of study
- Arrangements for Course Confirmation when you will finally confirm your programme of study
- Any learning needs or particular circumstances that we need to take account of in planning your programme

Travelling to College

Cycling to College is popular and some students use motor bikes. Parking is available on-site and also at Nunnery Wood Sports Centre.

Most students arrive by bus with these vehicles dropping off and picking up on the College site. More information is available about this on page 80 or you can speak to a member of staff who will be present at Open Events who will be able to answer particular queries.
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Why choose Accounting?
Whatever your chosen career, you will come across accounting, whether you decide to run your own business or work as part of a large organisation. Accounting forms the backbone of any business and you may wish to combine your study of accounting with a business course, although this is not a requirement. You do not need to be an expert mathematician, but you do need to feel confident with figures and enjoy working with numbers to find solutions to problems.

Resources and Facilities
- Access to computer room with Internet facilities and interactive ICT resources
- You will be provided with your own copy of the course textbook and workbook
- A range of books are available in the Learning Resources Centre

Teaching and Learning Styles
- Highly practical lessons tackling accounting problems
- We like to maintain business links and have visited Price Waterhouse Coopers, taking part in open days at their offices in Birmingham where students had the opportunity to participate in business games and find out about career opportunities, in addition we have had guest speakers from a number of accounting firms, who have spoken about the work they do and career progression routes
- Students are encouraged to participate in competitions and business simulations, and have previously been finalists in The Student Investor Challenge (a national competition run by IFS School of Finance)

Assessment
Assessment is all exam-based, containing a mix of numerical and written questions.

Progression Opportunities
A number of students have decided to continue this subject by studying accounting, financial or business related degrees. Some have also progressed to work in banks or other financial institutions or have taken jobs in organisations where they will have the opportunity to gain further accountancy qualifications.

Student Profile

Jordan Price
Blessed Edward Oldcorne Catholic College

I chose to study Accounting as it is something that I knew I would enjoy, as well as being something I was considering carrying forward after leaving College. It relates well to my other subjects, Maths and Computer Science, as it includes uses of maths and numbers. I enjoy Accounting as it is quite different to what I had done in high school and uses all the skills you learn from high school through essay-writing and using equations to figure out balances.

I plan to do an apprenticeship in Accounting after finishing my College course.

Past students have recently secured training posts with KPMG, Grant Thornton, Deloitte and Ernst and Young, successfully securing places on highly competitive apprenticeship schemes straight after A Level study.
**Why choose Art and Design: Fine Art?**

Studying Fine Art enables students to develop their skills and confidence. It’s about Making - Looking at - Thinking about - Feeling about - Knowing about and responding to the world around us. Over the 2 year course students will add to their artistic portfolio with many transferable skills such as planning, keeping to deadlines, self-confidence, presentation and collaboration. These skills are essential for transitioning to university and into working life.

**Resources and Facilities**

We believe in a broad approach to creativity and expect you to be inventive. Look at the work of previous students to see what use they made of our facilities.

**Teaching and Learning Styles**

We offer projects from a bank of themes and we provide you with the means whereby you can respond individually, develop observational and recording skills, manipulate materials, and relate to the work of others. All these skills will allow your personal art language to develop.

**Extra-curricular Activities**

Students are required to participate in museum/gallery visits and any site visits related to practical work.

**Assessment**

**Year 1 Course Structure**

The first term consists of a range of short projects which build skills. They will include some of the following: drawing, composition, the formal elements, history of art, colour, tone, oil painting, use of mixed media and Photoshop.

Terms 2 and 3 consist of a series of longer tasks designed to help students refine their skills in identifying and developing project ideas. Work from these projects can form the basis of the Personal Investigation in year 2.

**Year 2 Course Structure**

A Level Unit 1: Personal Investigation - 60% of A Level grade. Consists of two integrated parts:

1. A major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance.

2. An extended written element of 1000 words minimum, which may contain images and text and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology.

**A Level Unit 2: Externally set task** - 40% of A Level grade. A period of preparatory study based on a starting point set by the exam board followed by a 15 hour period of sustained focused work completed under exam conditions.

**Progression Opportunities**

Many students go on to study a Foundation course in Art and Design and then a degree in a related field. Others go onto apprenticeships and employment.

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**Student Profile**

Amelia Mika
Blessed Edward Oldcorne Catholic College

I chose to study A Level Fine Art as I knew I wanted to do something creative as a career. The best feature of this course for me is that you have the freedom to develop your project in the way you want, meaning you aren’t limited to a certain direction in your chosen theme. You also get the chance to try out new techniques such as oil painting and printmaking. You learn from your experiments to find out which medium you work with best to achieve the outcome you want.

During the course, we have attended trips to Tate Modern Liverpool and Crosby Beach, both of which have broadened my knowledge on how to develop my own art.

After College, I plan to go to university to study Game Art.
Why choose Art and Design: Graphic Design?
Studying Graphic Design enables students to work with ideas, concepts, images and type. They will be producing images and arranging written and visual information for print. Students will gain design skills in typography, illustration, packaging and printing. Drawing from first hand sources is an important element of the course, as is the design process, charted through work books. Over the 2 years students will also develop many transferable skills such as presentation, collaboration, analysis, research, communication and self-confidence. These are essential skills for transitioning to university and into working life.

Resources and Facilities
We have facilities for drawing, printmaking and photography. We also have industry standard software and access to colour printing.

Teaching and Learning Styles
Work is project based and in Year 1 the acquisition of skills is part of each project. The design process is taught through observation, recording, experimentation, selection and presentation of images. Research projects give students the opportunity to investigate the history and practice of graphic design. The computers are used as tools to assist in producing images, but all design work starts on paper.

Extra-curricular Activities
Students are required to participate in museum/gallery visits and any site visits related to practical work.

Assessment
Year 1 Course Structure
The first term consists of a range of short projects which build Graphic Design skills using some of the following: drawing and illustration, typography, photography and the use of Photoshop and Design software.

Terms 2 and 3 will have longer projects which will refine and develop skills from the first term and help students refine their skills in identifying and developing project ideas. Work from these projects can form the basis of the Personal Investigation in Year 2.

Year 2 Course Structure
A Level Unit 1: Personal Investigation - 60% of A Level grade. Consists of two integrated parts:
1. A major in-depth critical, practical and theoretical investigative project/ portfolio and outcome/s based on themes and subject matter that have personal significance.
2. An extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology.

A Level Unit 2: Externally set task - 40% of A Level grade. A period of preparatory study based on a starting point set by the exam board followed by a 15 hour period of sustained focused work completed under exam conditions.

Progression Opportunities
Many students continue on to art-related courses, usually Foundation courses which may be followed by a Graphic Design or Visual Communication degree. Others go onto apprenticeships and employment.

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Student Profile
Nathaniel Barnsley-Staight
Nunnery Wood High School

I studied Graphic Design GCSE at school as I liked the idea of using a mix of computers and drawing to produce a finished piece. Taking it to A Level at College meant I could have more creative freedom over my work. I'm also studying Photography and have found that the two subjects complement each other as I can interchange skills from both subjects allowing me to use a combination of ideas to create my work.

After College, I hope to continue with my Graphic Design studies at university.
Why choose Art and Design: Photography?

Studying Photography enables students to develop their confidence and understanding in communicating visually. The course is aimed at students who have an interest in art and design and wish to explore photography within this context. Students will also develop many transferable skills such as decision making, digital understanding, communication, self-confidence, presentation, collaboration, self-analysis, research and marketing skills which are all integral elements of the course. These are also essential skills for transitioning to university and working life.

Teaching and Learning Styles

In the first term students are taught the skills they need to succeed on the course. This includes instruction in camera, studio, digital editing and darkroom techniques. In subsequent terms students expand their skills, abilities and understanding through a wide range of creative projects. Students are encouraged to develop a personal approach towards idea generation and picture-making through individual help and guidance. In the summer term of the first year students are given an introduction to the history of photography and theory of contemporary photographic practice.

Resources and Facilities

We have a well-equipped black and white darkroom, studio with professional lighting equipment, digital editing and processing facilities, inkjet printing up to A2 size.

Extra-curricular Activities

Students are required to participate in museum/gallery visits and any site visits related to practical work.

Assessment

Year 1

In term one students are assessed on a range of short tasks introducing them to the skills and techniques they will use on the course, including: camera functions, image composition, printing and processing film in the darkroom, studio lighting and PhotoShop editing.

In terms two and three students are assessed on a series of longer tasks designed to help students improve their confidence, develop their independent learning and refine their skills in identifying and developing project ideas. Work from these projects may form the basis of the Personal Investigation in year 2.

Year 2 Course Structure

Unit 1: Personal Investigation – 60% of A Level grade. Consists of two integrated parts:

1. A major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance.

2. An extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology.

A Level Unit 2: Externally set task - 40% of A Level grade. A period of preparatory study based on a starting point set by the exam board followed by a 15 hour period of sustained focused work completed under exam conditions.

Progression Opportunities

Whilst some students go on to study a Foundation course in Art and Design, a number of students each year progress directly to university to study Photography. Others go onto apprenticeships and employment.

Student Profile

Natalie Rowe
Hanley Castle High School

I decided to take A Level Photography as I have a huge passion for the media industry and working with cameras. I have always been seen taking pictures and the creative freedom photography allows meant it was perfect for me. I am also studying Media Studies and Music Technology which tie in nicely together, and will definitely help when applying for apprenticeships and jobs after College. Studying Photography has allowed me to put my hobby into action and improve my skills while still having fun and expressing myself, and I have thoroughly enjoyed it.
Why choose Biology?

This course is vital to many careers such as medicine, dentistry, science and veterinary science, but also opens up great opportunities in diverse fields. The search for plentiful, healthy foods, new medicines, and sustainable agriculture always requires the versatile, investigative and analytical skills of biologists, which are also valued in many non-scientific industry sectors.

Biology is required for courses such as medicine, dentistry or veterinary medicine. The course requires competency in Maths and involves use of biochemistry.

The units studied provide the foundation knowledge of cells, tissues and organs, and biochemistry, leading on via a ‘How Science Works’ approach.

Resources and Facilities

This popular department operates in well-equipped laboratories with a full-time technician to support practical work. Easy access to Nunnery Wood and the surrounding area provides a useful resource for ecological and statistical studies.

Teaching and Learning Styles

Modules are divided into manageable units which encompass a wide range of teaching activities to suit all learning styles. Each is followed by an assessment using exam questions and giving feedback, providing a supportive and structured approach to the course.

Extra-curricular Activities

A variety of opportunities are available to have lectures from outside speakers. Sixth form lectures are also offered at the University of Birmingham, including some run by the Society of Biology. Additional fieldwork may also be arranged.

Assessment

Assessment is 100% exam based. Practical skills are assessed throughout the two years and at the end of the course, students can be given practical verification if they obtain the board’s stated practical competencies.

Progression Opportunities

Many students go on to study applied courses such as medicine, radiology and physiotherapy but the skills which biologists develop prepare them for a wide range of scientific and non-scientific careers. These could be as diverse as analytical research, marine biology, bio-informatics, anthropology, conservation and forensic science.

Biology is required for courses such as medicine, dentistry or veterinary medicine.”

Student Profile

Adam Jones
Tudor Grange Academy

I chose to study Biology as I thought it would help to develop the analytical and problem-solving skills I will require at university. I also study Maths which has really worked well with Biology as it has helped with calculations and data analysis which have become second nature to me.

An aspect of the subject I have particularly enjoyed has been the opportunities we have had to develop lab-based skills and the practical learning this has involved. I also chose a biology-themed topic for my Extended Projects Qualification and the support I received from the department, especially the lab technician, was fantastic.

After College, I plan to study either Biochemistry or Biomedical at a Russell Group university.
Why choose Business Studies?

Business Studies is an exciting, dynamic and ever changing subject. It is relevant to everyone whether you are running your own business empire or a consumer wishing to know your rights. Any student who has an interest in current affairs and the world of work should find the course enjoyable and satisfying.

Resources and Facilities

We offer a range of excellent facilities and high-quality teaching to anyone interested in Business Studies. These facilities include: two modern computing rooms with Internet access, course workbook, on-line resources and an extensive range of materials available in the Learning Resources Centre.

Teaching and Learning Styles

A variety of activities will be used with an emphasis on applying theoretical knowledge and developing business skills. These include:

- analysis and evaluation - a critical understanding is essential, requiring you to assess information from a variety of sources and then make a judgement about it
- creative skills - problem solving is important as you look for solutions and propose strategies
- numeracy skills - these are particularly important

Extra-curricular Activities

In the past a number of trips have been organised, for example to companies such as Cadbury World, Bristol Zoo and Alton Towers, revision conferences and overnight trips to Rome and London. We have also successfully competed in a number of local and national business competitions.

Assessment

The A Level is assessed by external exams at the end of the second year.

Progression Opportunities

Successful completion of the Business Studies A Level has seen students progress to a wide variety of destinations including Higher Education, particularly business-related courses or those combined with subjects such as IT or a language. Alternatively there are many opportunities in employment, often with additional training.

Student Profile

Rachel Wakefield
Bishop Perowne CE College

I chose to study Business Studies at A Level to expand my knowledge further in the subject, having also studied it at GCSE. Applying theory to current affairs and analyzing the success of existing businesses, this in combination with A Level English Literature & Language and Sociology, has built the perfect foundation for my degree.

Aiding my ability in essay writing, analysis and application, these are all skills which I have improved upon because of studying Business Studies at A Level. I have thoroughly enjoyed the challenge of the subject and it has helped me to develop a concrete understanding which will be fundamental for my chosen career path in human resources. The opportunity to undertake an EPQ relating to business culture has also helped me gain a wider knowledge outside of the curriculum.

After College, I am going to study Business Management with a year in industry at at a Russell Group university.
Why choose Business?

The course is specially designed to allow students to study in an applied way. This means it is work related where ever possible, but provides the same value as conventional A Level qualifications. It places heavy emphasis on skills which are required by employers, such as time management and team working. It is, therefore, aimed equally at students who wish to move into a career after further education, and those who wish to study at a higher level.

Resources and Facilities

• Internet access, interactive ICT resources and DVDs
• Business visits and speakers
• Extensive student support

Teaching and Learning Styles

Teachers on the course are interested in your ability to seek out information from the real world and analyse and present it. A variety of teaching styles are used and there is ample opportunity for students to take increased responsibility for their own learning. Students will develop their time management skills as they will need to meet assignment deadlines. Qualities of self-motivation, independent research and planning are also key to success on the course. Students will demonstrate what they have learnt through case studies, role plays, reports, presentations and visits to local businesses.

Extra-curricular Activities

Putting theory into practice is an important part of the course. Recent visits to local businesses have included Cadbury World, Westons Cider, Worcester Bosch, Aztec Waterpark and West Midlands Safari Park. The College has close links with the major employers in the area and students will spend time on company premises meeting managers to find out how the business works.

Assessment

There are a variety of different assessment styles:

• Externally assessed examinations
• Assignments which are internally assessed
• Controlled assessments of financial information in class
• Role plays or Powerpoint presentations

The Certificate can be studied in the first year and is the equivalent to 0.5 of an A Level. Students can then progress to the Extended Certificate which is the equivalent of 1 A Level. First year students who want to study Business at a more in depth level can study the 90 Credit Diploma which is equivalent to 1.5 A Levels. In the second year students can progress to the Extended Diploma which is equivalent to 3 A Levels.

Awards are graded Pass, Merit, Distinction or Distinction* (star) which are determined by an accumulation of points gained from all the assessed work.

Progression Opportunities

The qualification can be used for admission to degree level courses or to enter employment in a business related career. All of the career opportunities open to A Level students are also available to Level 3 Applied students.

Student Profile

Harry Chatwin
Haybridge High School and Sixth Form

After studying at my high school sixth form for one year, I decided to transfer to WSFC. The main reason for this was the Business Applied course as it would give me the opportunity to gain the equivalent of 3 A Levels, but as it is coursework based, a welcome break from external exams. From the first day, the teachers and staff were very welcoming and helped me settle in. This was so important to me as the College was totally new to me.

One of the best parts of the course is the amount of help and guidance the teachers give you if you are stuck on any assignments. Another benefit is the free time I have around lessons, which gives a great opportunity to work in the Learning Resources Centre.

After College, I plan to go to university to study Air Transport Management.
Why choose Chemistry?

Are you interested in how we develop new, high-technology materials, fuels and medicines for the future? Chemistry at A Level is required for a range of careers including medicine, veterinary science, food science, agriculture and chemistry courses including forensic and pharmaceutical science. It is an essential support for any higher level study of Biology and gives extended options to enter chemical engineering with Physics and Maths.

The skills learned in Chemistry are valued for entry into many other professions such as business, law and ICT.

Resources and Facilities

Lessons take place in well-equipped laboratories. You will follow a programme of experiments linked to your theoretical work. You will gain many practical skills whilst doing this course. We encourage the use of our virtual learning environment to support your studies outside the classroom. Lessons will often include a range of activities to encourage student participation and understanding.

Teaching and Learning Styles

The course is based on aspects of chemistry important to everyday life and modern contexts are used to deliver chemical principles. There is extensive practical work alongside a diverse range of interactive learning activities. Emphasis is placed on transferring knowledge to tackle unfamiliar problems by practising questions.

Extra-curricular Activities

There will be visits from external speakers that will allow students the opportunity to experience different aspects of chemistry. These include the ‘spectroscopy in a suitcase’ event where students become analytical chemists and identify unknown substances. We encourage students to take part in the Chemistry Challenge in the first year, run by the University of Cambridge and the Chemistry Olympiad in the second year, run by the Royal Society of Chemistry.

In 2019, 24 second year students were awarded certificates in the Olympiad: 1 gold, 10 silver and 13 bronze certificates were awarded with significantly more achieving silver and bronze than nationally.

Student Profile

Zoe Maiden
Bishop Perowne CE College

I chose to study Chemistry at A Level as it has always been one of my favourite subjects, enabling us to answer challenging and fascinating questions. The balance between practical and theory work keeps the lessons interesting and varied and has prepared me for my future studies by giving me confidence in a range of disciplines.

Chemistry has been beneficial in my Biology lessons by enhancing my understanding of biological processes and how they occur. I also study Maths where I have gained strong skills for numerical manipulation and statistical analysis which has been advantageous for understanding and interpreting results in a range of practical experiments.

After College, I plan to study Natural Sciences at a Russell Group university.

Assessment

The A Level assessment is through three written examinations covering the two year course. It will have a separate endorsement of practical skills.

Progression Opportunities

Most students go on to study a science at university. Many Higher Education courses value the subject for entry. Many students choose Chemistry but many also go on to study Medicine, Biochemistry, Physics or Biological Sciences. You could also go on to a higher or degree apprenticeship.
Why choose Children’s Play, Learning and Development?
This is a well-recognised qualification for working with children. Students have the opportunity to train in a wide variety of work settings and follow up this practice with theory in the classroom. The Level 3 Extended Diploma is a full-time two-year course which, including the work experience, is equivalent to three A Levels. The course gives you the license to practice as an early years practitioner but also the qualifications needed to go on to higher education. Additional training includes a Paediatric First Aid certificate.

Resources and Facilities
- Educational toys for learning through play
- Early Years Curriculum Resources - Early Years, Foundation Stage Curriculum and National Curriculum
- DVDs related to early years practice
- Baby care equipment for feeding and sterilising, new virtual reality babies as well as resusci-babies
- A wide selection of books can be found within the department and the Learning Resources Centre
- Guest speakers and children in College

Teaching and Learning Styles
Lessons are varied and full of practical activities. We have specialists in Child Development, Early Years Education, Nursing, Sociology and Special Needs. Work training is also a vital part of your course and you will be visited regularly and assessed in each placement.

Extra-curricular Activities
You will be taken on many visits including the Snoezelen Centre, forest schools, Acorns Hospice, alternative provision and other playwork settings.

Assessment
All units are assessed and graded and an overall grade for the qualification is awarded. There is one written exam and two externally marked controlled assessments.

Progression Opportunities
This course will prepare you for careers such as paediatric nursing, nursery and primary teaching, professional nannying and nursery nursing. Our students have had previous success in being accepted by the prestigious Norland College.

What happens if I do not qualify for Level 3?
If you do not meet the entry requirements for Level 3 CPLD, we do offer a Foundation Year Programme CPLD which you take alongside Foundation Year Programme in Health and Social Care. This course can be taken alongside other GCSE and applied subjects and is aimed to support progression to Level 3.

"The course gives you the license to practice as an early years practitioner."

Student Profile
Chloe Glazzard
Nunnery Wood High School
I chose to come to Worcester Sixth Form College to study the Children's Play, Learning and Development Level 3 as I knew that I wanted to work with children in the future. I have a passion for supporting children to learn and grow and this course has allowed me to work with children in Early Years settings. I've really enjoyed this course because it has provided me with a lot of useful information about children and helping them with their learning and development. I have found that it has challenged me and has allowed me to achieve a lot. My favourite part of the course has been going to different placement settings every week to get practical experiences of working within a nursery and school environment and being able to care for children. This has allowed me to grow in confidence as a person and gain a lot of new skills.

I have been offered a job at one of my placements, which I have accepted.
Why choose Classical Civilisation?

The study of ancient civilisations opens a window to a world thousands of years old and yet completely relevant to our lives today. Classical Civilisation gives you an opportunity to discover the foundations of western civilisation, culture and ideology. Our political and legal systems are modelled on those of Ancient Greece and Rome. Western Theatre was born in Athens in the 5th Century BC, and Roman emperors and politicians were aware of the power of public image and propaganda.

If you are interested in the nature of people and what motivates their actions, look no further than the epic tales of the heroes and Gods of Ancient Greece and the scandals of Rome.

Resources and Facilities

- A large selection of books in the department
- A collection of images and ancient artefacts for the study of mythology and history
- DVDs of mythology, plays and archaeological sites

Teaching and Learning Styles

This course is taught through discussion, group work, individual research, presentations, skills sessions, lectures and reading. The focus is on interactive and collaborative learning. Variety is found in three quite different areas of study:

- Greek and Roman Epic (the stories of the heroes Odysseus and Aeneas)
- The life and reign of the first emperor of Rome (culture and the arts, imperial image)
- Greek and Roman history, philosophy, poetry and politics (Sappho, Ovid, Plato, Seneca)
- Mythology is an important component in all areas. All literature is studied in English translation

Extra-curricular Activities

Visits to the Ashmolean and British Museum. An optional visit to Rome is planned for second year students.

Student Profile

Ellie Harris
Pershore High School

I chose to study Classical Civilisation because I'd always had an interest in it and had never had the chance to study it at school as it wasn't offered. I also do English Language and Literature and Film Studies, so it relates fairly easily with both as they are all concerned with studying texts and other sources and focusing on how people perceive them. I love learning about how these people shaped our modern civilisations and I find it all fascinating.

I plan on studying Classical Civilisation at a Russell Group university after College.

Assessment

The A Level is assessed by external written exams at the end of the second year.

Combination with other subjects and Progression Opportunities

A significant number of students choose Latin Certificate as an enrichment option. Many of our students study Classical Civilisation or related subjects such as Ancient History or Archaeology at university and some combine Classics with English or Theatre Studies. Other students have found that the literature elements of the subject are an excellent foundation for a degree in English Literature and the study of Greek and Roman Epic and Elegiac poetry adds an extra dimension for Politics and History students. Ancient philosophy underpins a number of subjects.
Why choose Computer Science?

Computer Science is a practical and yet intensely creative subject where learners can apply the academic principles learned in class to real world systems. Students will develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence. This course provides an excellent grounding for students wanting to study Computer Science or other technical subjects at university. It combines well with Maths or any of the three sciences.

Resources and Facilities

- Two teaching rooms equipped with modern hardware and software
- Drop-in study areas equipped with computers are also available to Computer Science students

Teaching and Learning Styles

A mix of practical and theory lessons

- Practical lessons include programming basics, creating software solutions and coursework
- Theory lessons include topics such as data types and structures, programming languages, computer hardware, networks and web technologies

Extra-Curricular Activities

A trip to Bletchley Park - home of Enigma Machine code breaker Alan Turing and a tour of facilities and review of the first computers. In addition we run a Cyber Club following GCHQ’s Cyber Discovery programme.

Assessment

There will be two equally weighted units (total 80%) assessed by two written papers: Computer Systems, Algorithms and Programming. There is also a Programming Project (20%) for students to complete.

Progression Opportunities

Most of our students will go on to study either Computer Science or a related subject at university.

Student Profile

Jordana Cholmondeley
Bishop Perowne CE College

I already had a basic knowledge of Computer Science from completing it as a GCSE at my high school, and found that not only was it a well-sought after qualification but genuinely intrigued and motivated me to learn more. It fits in well with Maths A Level, and my Psychology course aids me with the personal effects of Computer Science on people. It is incredibly valuable to learn the practicalities of technology, and this course has helped me think logically and analytically in all aspects of my studies.

I am going to study Psychology at university, and this course will supplement my learning and has practical applications with how to think and approach problem solving.
Why choose Criminology?

An understanding of criminology is relevant to many job roles within the criminal justice sector, social and probation work and sociology and psychology. The Level 3 Applied Certificate & Diploma in Criminology are qualifications with elements of psychology, law and sociology being designed primarily to support learners progressing to university.

Each unit within the qualification has an applied purpose which acts as a focus for the learning in the unit. The applied purpose demands learning related to authentic case studies. It also requires you to consider how the use and application of learning impacts on yourself, others, employers, society and the environment.

The applied purpose will also allow students to learn in such a way that they develop:

- skills required for independent learning and development
- a range of generic and transferable skills
- the ability to solve problems
- the skills of project based research, development and presentation
- the ability to work alongside others in a professional environment
- the ability to apply learning in vocational contexts

Resources and Facilities

All students are provided with a range of key texts, which can be supplemented from the well stocked legal section of the Learning Resources Centre. The department has networked computer rooms with Internet access which are available to Criminology students.

Teaching and Learning Styles

A variety of methods including practical activities and debates are employed to develop the skills necessary to succeed on the course and to prepare you for further study or employment. The course will enable you to demonstrate understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported. You will gain an understanding of why people commit crime and an understanding of the criminal justice system.

We will encourage you to take more responsibility for your own learning and set your sights on achieving the highest standards, supported and guided by your teachers.

Extra-curricular Activities

There are opportunities to visit the Crown Court at Worcester and the Royal Courts of Justice and Parliament in London. Some second year students will also have the opportunity to visit Birmingham courts.

Assessment

Two units will be external assessed through exams and two units will be internally assessed. The assessments are controlled in terms of time, resources and supervision.

Progression Opportunities

The course supports degree courses, such as Criminology itself, Criminology and Criminal Justice, Criminology and Psychology, Law with Criminology, Criminology and Sociology, Psychology and Sociology.

An understanding of criminology is relevant to many job roles within the criminal justice sector, social and probation work and sociology and psychology.”
Why choose Dance?
This course offers you the chance to develop your skills in choreography, performance and analysis. Energy and commitment are the main requirements for this physically and mentally demanding course.

Resources and Facilities
- Large dance studio with sprung floor
- Extensive Learning Resources Centre provision
- Video and sound recording equipment
- Workshops with visiting professionals
- Close links with Dancefest, the dance agency for Herefordshire and Worcestershire

Teaching and Learning Styles
- On average, two practical lessons per week
- The many aspects of the course mean that activities vary considerably

The course requires commitment to rehearsal time outside of lessons.

Extra-curricular Activities
There are many opportunities open to students to perform and to see performances.
- The Performing Arts Academy puts on two public productions a year including a large scale musical and an end of year showcase
- Workshops with visiting practitioners

Assessment
Practical and written examinations.

Progression Opportunities
Many students go on to study Dance at degree level, focusing on performance, choreography or analysis, whilst others combine it with another Arts subject for a joint degree. Each year some students seek employment in the industry, however, many prefer to look on their Dance A Level as having been an enjoyable way to gain a qualification which has also provided them with transferable skills for other employment/careers such as team work, problem solving, management and motivation of others, communication and expression.

Student Profile

Becci Metcalfe
The Chase Technology College

I have been dancing since the age of 3 and it has always been a strong passion of mine. I am also studying PE and Performing Arts which complement my chosen area of study in the physical arts. I was also involved with this year’s Performing Arts Academy production of “Cabaret”.

Next year I will be going to Morea Performing Arts which is based in Cheltenham.
Why choose Drama and Theatre Studies?
This course offers the wonderful opportunity to practically and theoretically explore all aspects of theatre. You will develop acting, directing and design skills as well as building self-assurance and exercising your imagination. You will study play texts, participate in performances, devise new work, write analytical essays and reflective journals.

Resources and Facilities
- Most lessons take place in the College Drama Studio
- Large scale public performances of your work take place in the well-equipped College Theatre or in the more intimate College Drama Studio
- Excellent lighting, sound and projection facilities
- Video and sound recording equipment
- Workshops with visiting professionals and academies
- Close links with the University of Worcester

Teaching and Learning Styles
The course offers active, practical exploration of ideas and theories through workshop and performance. Students will also develop rigorous written skills that they will use to analyse both scripts, live theatre productions and evaluate their own acting pieces.

The course requires commitment to rehearsal times outside of lessons and a willingness to take part in live theatre visits and workshops is essential.

Extra-curricular Activities
- There are a wide range of trips and workshops for you to take part in including visits to RSC, London and professional theatre companies nationwide
- As part of your course you will take part in several public performances including an extract from a published play and an original devised piece
- The Performing Arts Academy puts on two public productions a year including a large scale musical and an end of year showcase

Assessment
External written examinations (40%). The coursework element is assessed through filmed or showcased performance (30%) and written reflective report (30%).

Progression Opportunities
Many students go on to study Drama and Theatre at degree level either as single honours or in combination with another subject. This subject develops written skills alongside confidence, communication and group work. It works very well alongside English Literature as well as providing an interesting and enriching contrast to a range of other subjects. Drama and Theatre Studies teaches you many of the skills employers are looking for such as independence, presentation skills and creativity.

Student Profile
Olivia Beard
Nunnery Wood High School

With Drama being my favourite subject at high school, studying Drama and Theatre A Level at College was an obvious choice for me. I particularly enjoy the practical side of this course and how it enables you to tailor your creativity to your strengths. Not only this, it relates well to aspects of my other subjects, English Language and Literature and Media Studies. The enrichment course, the Performing Arts Academy, also works well alongside my studies and has helped me to strengthen my confidence and performing skills.

My plans are to study a BA in Acting at university, and then go on to study an Masters at Drama School.
Why choose Economics?

Economics is a highly regarded academic subject which is highly valued by both employers and universities. It develops skills which complement science, social science and arts subjects. Students often go on to study economics, accountancy or other courses relating to business management. Economics involves the study of individuals, firms and the Government. The course is split into two separate yet linked sections, micro economics and macro-economics. Macro Economics is the study of government and how the Government influences and manipulates the level of economic activity. Micro Economics is the study of individuals and firms and aims to establish models which can be used to describe and explain the behaviour patterns of individuals and firms.

Economics graduates are amongst the most highly paid and the subject is useful for many careers including finance, banking and retail. The emphasis of this course is on the UK economy, including topics such as economic growth, inflation, unemployment and the labour market. You will also study the international perspectives including International trade, globalisation, poverty, and the environment.

You will learn how to apply economic theory to the analysis of “real world” economic issues such as:

- How are prices determined?
- Why have energy prices risen?
- What effect does Brexit have on the UK economy?
- What economic policies can be followed to help create jobs or reduce inflation?
- How can we control the negative aspects of economic growth such as rising inequality or increased pollution?
- How does the interest rate affect the housing market?

Resources and Facilities

- Internet, interactive ICT resources and computer simulations
- Course textbook
- An extensive range of materials in the Learning Resources Centre

Teaching and Learning Styles

A variety of teaching and learning strategies are employed including lectures, discussion, debates, role-play activities, computer games and simulations.

Extra-curricular Activities

We offer trips including Economics conferences, the opportunity to compete in national competitions and revision conferences.

Assessment

There are three written exams at the end of the second year. These have a mixture of short questions to test your analytical skills and essay questions which ask you to discuss economic issues in greater depth. The three papers are:

- Markets and market failure
- National and international economy
- Economic principles and issues

Progression Opportunities

Many students decide to study Economics at university either alone or combined with other subjects such as Maths/Statistics, Languages and Social Sciences. Economics A Level is also highly valued by many employers particularly banks, insurance and accountancy firms.

Student Profile

Leon Babu
Nunnery Wood High School

I was keen to study Economics as many people told me that it is a very interesting subject. I really enjoy Economics mainly because it answers a lot of questions that you might have always thought about in terms of the world around you. Economics has strong links with my other subjects, Business Studies and English Language. The variety in the content means it equally fits in with those students who have a science or humanities background.

After College, I plan to go to university to study International Business Management which will have a lot of Economics in it.
Why choose Engineering?

Engineers can be thought of as applied Physicists. They are the link between scientific theory and everyday technological advancements that we take for granted. Engineers take their knowledge of Mathematics and Science and use it to design, build, analyse and test machines, systems, structures and materials. They need to be creative, think logically and enjoy solving problems.

Engineers are in short supply and employers are always looking for people with the skills engineers possess.

Resources and Facilities

- All teaching is in modern well-equipped laboratories
- State of the art Science Centre
- Computer facilities in the laboratories and ICT is used in a range of experiments

Teaching and Learning Styles

- Significant amount of practical work (mostly in pairs)
- Practical work integrated within the course
- Emphasis on applications of Engineering

Extra-curricular Activities

Engineering students will be encouraged to take part in the Junior Internship Programme, where they will gain work experience with a local engineering company and, with the help of a mentor supplied by the company, complete an extended project qualification. See page 9 for more details.

Assessment

The Level 3 Extended Certificate in Engineering comprises of 6 units, 5 of which will be assessed by examination and 1 coursework unit. 3 exams will take place at the end of the first year and there will be the opportunity to resit in the second year.

Progression Opportunities

The course will prepare students for both higher education and apprenticeships. Teamwork, analysis and evaluation skills developed during the course will be sought after by employers.
Why choose English Language?

There are very few, if any, areas of our lives that do not involve using language. Studying English Language at A Level will enable you to learn about the structures and functions of the language we use, and to become aware of the social, historical and psychological issues which shape the ways we think, speak and write. English Language underpins much of what we do in education and employment. Expect something very different from GCSE!

You will learn how to analyse spoken and written language; discuss and analyse how conversation works; investigate the mysterious processes through which children learn to talk; and learn about the relationship between the language we use and our social values. You will engage with debates about English Language and learn about how and why the English Language has changed over centuries. You will discuss questions such as: why do many people dislike the Brummie accent, but love to hear a Geordie speak? Could the English Language die out in the next few hundred years? How has the internet changed language use? Do men and women speak the same language? You will also have the opportunity to investigate aspects of language independently in your coursework, as well as to produce some creative writing.

Teaching and Learning Styles

Teaching is active; we make much use of discussion and group work which students use to explore their own views about language as well as those of others. Active research through investigative project work is also an important part of language study. Students are encouraged to take advantage of the work experience programme in language related areas, and to explore the links between English Language and their other academic subjects.

Assessment

The A Level is assessed by two external exams which will require you to analyse unseen texts, test your knowledge of spoken and written language, evaluate theories and debates and write an article on attitudes to language variation and change. There are two pieces of coursework, one analytical and one creative.

Progression Opportunities

Many students go on to study English Language related courses such as Linguistics or Communication Studies at university. English Language is also a very useful qualification for anybody wishing to go into primary teaching, speech therapy or journalism.

“English Language underpins much of what we do in education and employment. Expect something very different from GCSE!”

Student Profile

Maisie McGovern
Blessed Edward Oldcorne Catholic College

I chose to study English Language because I am fascinated by linguistics, and the science behind language. I enjoyed English throughout secondary school, and at A Level I gained a much further insight into how language relates with a wider range of areas. This includes how language is linked with psychology and sociology, as well as learning how we acquire language as children and how language has changed over time.

I am also studying Fine Art and Business Studies, which both contain aspects of analysis. Studying Business will also improve my ability to evaluate in essay writing, which is crucial in English Language.

After College, I plan to attend university to study English Language and Linguistics.
Why choose English Literature?
This course invites you to explore human experience and to discover different worlds through engaging with a wide range of literature: novels, short stories, poetry and drama. As part of the course, you will learn about the lives of writers, the historical and social contexts that affected their writing, and consider critical reactions to the texts whilst forming your own opinions.

You will also develop skills in written and oral communication, interpretation and analysis.

Teaching and Learning Styles
A key approach will be learning through group work and discussion but there will also be a wide range of other strategies, including: essay writing workshops; individual and group student presentations; multimedia resources; individual student/teacher consultations, and joint activities with the Learning Resources Centre.

Extra-curricular Activities
- Theatre visits
- Lecture days
- Visiting speakers
- Workshops focusing on set texts and theatre productions

Assessment
In the first year, you will study four texts: Shakespeare's play The Tempest, poems by Ted Hughes, A Streetcar Named Desire by Tennessee Williams, and John Webster’s The Duchess of Malfi. In the second year, you will study poems by Sylvia Plath and John Milton’s Paradise Lost (Book 9), as well as developing skills for exploring unseen texts. You will also write a coursework essay based on your study of two novels (Jane Eyre by Charlotte Bronte and All the Birds, Singing by Evie Wyld).

Progression Opportunities
You may choose to go on to study English Literature as a single honours subject or in combination with a related subject such as Media, Journalism or Theatre Studies. Even if this is not the case, you will find that the English Literature course equips you with interpersonal and communication skills that are highly valued by other university courses and career paths.

Student Profile

Molly Hadley
Nunnery Wood High School

I really enjoyed English at high school, and chose to study it at WSFC as I knew that the skills acquired from it, such as analysis and organisation, would aid me in whatever subject I chose to read at university.

The support and flexibility of the English department is fantastic and I would highly recommend the subject to anyone who loves to delve into a good story or discuss important topics such as gender constructs, hierarchies and authority.

I plan to read Biology at a Russell Group university.
Why choose Environmental Science?

Nothing is more contemporary than the issues of the environment. Problems such as plastic in the oceans, the energy mix debate, fracking and the population decline of over 60% of global mammal species are all covered in the study of Environmental Science. The consideration of ecological niches and the science behind changes in environments are the foundations of the course.

Environmental Science combines well with a range of subjects, particularly Geography and Biology. It also covers some elements of chemistry and is the perfect subject for students looking to further their studies in the natural sciences. Furthermore, it also draws together the sciences with approaches and ideas from the arts and social sciences, offering an excellent option for those wanting a broad range of subjects. It would also suit students looking to move into environmental journalism or environmental law if paired with English or Media Studies. The relevance of environmental issues to all aspects of life makes their study an increasingly significant aspect of an effective career pathway.

Teaching and Learning Styles

The lessons take place in a fully functional laboratory with access to a range of equipment where students will be able to combine theory with practical experiments. We also have access to a computer suite for research when required. Students will have the chance to work alone, in pairs and in small groups. There will be ample opportunity to take part in practicals and outdoor research. It is anticipated that we will visit Bristol Zoo/ West Midlands Safari Park and contrast this with much smaller conservation schemes in and around the surrounding counties as the course requires a minimum of 2 days in the field.

Assessment

 Whilst there is no coursework there are 12 compulsory practical experiments and 2 compulsory days in the field. Overall, at least 15% of the marks for the A Level Environmental Science qualification will come from the assessment of practical skills.

Examinations are worth 100% of the qualification. There are 2 papers each worth 50% of the qualification. Assessment is based around a combination of multiple choice, short answer and extended writing questions.

Progression Opportunities

Environmental Science is ultimately a science qualification and the practical skills learnt in lessons are highly valued in the science field. It also contains enough natural science that it is accepted by universities for application into teaching in shortage subjects; sciences and geography.

There are now over 150 courses at degree level for Environmental Science itself; many of these at typical Russell Group Universities. However, it would also suit students wishing to study Oceanography, Conservation, Urban Planning and Agronomy. Additionally, some students may take up employment directly with companies such as the Environment Agency and a number of charitable groups working in hydrology, conservation and fair trade.
What is the Extended Projects Qualification (EPQ)?

Extended Projects involves second year students identifying, designing, planning and then completing an individual project on a topic of their choosing. To do this they obtain and select information from a range of sources and then:

1. Write a dissertation or investigation; create an artefact or performance using appropriate skills and technology
2. Evaluate the project including reviewing their own performance and presenting their findings to an audience

Why choose an Extended Project?

Students will have the opportunity to carry out some genuine research on a topic of their choosing that equips them with the skills of investigation, analysis and synthesis which universities and employers want. Universities regard the EPQ highly and recognise the UCAS points from it. Many universities now make offers including the EPQ, with an increasing number of universities giving lower offers if a student has done one. Some take the EPQ into account if their offer has not been met. The project also provides a focus for interview should one be offered.

The Worcester Civic Society awards a prize annually to the best Extended Project and the panel of external judges have been extremely impressed with the high quality and diverse range of projects they have read.

Teaching and Learning Styles

Each student is allocated a supervisor who will meet regularly with them to help them throughout all stages of the project. Alongside this there will be some lessons in which the skills required for a successful EPQ will be taught.

Resources and Facilities

The students have a well-resourced Learning Resources Centre to use. They can also use the resources at the Hive. EPQ students visit the Hive to learn about using its catalogue, online resources and how to reference their work.

The Extended Project is open to second year students only and there will be information sessions at the end of the first year to find out more.

Student Profile

Shannon Roberts
Nunnery Wood High School

I decided to choose the EPQ as I thought that writing a dissertation would be good practice and preparation for university, especially with what I am hoping to study. This has given me an excellent opportunity to research into and write about an area that I am interested in. Doing the EPQ has allowed me to further enhance my university application. The topic I chose to write about, Treatments for Osteoporosis, linked well with my studies in the medicine related areas of both Biology and Chemistry. I particularly enjoyed the challenge of independent research and study in a manner that I was unable to do in any of my other lessons. This was also aided by the fact that in my first year of College, I was part of the Medical Professional Programme, allowing me to ask visitors what it was like to do some research tasks as they would have experienced these at university.

Regarding my plans after College, I wish to further my interest in medical areas such as treatments for osteoporosis by studying Anatomy and Human Biology at a Russell Group university, and then gaining graduate entry into Medicine.
Why choose Film Studies?

This course is for anyone who loves the experience of cinema and endlessly discussing the films they’ve seen. Film Studies provides an opportunity to learn about production, distribution and exhibition in a wide range of contexts. Topics include: British and American Film, World Cinema, Documentary, Silent Film and Experimental Cinema. 30% of the course is creative, there is an opportunity to write a screenplay or make a short film during the second year. Students need to have an open mind and be prepared to discuss films from different eras and countries.

The course includes the study of ‘18’ certificate films. This is permitted for under-18 year olds under BBFC guidelines.

Resources and Facilities

- There is a data projector and cinema surround sound in the teaching room
- There is a wide range of DVDs and background books in the Learning Resources Centre
- There are a number of digital video HD cameras within the Department and the latest Adobe editing software

Teaching and Learning Styles

The data projector and cinema surround sound in the teaching room provides an exciting and engaging learning experience. Much of the learning takes place through group discussion and creative activities that should stretch your imagination. You will need to read background and critical books available in the Learning Resources Centre.

Extra-curricular Activities

There are trips to a variety of different cinemas.

Assessment

The A Level will be assessed by external exams and coursework.

Progression Opportunities

You may go on to study a media/film related course or progress to a wide range of humanities and social science subjects. Film Studies combines well with a wide range of other courses. Past students have gone on to work in film, television, theatre, video games and academia.

“\textit{This course is for anyone who loves the experience of cinema and endlessly discussing the films they’ve seen.}”

Student Profile

Ed Daniels
Pershore High School

I took Film Studies as I find film interesting. Circumstances led me to Worcester Sixth Form College after my time at high school, and it worked out to be a good decision. I have found Film Studies to be a really great course. I particularly enjoyed making my own short films, writing scripts and learning about iconic films from the past. I found that Film Studies went very well with my other subjects, Classical Civilisation and English Literature, as they were all essay-based which let the skills I learned in this course become transferable.

After College, I plan to go to the university to study Film and Television with Innovation.
Why choose Food Science and Nutrition?

Food Science and Nutrition is an exciting subject that is suitable for any student who is interested in developing their knowledge in:

- The Science of Food and Food Safety
- Nutritional Needs of Specific Groups
- Food Preparation, Cooking and Presentation
- Current Food Initiatives and Healthy Eating Guidelines

An understanding of food science and nutrition is relevant to many industries and job roles such as manufacturing, product design, food stylist, food journalism, health promotion, dietician/nutritionist, sports coaching, etc. There will be a large amount of practical work so this should be an area that you particularly enjoy.

Resources and Facilities

The department consists of teaching rooms and a well-equipped practical food room. There are a wide range of relevant books and periodicals within the department and students have access to computers in class every week.

Teaching and Learning Styles

A variety of teaching and learning styles are used including question and answer sessions, discussions, researching and note taking. Students will be able to develop skills in investigation and experimental work, taste testing and practical techniques.

Extra-curricular Activities

Students have the opportunity to visit food businesses and exhibitions, such as the Good Food Show at the NEC.

Assessment

This Level 3 Diploma is assessed through a combination of a written exam, centre marked assignments and an assignment set and marked by the exam board.

Progression Opportunities

Together with other Level 3 courses including A Levels in Biology, Chemistry, Sociology, Business. this course gives you the opportunity to progress onto degree courses such as: Food and Nutrition, Human Nutrition, Public Health Nutrition, Food Science and Technology, Product Development, Food Marketing, etc. The food business is one of the most successful industries in the UK. Demand is approximately four times higher than the number of graduates leaving university, therefore, career prospects are excellent.
Why choose French?

French is the most widely taught modern language both nationally and also at the College. Its importance is reflected locally, with an increasing number of business partnerships involving French companies. Some students take French and another language at A Level, but an increasing number combine it with subjects such as Business Studies or Sciences, reflecting the wide range of opportunities in commerce for travel abroad and use of French. Most students, however, choose to continue their French studies because of a good GCSE grade, a successful exchange, family holidays to France or simply because they enjoy speaking the language.

Resources and Facilities

- Large computer room
- Computers with internet links and listening facilities
- Various language learning software
- Data projectors in all rooms
- Interactive whiteboard
- Comprehensive Modern Languages website

Teaching and Learning Styles

- Extensive use of French in the lesson
- A wide variety of subjects including aspects of contemporary society
- Weekly lesson with French native speaker

Assessment

The A Level will be assessed by external exams, in reading, listening, speaking and writing skills. Both the first and second year include options in Cultural Studies.

Progression Opportunities

Many students go on to study a French degree, either single honours or in combination with another language. An increasing number of students study French with another subject, such as Law, Business Studies, History, Politics or even Music and Sciences. Almost any combination is possible!

Fluency in a foreign language will open doors to top universities in the UK and will increase your employment opportunities in Britain, as well as in French-speaking countries.

Student Profile

Victoria Victor  
Nunnery Wood High School

I chose to study French as I have links with France, so I really wanted to consolidate and improve my knowledge on the subject and take it to a higher level. I also study Graphic Design and English Literature and think that the creativity of these subjects are a good addition to French. French allows you to be free with your thoughts and also teaches a different way to be more creative when expressing yourself.

I find the subject to be very interactive and fun. There are lots of opportunities to actively practice speaking French in class and study films and books which really push you to practice French reading, listening and writing skills. You also get to experience life in France and their school system as there is an exchange visit to Montpellier for a week during each year. I absolutely loved this experience and the opportunity to go!

After College, I plan to go to university to study Graphic Design.

Exchanges

We have annual exchanges to Montpellier and linguistic stays in Nice. Students are encouraged to participate in at least one visit in both years.

“French is the most widely taught modern language both nationally and also at the College.”
Why choose Further Mathematics?
Further Mathematics gives students a deeper and broader knowledge of Mathematics, both Pure and Applied. It is particularly useful for students preparing for courses at university in Mathematics, Engineering, Physics and Computing. It is looked on very favourably by the top universities. Students should be strong mathematicians and have achieved a grade 8 or above at GCSE. Students must also enjoy the challenge of problem solving.

Resources and Facilities
Students will have access to:
• approved text books and Moodle resources.
• suite of teaching rooms equipped with data projectors and interactive boards

Teaching and Learning Styles
Students are taught by well qualified teachers in a variety of ways including; example-led whole class teaching, individual work on exercises from text books or worksheets, paired or group work on matching activities or problem solving, watching video clips using online teaching resources, graphical calculators and computer software. A substantial amount of individual work is expected outside of lessons which should match the amount of contact time in class.

Extra-Curricular Activities - The Maths Academy
Extension activities are available to all Maths students by enrolling in the Maths Academy. Anyone wishing to pursue a Higher Education course in Mathematics, Engineering, Computer Science or similar would benefit from attending the Maths Academy in addition to Mathematics lessons.

The activities include:
• Participation in the Senior Mathematics Challenge/Maths Olympiad. In 2018-19 two of our further Mathematicians progressed to the Maths Olympiad after exceptional individual performances in the Senior Maths Challenge. Only 1,000 out of 600,000 participants are successful in reaching this stage
• Exploration of various enrichment topics such as Infinity, Group Theory, Probability Simulation and Fitting Curves to Data
• Preparation for specialist mathematics examinations, required by some universities, in the second year

Assessment
The Further Mathematics course will cover pure mathematics, statistics, and mechanics. Students will have the opportunity to take the AS exam at the end of the first year. The A Level is assessed by examinations at the end of the second year. The A Level course assesses the knowledge from the first year and develops and extends many topics in the second year.

Progression Opportunities
Further Mathematics students tend to go on to university to study Mathematics as a single/joint honours or to study Physics, Engineering or a course with a substantial mathematical content.

Student Profile
Alison Sprague
Pershore High School

I chose to study at Worcester Sixth Form College because I wanted to have a bit more freedom and flexibility than a school could provide. I’m taking Maths, Further Maths, Physics and Chemistry and I’m hoping to study Maths at degree level.

I am participating in the Ambition Programme, which inspired me to apply to a Russell Group university. I’ve also taken advantage of the STEP Maths classes, which are really helping me prepare for the additional maths papers that are required to access my chosen degree course. I’ve found the staff to be friendly and supportive, and I’m really pleased I chose to come here.
Why choose Geography?

Where is the most hazardous place on earth? Why do children starve in a world of plenty? What will the outline of Britain look like if sea levels rise due to global warming? Why are the tropical rainforests so species rich? Where are the hottest, driest, coldest and wettest places on earth and why? Which people live the longest and why? If any of these questions interest you then you should consider doing Geography! Geography is all about studying the interactions that occur between people and their environments. As such, it deals with many contemporary issues of global importance and is underpinned by a concern with finding ways to develop sustainably.

Teaching and Learning Styles

Much of the course is centered on case studies to help students gain a better understanding of both the concepts covered and their applicability to global events. Students are provided with a range of activities in lessons to help maintain engagement and understanding. Classrooms are well equipped with digital projectors, class sets of text books and a computer room specifically for humanities subjects. In addition, the department has invested in visual learning aids and some fieldwork equipment to allow students the opportunity to collect data out in the field for the NEA. Teachers in geography are specialists and have considerable teaching and examining experience.

Alongside classroom based learning, all students complete 4 days in the field. One day is spent investigating the regeneration of Birmingham and 3 days are spent collecting data for the NEA in the Lake District in June of the first year. There is also an optional field trip in the second year providing the students with the opportunity to visit Iceland-land of fire and ice!

Assessment

The assessment structure is as follows:

Paper 1: Physical Geography 30% of the A Level qualification.
Paper 2: Human Geography 30% of the A Level qualification
Paper 3: Synoptic Paper 20% of the A Level qualification

NEA (non-examined assessment) 4000 word approx. report on an area of geography that you wish to study. 20% of the A Level qualification.

Progression Opportunities

Many of our students go on to study Geography or related subjects at university. Geography combines well with most other subjects especially Geology. Employment in the use of geographical information systems (GIS) continues to be a big growth area and we have had a number of recent students go on to research and work in this field. Geography lends itself well to both the sciences and humanities. Geography is a highly regarded and is considered a facilitating subject. Students thinking of doing Geography will find that having Geography A Level or degree will open many doors into a range of fields such as oceanography, conservation, environmental law, urban planning and design alongside agronomy and meteorology.

Student Profile

Megan Hart
The De Montfort School

After a year of A Levels at my previous school, I decided I wanted a change and opted to move to Worcester Sixth Form College for the challenge of a new setting, versatile subject choices, and the independence that comes with being a College student. I chose A Level Geography after enjoying it at GCSE and taking interest in the modules offered as part of the course. I also knew Geography was a well-recognised subject by universities and felt it would support A Level Biology, especially through fieldwork skills and interlinking topics, such as the water and carbon cycle.

I’ve thoroughly enjoyed the challenges Geography has offered me as well as the diverse topics which are covered over the two years, from learning about Geo-politics and globalisation to learning about glaciated landscapes and climate change. I believe the knowledge I have gained specifically from the physical content as well as fieldwork skills I have acquired will support me in my future studies and plans.

Next year I plan to go to university to study Marine Biology.
Why choose Geology?
You may choose to study Geology because you are interested in earthquakes and volcanoes and want to know why they occur in some places and not others. You may like dinosaurs and fossils and want to know more about past life on Earth. You may be fascinated by crystals, minerals and rocks and would like to learn to identify your specimens. Whatever your reason, you will be choosing a subject that is new and very different from the others you will be studying.

Recent Fieldwork/Visits
- The Natural History Museum in London to see the Dinosaur displays and the Earth Galleries, complete with earthquake simulator
- Local field excursions to investigate the geology of the Malvern Hills and South Wales coast
- An essential week-long field trip to the Isle of Arran for second year exam preparation

Teaching and Learning Styles
- Conventional lessons, often group and whole class practical sessions, using the department’s extensive collection of rocks, minerals and fossils
- Presentations and field-based classes/coursework
- Lab-based practical work that contributes to the practical endorsement component of the course, and the practical exam at the end of the second year

Assessment
The A Level is assessed by three written examinations. As a science subject, students are required to develop a range of geological techniques and skills for their practical endorsement. This will be in addition to the grade gained on the examination papers. These practical skills will also be examined with questions that will relate directly to experiments and fieldwork undertaken throughout the course.

Progression Opportunities
There are fantastic opportunities in the geological world at the moment, with shortages in hydrogeology and hazard management. As a science A Level, Geology is useful for anyone considering a degree course in the Geosciences (including Oceanography), as well as Archaeological, Biological, Chemical, Environmental and Physical Science disciplines. Traditional careers for geologists are in the oil and mining industries. More recently, opportunities have broadened to include civil engineering and tunnelling, environmental conservation and climate change, hazard management for volcanoes and earthquakes.

There are fantastic opportunities the geological world at the moment, with shortages in hydrogeology and hazard management.”
Why choose German?

The ability to speak a language is a vital skill in today’s international world. As Germany is our biggest trading partner, there is a need for fluent speakers of the language to promote our industry abroad. You may also simply be interested to know more about Germany, Austria and Switzerland, to find out for yourself about their history, literature, art and films.

Resources and Facilities

- Large computer room
- Computers with internet links and listening facilities
- Various Language learning software
- Data projectors in all rooms
- Interactive Whiteboard
- Comprehensive Modern Languages website

Exchanges

Students are encouraged to take part in both exchanges to Berlin and Munich which are offered during their two-year course.

Teaching and Learning Styles

- Extensive use of German in the lesson
- A wide variety of subjects and aspects of contemporary society
- Weekly oral lesson

Assessment

The A Level will be assessed by external exams, in reading, listening, speaking and writing skills. Both the first and second year include options in Cultural Studies.

Progression Opportunities

Many students go on to study a German degree, either single honours or in combination with another language. An increasing number of students study German with another subject, such as Law, Business Studies, History, Politics or even Music and Sciences. Almost any combination is possible!

Fluency in a foreign language will open doors to top universities in the UK and will increase your employment opportunities in Britain, as well as in German-speaking countries.

Ruan Sarris
Blessed Edward Oldcorne Catholic College

I’ve always had a passion for languages: from winning the regional German Spelling Bee in Year 7, leading right through to my role in year 10 and 11 as a Language Mentor Prefect for my school. Not only is there a shortage of German speakers within the UK workplace, but there’s also high demand for knowledge of German within business. German A Level, therefore, pairs up perfectly with my Business A Level and also my IT Applied Level 3 course because they all relate to the world of international business. In addition to this, I’ve also taken English Language A Level because it ties in with the theme of languages and demonstrates a high level of communication skills.

After College, I am going to study a Level 4 Digital Marketing apprenticeship as a Junior Creative at DRPG, who deal with both UK and international clients. I would like to think that my knowledge of the German language will assist me when liaising with European business clients.
Why choose Health and Social Care?

There are variety of ways of studying Health and Social Care at the College and you can chose which course is best for you. You can study Health and Social Care Level 3 with A Levels or complete the larger qualification and this will be all you study alongside completing week long placements in Health and Social Care sectors across the course. Learners will develop a better understanding of the demands of this sector to demonstrate their commitment and interest when applying for further study. Learners are required to undertake work experience as part of the course. This will provide you with a vocational context in which you can develop the knowledge and skills required for your chosen career path.

Resources and Facilities

Students will be taught by very well-qualified and experienced teachers. Many of the staff have had previous working experience in the area of care or health. There are four teaching rooms, all of which contain up-to-date teaching resources. The learning environment is designed to allow students to participate in both practical and theoretical activities. There is a wide range of relevant books and periodicals within the department and the Learning Resources Centre.

Teaching and Learning Styles

The teaching will include a variety of learning styles: the lessons are further brought to life by exciting activities including role-plays, group discussions, debates and student presentations. There is an enthusiastic and caring atmosphere in the department and individual tutorials are regularly available to all students as part of their studies. Students are regularly visited whilst on work training and there is close liaison with training placement supervisors.

Extra-Curricular Activities

Students may choose to take up volunteering in the Health and Social Care Sector to complement their formal studies. Trips to local health and social care settings, completing the Aspiring Nursing and Midwifery Programme and signing up to complete the Nursing Professional Programme at College.

Assessment

Learners taking this qualification will study eight mandatory units and five optional units which are either internally or externally assessed. The eight mandatory units include:
- Equality, diversity and rights
- Anatomy and physiology
- Psychology
- Safeguarding
- Physiological conditions

Progression Opportunities

This qualification is recognised by higher education providers as meeting admission requirements for many relevant courses, eg. Nursing, Social Work, Physiotherapy, Occupational Therapy, Speech Therapy etc. This course will provide you with transferable knowledge and skills that prepare you for progression to university. The transferable skills that universities value include: the ability to learn independently, the ability to research actively and methodically, to be able to give presentations and be active group members. This course will enable you to benefit from opportunities for deep learning where you are able to make connections among units and select areas of interest for detailed study.

Student Profile

Rebecca Silvester
Christopher Whitehead Language College

I chose to study Health and Social Care as it is a great way of gaining a wide variety of skills and knowledge, which enabled me to explore which area of work I would like to do in the future. I enjoy this course as there is a wide range of different modules being taught, where you are able to make links to each other. Teachers are always available to help when necessary or to offer support and guidance to help with progression. There are also many opportunities for students to go on placements, in different settings in their community.

This course has allowed me to explore different venues of work it could offer, to which I have chosen to study Operating Department Practitioner at university.
Why choose History?

‘Not to know what took place before you were born is to remain a child forever’

The study of what happened in the past is vital to our understanding of the present.

The two A Level History courses provide an opportunity to study either:

• Germany and West Germany, 1918-89; The Rise and Fall of Fascism in Italy, c1911-46; Protest, Agitation and Parliamentary Reform in Britain c1780-1928; Historical Interpretations: The Origins of the Holocaust (Modern History - Edexcel)

or

• Spain c. 1469-1598; Britain 1625-1660; and coursework on France in the 17th century (Early Modern History - AQA)

History links well with many other subjects, particularly Politics, Law, Sociology, Religion, Philosophy and Ethics, Classical Civilisation, Geography and Economics.

Teaching And Learning Styles

Lectures, group work, individual research, document work, use of audio visual sources, use of IT and the Internet, essay writing, presentations, field trips, exam practice, skills sessions.

Resources and Facilities

• TV, DVD players, computer, data projector and OHP in every classroom
• Well-resourced Learning Resources Centre
• Extensive collection of DVDs on history topics

Assessment

• The A Level is assessed by external exams and coursework
• The exams involve writing essays and answering document-based questions

Extra-Curricular Activities

Past field trips have included visits to Prague, Berlin, Austria and France as well as visits to sites of local interest, eg. the Commandery, and attendance at lectures and conferences relating to exam topics, eg. a visit to the Holocaust Centre to hear testimonies of Holocaust survivors.

Student Profile

Mia Stevens
Blessed Edward Oldcorne Catholic College

I chose to take History at A Level having wished I had taken it at GCSE. I'm so glad I made this decision as I have found History to be an immensely enjoyable subject, and it has definitely broadened my interest in many other surrounding areas, such as politics. I have particularly enjoyed the module on ‘British Parliamentary Reform’ as I’ve found it fascinating to see how previous historical events have influenced today’s political scene. I have found the teaching to be lively, engaging and incredibly supportive, and students are given helpful and specific feedback in order to consistently improve their work.

I believe that A Level History has provided me with transferable skills, such as essay writing and critical evaluation, to complement my studies in English Literature - the subject which I hope to study at a Russell Group university after I finish College.

Progression Opportunities

A Level History is a ‘facilitating subject’ and well regarded by all universities. It is particularly useful to those who wish to follow a career in Law, the Civil Service, Local Government and Politics, teaching or the Social Services. Many students go on to pursue the subject at degree level and beyond.

The study of what happened in the past is vital to our understanding of the present.”
Why choose IT?

Does your interest in technology extend beyond just using your smartphone to text or shop online? Are you curious about how digital information is spread? If so, this course may be for you. This course is for students who prefer to study IT in a context that allows them to learn and be assessed in ways that are practical and relevant to the IT sector. You will develop your knowledge and understanding of the principles of IT and global information systems and learn to use IT to communicate effectively. You will also make yourself attractive to employers looking for people who are able to help them develop their systems or the systems for their customers and to use IT as a tool to analyse data and develop applications.

Resources and Facilities

- Enthusiastic and highly experienced teachers
- Industry standard software
- Well-equipped teaching rooms suitable for both teaching and individual research
- Visits to relevant local organisations

Teaching and Learning Styles

Learning activities will reflect the structure of the units and allow you to gain a real feel of what it is like to work as an IT professional. They will include discussion, presentation, practical work and individual research group projects.

Extra-Curricular Activities

Students are invited to attend a visit at Bletchley Park, home of the World War Two Codebreakers where Alan Turing created the first computer. In addition students are encouraged to attend the Cyber Club enrichment option that teaches students Cyber Security following GCHQ’s Cyber Discovery Program. Following the program students have the potential to access bursaries for university and Higher Apprenticeships.

Assessment and Course Content

The Certificate in IT (equivalent of 0.5 A Level) is assessed by 2 mandatory units: Creating Systems to manage Information (externally assessed); Use of Social Media in Business (coursework).

The Certificate in IT can be followed in the second year by the Extended Certificate which gives you the equivalent of one A Level and includes units covering Information Systems (externally assessed) and either Web Design or Data Modelling (coursework units).

The Diploma in IT (equivalent of 2 A Levels) studied over two years. It is assessed by eight units of which four are mandatory and two of those are externally assessed. In year 1, the Diploma students study Information Systems, Databases, Social Media and either Data Modelling or Web Development. In year 2, the Diploma students will perform a practical assessment for Cyber Security and Incident Management. In the second part of the year, students complete 3 additional coursework-based units.

Progression Opportunities

Many of the students who study with us progress to a career in business or the IT industry or enter work-based training such as Higher Level Apprenticeships. A large number also opt to go on to study for a degree or HND in ICT, Computer Science, Information Systems or other related subjects.

Student Profile

Saania Saleem
Blessed Edward Oldcorne Catholic College

I chose to study IT as I felt it would keep a wide range of employment opportunities open after College. I have always been interested in IT, especially Social Media, Website Development and App Development. The course has taught me about a lot of areas in IT and enabled me to identify that my plan after College is to get an apprenticeship in Social Media/Digital Marketing. I have had two work experience placements during my time at College which have been very beneficial and think that the structure of the lessons and teaching have made the course manageable and enjoyable.
Why choose Law?
Law is an exciting and challenging subject that would benefit any student aiming to pursue a legal career or simply holding a general interest. A Level Law is a wide-ranging course that introduces the English legal system, criminal and areas of civil law. We assume no previous knowledge of the subject, and the main qualities needed to succeed are enthusiasm and determination.

Resources and Facilities
All students are provided with a range of key texts, which can be supplemented from the well stocked legal section of the Learning Resources Centre. The department of Social Science has networked computer rooms with Internet access which are available to Law students.

Teaching and Learning Styles
A variety of methods including practical activities and debates are employed to develop the skills necessary to succeed on the course and to prepare you for further study or employment. There is a heavy emphasis on the discussion of legal rules, such as murder, and their application to resolve legal problems. Students have to develop their own arguments regarding legal liability using real cases to support their points, and individual research and presentation skills are developed in order to aid understanding and evaluation of legal institutions.

We will encourage you to take more responsibility for your own learning and set your sights on achieving the highest standards, supported and guided by your Law teachers.

Extra-curricular Activities
There are opportunities to visit the Crown Court at Worcester and possibly the Royal Courts of Justice and the Supreme Court in London.

Assessment
Typically A Level assessment involves a combination of essay writing and analysis of legal problems. The latter involves applying legal rules to case studies to determine liability for a range of offences including murder and manslaughter.

Student Profile
Ken Chiu
Tudor Grange Academy
My interest in human rights led me to choose Law. As Law is so versatile it goes really well with my other subjects, Geography and Film Studies. Within Geography you learn about human rights and the EU which ties together nicely with Law. In terms of Film Studies, studying different theories in Law are also be applied when studying Films. Law has been so interesting and enjoyable because of the different cases you are introduced to and learning about how our Legal system works.

I am going to university and aspire to become a barrister.

Progression Opportunities
Many students decide to study Law at university, or choose related subjects such as Criminology. A degree in Law provides a route to a legal career, as well as being a qualification that is highly regarded by employers in areas such as business. Others have taken advantage of employment with opportunities for further training, for example working as legal executives or joining the police.

Law is an exciting and challenging subject that would benefit any student aiming to pursue a legal career.”
Why choose Mathematics?
Mathematics complements a whole range of other subjects and prepares students for further study and employment in many disciplines involving the use of Mathematics. You will gain knowledge of mathematical techniques that build on GCSE knowledge and develop problem solving and analytical thinking, skills which are desirable in numerous careers. If you have enjoyed your GCSE Mathematics, especially the algebra, trigonometry and problem-solving aspects, then you should consider Mathematics at A Level.

Resources and Facilities
A suite of teaching rooms equipped with data projectors and interactive whiteboards.

Teaching and Learning Styles
Students are taught by well qualified teachers in a variety of ways including; example-led whole class teaching, individual work on exercises from text books or worksheets, paired or group work on matching activities or problem solving, watching video clips using online teaching resources, graphical calculators and computer software. A substantial amount of individual work is expected outside of lessons which should match the amount of contact time in class.

Extra-curricular Activities
Extension activities are available to all Maths students by enrolling in the Maths Academy. Anyone wishing to pursue a Higher Education course in Mathematics, Engineering, Computer Science or similar would benefit from attending the Maths Academy in addition to Mathematics lessons.

The activities include:
• Participation in the Senior Mathematics Challenge/Maths Olympiad
• Exploration of various enrichment topics such as Infinity, Group Theory, Probability Simulation and Fitting Curves to Data

Assessment
The A Level Mathematics course will cover Pure Mathematics, Statistics and Mechanics.

All three areas are continued in the second year, building on knowledge from the first year and the A Level examination will cover all of the material studied in both years at the end of the second year.

Progression Opportunities
A Level Mathematics provides a basis for subsequent quantitative work in a wide range of higher education courses and in employment. Some students go on to university to study Mathematics either as a single honours degree or in combination with another subject, for example business, science, engineering, computing, technology or humanities. Others seek employment or apprenticeships where an A Level Mathematics qualification is valued.

"Mathematics complements a whole range of other subjects and prepares students for further study and employment in many disciplines."

Student Profile
Angus Harker
Home-educated

I chose Mathematics because it’s very much grounded in logical reasoning - a skill shared by analysing sources in History. I particularly love calculus, specifically in Integration and Differentiation, as I’ve always been fascinated about the manipulation of algebra and coordinate geometry. Maths proved essential for my Duke of Edinburgh Silver expedition, where we had to use it to find a correlation in geographical data.

Though I aim to read Law at university, Maths will prove crucial for my future career in the RAF as a Pilot.
Why study Media Studies?

Are you a Netflix binge watcher, a vlogger, a gamer, a social networker, or simply a casual consumer of media products? Whatever your relationship with the mass media, you will benefit from the insight, knowledge and skills that a course in Media Studies can offer.

You will explore how media products make meaning and represent ‘reality’. You will study the companies that make them and the audiences that consume them. Does the media influence politics and social change? How do creative ideas get produced and distributed? What role does it play in our lives? What is the future of the news media?

The economic importance of the media is unquestionable. The creative industries are now worth £84.1 billion per year to the UK economy and the sector is now growing at almost twice the rate of the wider UK economy (source: Gov.uk). The industry now accounts for 1 in 11 jobs (source: Guardian 01/01/2017). Studying an A Level in Media Studies is excellent preparation if you want to continue and train to work in the creative industries at higher education or in a vocational context.

Resources and Facilities

We have professional Adobe software installed on all of our 25 desktop PCs. We use Full HD video cameras and Digital SLR cameras for print production work.

Teaching and Learning Styles

70% of the lessons are classroom based and focus on discussing contemporary issues and exploring the media industries. You will need to be prepared to write coherent, thoughtful academic essays about the media. The final term of the first year is practical and, therefore, requires you to be creative and develop your IT skills. Teamwork, problem solving, working to deadlines, communication and IT skills will all be developed through the study of media forms and practical production work.

Assessment

The A Level is assessed by 2 exams (70%) and coursework (30%). The exams, at the end of the second year, will test your ability to write essays under timed conditions.

Progression Opportunities.

Many students who study Media Studies at A Level go on to study a Media Production course at a university. For example, TV production, Multimedia Journalism, Film Production, and Advertising. You may want to combine the subject with Graphics, Business Studies, English or Law to eventually move into vocational areas such as marketing, events management, public relations or journalism.

Student Profile

Tom Ward
Christopher Whitehead Language College

I didn’t take Media at GCSE, but I have always been interested in the industry, particularly marketing. Furthermore, I think that the increasing importance of online media has meant this subject is really important to anyone who wants to understand contemporary communication, society and business.

I am also studying Film Studies, which uses similar concepts and ideas to Media Studies, and Psychology, which allows me to explore the complex relationship between media products and audiences.

Furthermore, my Extended Project Qualification (EPQ) dissertation focused on the media, which was a study on how photographers and cinematographers use colour theory.

I have decided not to go to university at this point in my career and instead pursue my interest in marketing through an apprenticeship scheme. At present, I am in the middle of securing a digital marketing apprenticeship.
Why choose Music?

The course is aimed at those with a serious interest in music, and well developed practical skills. It involves written, theory and aural work, in addition to composition and performance. If you are interested in exploring the techniques behind the music of composers as diverse as Mozart, Berlioz and Stravinsky, then this is the course for you. Your skill as a performer can contribute 35% of your overall marks.

Resources and Facilities

- Subsidised peripatetic lessons for A Level Music students on most instruments
- Sixteen PCs running Cubase and Sibelius
- A purpose-built practice, rehearsal and recording suite
- Time is available for rehearsing of individual and group pieces
- A recently restored Steinway Concert Grand Piano

Teaching and Learning Styles

- Analysis of a wide range of scores and recordings
- Variety of tasks to complete, including stylistic composition using the musical language of Mozart and Haydn and instrumental composition
- Assessment of practical music skills
- Opportunity of entry for Associated Board Practical and Theory exams

Extra-curricular Activities

- Annual musical production with a College band
- Opportunities for ensemble performance and recording
- The Performing Arts Academy which puts on two productions a year including a large scale musical with a band drawn from College students and an end of year showcase

Assessment

- Music History - Listening and writing will be examined
- Composition - Coursework
- Performance - Practical examination

Student Profile

Grace Shepherd
Nunnery Wood High School

I am studying A Levels in Music, Maths and English Literature. I have found these subjects have fitted in well with each other: surprisingly, Music and Maths have interesting connections as both can be described as the study of patterns; English Literature helps with the essay writing aspect of Music. I love studying Music, as it's always been my passion - it doesn't feel like work to me. Outside of College, I am Leader of the Worcestershire Youth Orchestra and Worcestershire Youth String Orchestra.

I've been awarded a Scholarship to study at The Royal Welsh College of Music in September 2019, and I'm really excited to take up this offer and pursue my dream of becoming a professional musician.

Special Course Requirements

Students must be able to read treble and bass clef fluently and know their key signatures up to 4 sharps and 4 flats. Grade 5 theory highly desirable.

Progression Opportunities

Many universities offer degrees in Music with a wide variety of specialisms including composition, historical studies and performance. The specialist Music colleges also offer great opportunities for outstanding performers. Many institutions now offer courses in popular and commercial music, including television and film.
Why choose Music Technology?
This course is for you if you are interested in learning how a recording studio works, creating and recording music using computer technology, engineering the sound at live events, designing a sound scape to a specific brief or any other aspect of working in the recorded and live sound industry. This course is equivalent in value to a full A Level, that combined with the fact that the teaching is provided by a current industry professional means that you will complete the course with a high level of competence and a broad and varied knowledge of the industry, preparing you for further study or a job in the music sector.

Resources and Facilities
• Free peripatetic lessons for all Music Technology students in most instruments
• Purpose built newly refurbished recording studio
• 3 x Rehearsal studios for Music Technology student use, also double as mini recording studios
• Music Technology computer suite containing 21 up to date PCs running the latest version of Cubase along with M-Audio midi keyboards
• Close links with local commercial recording studio
• Each student has their own ‘tool kit’ including headphones, an audio interface, a microphone, and a selection of basic cables

Teaching and Learning Styles
Students will find themselves engaged in a variety of activities from formal classes covering theory work to small practical workshops in the studio. Students will engage in a lot of group work for the practical elements of the course where they will be recording each other or acting as performers for others to record.

Extra-curricular Activities
During the course the aim is to go on at least one visit per term. These include; day long visits to a local recording studio, a guided tour of Symphony Hall where we look at the acoustics of the building, annual trip to Plasa (sound & lighting trade show) and there is also the chance of attending ‘Music Technology Live’ which happens in a different European city each year. You also get the opportunity to get involved with the Performing Arts Academy. If you’re not much of a performer you can get involved with the technical aspects of the productions such as sound, lighting, pyrotechnics etc.

Assessment
Half of the course will be externally assessed and the remainder takes the form of coursework assignments, again incorporating as many practical elements as possible. Assignments will consist of a mixture of recordings, observations, and written assignments.

Special Course Requirements
To be able to access the Music Technology course students should have a good level of proficiency at an instrument and/or singing. Students also need to be able to read music to a basic level and also be able to play a simple melody on a piano keyboard. A good level of IT competence is also necessary as many of the course components are based around tasks using computers and technology.

Progression Opportunities
This course is perfect for anyone looking to embark on a career in the music industry including further study in Higher Education or an advanced apprenticeship. The course is also excellent for aspiring musicians and performers and those considering a career backstage in theatre.

Student Profile
James Bower
Pershore High School
I studied Music GCSE at high school and now I’m studying Music Technology, English Language and Literature and Film Studies. This combination of courses will definitely help me in the future as I’m planning to do a practical film course at university. Music Technology relates to this as we look into different types of microphones and where/when they are best used. We also spend a lot of time working with software, which I’m sure will come in handy when constructing the sound for films. A great example of this is for a project last year, I created the soundtrack for a horror movie trailer, mixing and mastering sound effects as well as the actual music. This goes to show how Music Technology can be applied to other industries.

www.wsfc.ac.uk
Why Choose Performing Arts?
This course offers you the chance to develop your skills as a performer in music, dance and drama, to create your own work and perform to large audiences. You will also learn about the performing arts industry and professional practice. The course provides an excellent grounding for anyone who is interested in making performance a career.

Resources and Facilities
- Well-equipped College Theatre
- Large dance studio with sprung floor
- Drama studio with excellent lighting, sound and projection facilities
- Recording studio and practice rooms
- Workshops with visiting professionals
- Close links with the University of Worcester

Teaching and Learning Styles
- Most of the class work is practical
- Involves group work and solo work
- Lots of opportunity to perform
- Study of a wide range of music, dance and drama

Course Demands
Rehearsal time outside of lessons.

Extra-curricular Activities
A wide range of trips and workshops for you to take part in. The Performing Arts Academy which puts on two public productions a year including a large scale musical and an end-of-year showcase.

Assessment
100% coursework in the form of performances, portfolios and reports.

Progression Opportunities
Many students go on to study Performing Arts at degree level or attend a conservatoire specialising in a specific area of the Performing Arts. Other openings are careers in PR and Personnel as well as in the performing arts industry itself. Performing Arts teaches you many of the skills employers are looking for such as team-working, communication and independence.

Student Profile
Danielle Jones
Stourport High School
I chose this subject as I enjoy the topics and wanted my skills to grow in dance, drama and singing. It has helped me to increase my confidence to speak and perform in front of others. I enjoyed this subject as it allowed me to work with others who enjoyed the subject as much as I did.

My future plans are to become a Butlins Redcoat/performer and the Performing Arts course has given me the courage and confidence to audition and perform.
Why choose Philosophy, Ethics and Religion?

Philosophy, Ethics and Religion is about people and their questions. The subject gets to grips with people’s real lives, what they believe and what makes them act as they do. It is also about societies and cultures often very different from your own, and how these have evolved over time.

This course will appeal to you if you are enthusiastic and thoughtful enough to want to understand the deeply held convictions of others and to examine your own prejudices, assumptions and beliefs. You will be able to study what different thinkers have said on these questions, as well as studying a world faith in depth.

Teaching and Learning Styles

We will use a whole host of co-operative and independent learning methods to assist your learning. There is a good deal of discussion together and plenty of resources are available to support this course, which can be easily accessed through Moodle.

Course Content

The course consists of three externally examined papers. Topics covered include the following:

Philosophy of Religion
- Philosophical issues and questions
- The nature and influence of religious experience
- Problems of evil and suffering
- Philosophical language

Religion and Ethics
- A study of three ethical theories
- Application of ethical theories to issues of importance
- Ethical language
- Medical ethics: beginning and end of life issues

Study of One World Religion
- Religious beliefs, values and sources of wisdom and authority
- Practices that shape and express religious identity
- Social and historical developments
- Works of scholars
- Religion and society

Assessment

The A Level is assessed by external examination at the end of the second year.

Progression Opportunities

You can go on to do degree courses in Religious Studies, Theology, Philosophy, or Oriental Studies which make direct use of the subject content. The thinking skills it encourages are easily transferable to other subjects and a qualification in this subject is valuable in teaching, journalism, medicine and any other area where you come across people and their ideas.

Student Profile

Verity Beales
Nunnery Wood High School

After taking this subject as a mandatory GCSE in high school, I decided that I would continue to A Level as I was very interested in the moral stand points of our day to day lives which bears more focus at this level. I also study English Language and Graphic Design. This course ties in nicely with sociolinguistics from English Language, and I although Graphic Design is not necessarily linked, it does keep my workload interesting and varied for me. I also took Latin as an enrichment subject, which fitted in well.

After College, I would like to pursue a career as a journalist, and know that this will benefit me in the wider world.
Why choose Physical Education?
This course is aimed at broadening learners understanding of the science behind sports performance. It looks at Physical Education from both a theoretical and practical perspective and there is a strong focus on the academic aspects of the course.

Resources and Facilities
Apart from dedicated teaching rooms, the College has its own gym, sports hall, netball courts, grass pitches, astro-turf and athletics track. All facilities are available throughout the year.

Teaching and Learning Styles
Many lessons will include a podcast which students are required to make notes from prior to the lesson. Lessons will focus on embedding and applying information from the podcasts to real life sporting performance. All lessons will be based around active learning to ensure students can make outstanding progress.

Extra-curricular Activities
It is expected that you will be actively involved in a competitive sport and you will have the chance to develop your practical skills outside of lessons, possibly as part of one of our sports academies.

Throughout the winter there is a comprehensive fixture calendar for basketball, football, rugby, netball and hockey and the summer term sees this fixture calendar change to athletics and tennis. The College is a member of Association of Colleges Sport and enters individuals and teams in numerous local, regional and national competitions.

Assessment
This course provides you with an informed scientific and human understanding of the key issues in Physical Education today. There are three main theory units:

- Applied Anatomy and Physiology
- Psychological Factors Affecting Performance
- Socio-Cultural Issues

The course has a strong academic focus. The Physiology unit has the heaviest weighting and, therefore, this course includes a substantial science element. You will have three lessons each week and be expected to supplement your classroom learning with independent study.

Additionally, it is essential that you are a competent practical performer. The practical assessment contains performance within a competitive environment and a verbal evaluation and analysis of performance. The practical element makes up 30% of the final grade.

Progression Opportunities
Students may go on to study a degree in Physical Education or Sports Science or into sport-related employment. For many occupations including the various forces, Physical Education is a well-recognised and respected course. Previous students include a qualified doctor, physiotherapists, teachers, physical therapists and sports coaches.

Student Profile
Joshua Bentley
Bishop Perowne CE College
I chose Physical Education because I’ve always been involved in sport and interested in how the body works in regards to exercise. A Level PE has allowed me to expand my knowledge of the subject and prepared me for a future working in the field of sport and exercise. My other subjects are Philosophy, Ethics and Religion, which has taught me about different cultures and aspects of psychology and sociology which can link to sport, and English Literature, which has developed my essay writing skills, a key aspect of Physical Education. I’m also part of the Athletics Academy so I have extra time to train for athletics alongside my studies.

I plan to go to university to study Sport, Exercise and Health Science and Rehabilitation after finishing my A Levels.
Why choose Physics?

Physicists are involved in an immense range of activities from developing materials for artificial hip joints to designing fusion reactors that emulate the sun. They need to be able to solve problems, think logically and adapt their ideas to new situations.

A Physics qualification is highly valued by many employers and Higher Education institutions. There is a tremendous demand from universities for students with some Physics background.

Resources and Facilities

- All teaching is in modern well-equipped laboratories
- State of the art Science Centre
- Computer facilities in the laboratories and ICT is used in a range of experiments

Teaching and Learning Styles

- Significant amount of practical work (mostly in pairs)
- Practical work integrated with course
- Emphasis on applications of Physics

Extra-curricular Activities

These include Masterclasses at Birmingham University and activities organised in conjunction with the College's Science and Engineering Academy programme such as lectures given by physicists at the forefront of their field of research. We have a computer controlled 150 mm reflecting telescope which students can borrow to capture images of the heavens.

Assessment

The A Level will be assessed by external exams. There is no practical assessment, but some exam questions will relate directly to experiments carried out during the course. Students are able to achieve an experimental Physics endorsement which is in addition to the grade gained on the examination papers. This requires students to keep a record of their experimental work during the two years of the course.

Progression Opportunities

A high percentage of students will go on to university to study Physics or closely associated subjects, such as Mathematics or branches of Engineering, for which A Level Physics is often a prerequisite.

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Student Profile

Mateusz Siekanski
Blessed Edward Oldcorne Catholic College

I knew I wanted to study Physics at College and was not disappointed by the course. In my first year I particularly enjoyed studying the behaviour of light at greater depth, which inspired an investigation for my EPQ in the second year. Physics covers a broad range of topics from mechanics, stars and particles to electromagnetism, radioactivity and medical physics, synthesising theory and practical work well. Alongside Physics, I also studied Mathematics and Computer Science. These courses complemented each other as they all helped me to develop a conceptual approach in unfamiliar contexts and invaluable problem-solving skills.

Taking on these transferrable skills, I plan to continue to study Physics as a subject at degree level.
Why choose Politics?

‘In our age there is no such thing as keeping out of politics. All issues are political issues’ – George Orwell

Studying Politics will give you a greater awareness of contemporary issues and an understanding of the decisions that affect our lives and how and why they are taken. Politics also helps you develop critical, analytical and oral skills, and gives an insight into issues of power and influence, where these lie and who has these in the UK and the wider.

Politics links well with many other subjects, particularly History, Law, Sociology, Religion, Philosophy and Ethics, Classical Civilisation and Economics.

Resources and Facilities

- A wide-ranging selection of books and journals in the Learning Resources Centre
- Many audio and visual materials
- TV and IT facilities in each room

Teaching and Learning Styles

- Discussion and debates
- Students are expected to read newspaper articles and watch relevant TV programmes to develop their political awareness

Extra-curricular Activities

- Visit to the Houses of Parliament
- Politics conferences featuring leading politicians
- Visits from guest speakers

Assessment

In Year 1 the course focuses mostly on British politics before turning to the government and politics of the USA. In Year 2 the focus on US politics continues before turning to the political ideas of Liberalism, Conservatism, Socialism and one other optional ideology from Nationalism, Feminism, Anarchism, Ecologism or Multi-culturalism. The A Level will be assessed by external exams.

Progression Opportunities

Many students go on to study Politics at degree level, either as single honours or in conjunction with related subjects such as History, Law, Philosophy, Economics or Sociology. European Studies is also a popular option, combining Politics with one or more European Languages.

A Level Politics is a well-respected qualification and is particularly useful to those who wish to follow a career in the Law, Journalism and Media, the Civil Service and Social Services.

Student Profile

Rhi Kirby
Christopher Whitehead Language College

The study of Politics is extraordinarily interesting and integral to helping people enrich their understanding of society and our relationships with others across the globe. Studying Politics has helped me appreciate just how much of a driving force it can be in everyday life; I also study Psychology and Performing Arts, which I initially thought were quite distinct from one another, but Politics has turned out to be the common thread throughout my subjects.

Politics has enabled me to broaden my literacy skills, especially when eliminating the use of personal pronouns in essays which has been beneficial for the enrichment programmes I have taken: the Ambition Programme and the Extended Project Qualification (EPQ).

After completing my A Levels, I plan to go to university to study Politics & International Relations.
What are the Professional Programmes?

If you have a specific career in mind you may benefit from the College’s suite of Professional Programmes. These enrichment options are a valuable opportunity to take part in an extended, careers course which is additional to your studies and will help you to prepare for specific university level courses and careers.

Each of the following programmes run will be followed for between one and three lessons per week for up to 16 weeks, depending upon your requirements.

What vocational areas are covered?

- Teaching
- Nursing, Midwifery & Paramedic Science
- Law - Solicitors, Barristers and related professions
- Medical - Doctors, Dentists and Veterinary Science

What are the benefits?

All students who follow a Professional Programme will benefit from specific careers guidance, a programme of visiting speakers and the opportunity to gain first-hand experience of their chosen career areas through visits and work experience.

Where appropriate, you will be helped to prepare for Higher Education courses and a variety of additional tests that are used to select between able candidates in these increasingly competitive fields e.g. the Bio-Medical Admissions Test (BMAT), or the Law National Aptitude Test (LNAT).

Opportunities to develop skills

You will be timetabled for at least one session per week. This includes opportunities to develop the skills to:

- research career opportunities
- compare the structure of different courses
- produce an impressive personal statement
- manage the application process
- perform effectively at interview where appropriate

You will be helped to prepare for the variety of additional tests that are used to select between able candidates in some of these increasingly competitive fields, e.g. the UKCAT Clinical Aptitude Test or Skills Tests for teaching.

The student experience as a whole:

- The Professional Programme will run alongside your A Level or Applied courses
- You will review your progress regularly with your teachers and tutor
- Details about your participation in the Professional Programme can be used to enhance College references and the personal statement that support your application to university
- In 2018-19, all students who gave feedback felt that the programmes were worth attending

Student Profile

Megan Snow
Blessed Edward Oldcorne Catholic College

I am a former student of Blessed Edward Oldcorne and now study Health and Social Care Level 3.

For a long time I have known that I would like to become an adult nurse, so the Nursing & Midwifery Professional Programme was a natural choice for me and has given me a great insight into my potential future career. During the programme, we have had many talks from universities and university students, which have all been really useful. We also went on a trip to Coventry University, and I am now going to apply there as one of my university options due to the amazing facilities.

The programme has been a fantastic support to my future prospects and I have learnt a lot more about the nursing profession by being part of it.
**Why choose Psychology?**

Psychology is the scientific study of mind and behaviour. If you are interested in understanding why people behave in particular ways, then this may be the subject for you.

**Teaching and Learning Styles**

We use a variety of teaching methods and activities to deliver the theoretical concepts and research studies that comprise this subject. You will be involved in discussions, presentations, group tasks and individual work. You will also undertake mini-practicals and flipped learning tasks to provide you with a working knowledge of this fascinating subject. Throughout the course you will learn how psychologists conduct research, analyse data and generate explanations for behaviour. Topics covered over the two years include research methods, social influence, memory, attachment, psychopathology, biopsychology, gender, eating behaviour and aggression.

**Assessment**

Assessment is through three external written exams taken in the summer of Year 2.

**Progression Opportunities**

Psychology A Level is useful for those wishing to pursue a career in areas such as medicine, social work, law, business, advertising, the probation service and teaching.

If you wish to continue with Psychology beyond degree level, career options include Educational Psychology, Forensic Psychology, Sports Psychology and Clinical Psychology.

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**Student Profile**

**Thomas Cassidy Smith**
Tudor Grange Academy

I chose to study Psychology at A Level as it was not a subject that was available to me at my previous school, and was one which I had a keen interest in.

I enjoy Psychology for a number of reasons as the course itself is very interesting, particularly the topics of Psychopathology and Attachment. I enjoyed learning about the practical applications of Psychology and how it can be used to help people. This has led to my desire to pursue a career in Clinical Psychology. Another reason why I believe Psychology is a great choice is because of the quality of teaching provided. The lessons are always engaging and the booklets we are given are very helpful when it comes time to revise.

I also study Maths and Biology. I have found that these subjects have a considerable overlap with Psychology, helping to solidify my understanding of statistical testing (which is an important element of the Research Methods section of Psychology) and have given me a greater understanding of the nervous system (which is part of the Biopsychology topic).

I am glad I decided to take Psychology at College because it has become my favourite subject, and is consequently the subject I have decided to study at university.

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"Psychology is the scientific study of mind and behaviour. If you are interested in understanding why people behave in particular ways, then this may be the subject for you.”
**Why choose Public Services?**

This is a vocational course that focuses on the uniformed public services such as the police, armed forces and the fire service, and a range of topics such as Psychology, Sociology, PE and Outdoor Education. It is useful both in terms of moving on to Higher Education or employment, with increasing opportunities existing within the public services.

**Resources and Facilities**

- Gym and Sports Centre
- Course textbook, interactive ICT resources, VLE (Virtual Learning Environment) and DVDs
- An extensive range of materials available in the Learning Resources Centre and in course base room

**Teaching and Learning Styles**

A variety of activities will be used to reflect the structure of the units and to enable you to get a real feel for the public services, for example:

- Discussions
- Guest speakers
- Practical activities
- Personal study to prepare for each lesson

**Teaching and Learning Styles**

In the past a number of trips have been organised to a variety of locations, for example:

- Aztec Water Park and Go Ape
- Expeditions to the Forest of Dean
- West Mercia Police Headquarters at Hindlip to help the police train
- Gloucester Police Riot Training
- RAF Brize Norton
- County Council Planning Department

In addition to this there are numerous visiting speakers, demonstrations and activities provided by a range of uniformed public services, and voluntary sector organisations.

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**Assessment**

The courses will have a variety of assessment activities, most of which is coursework. Coursework includes presentations, reports, practical observations and peer assessments. External assessment could include tests, examinations and controlled assessments. Assessment is by the submission of coursework for each unit.

**Progression Opportunities**

While many students progress to a career within the public service of their choice Public Services also provides a recognised progression route to university.

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**Student Profile**

Will Haughtey  
Bishop Perowne CE College

I chose to study Public Services as I have always had the goal of joining the Police Force and this subject is a perfect way to gain a better understanding of the Police and all other public services. I also chose to study Law as an additional subject to my Extended Diploma which has given me additional help when it comes to looking at aspects of the legal system in the public services. Public Services is an incredibly interesting and enjoyable course. The practical skills I have learnt and developed will help me in my career and have developed me as a person.

I plan to read Policing and Criminal Investigation at university after completing my College course.
Why choose Sociology?

Sociology is at the cutting edge of understanding the world we live in. It is the study of human social life, groups and societies. Sociology attempts to describe and explain people’s social behaviour. In so doing, it asks questions such as why is it that people join gangs? What causes crime? Why are some people rich and others poor? Why do girls get better exam results than boys? Why do 50,000 people in the world die of poverty every day? Sociology can help you to understand the social structures that shape us and prepare us for our place in the world, such as the family and education. It can also shed light on hidden aspects of society such as criminal gangs and youth subcultures.

Resources and Facilities

- Detailed course handbooks
- Interactive ICT resources and DVDs
- Well-equipped Learning Resources Centre containing all the major texts and research papers

Teaching and Learning Styles

A wide variety of teaching methods are employed along with downloads, guest speakers and student debates, student-centred and whole group activities. Your own experience and knowledge is the basis for you to further develop your skills of research, analysis and evaluation with the support of your teacher. Independent study is also encouraged.

Extra-curricular Activities

Sociology conferences, with advice from chief examiners and contributions from major sociologists on topical issues.

Assessment

The A Level is assessed by external exams at the end of the second year.

Progression Opportunities

Many students go on to study Sociology at degree level choosing a single honours degree or a combined degree with other academic disciplines such as Law and Psychology. There are also close links to fields such as marketing, criminology, research, teaching, and social work. However, the social awareness and evaluative skills that you develop will be useful in whatever field you specialise in.

Student Profile

Mackenzie Shuttleworth
Nunnery Wood High School

I hadn’t had the opportunity to study Sociology at high school and wished to try something new. The course is not only engaging but relevant and made me question my own opinions as well as develop perspectives on topics that, in everyday life, I wouldn’t have necessarily considered. Sociology also works well with my other subjects (English Literature and History) as well as my EPQ, which was inspired by my Sociology course.

I’ve enjoyed Sociology so much that I now hope to study it at university level.
Why choose Spanish?

Spanish, the first language of 22 nations and 300 million people, is developing rapidly as a language of increasing importance here in Britain, not only because of the many links through tourism but also because of the development of Spain as an important trading nation and improved relations with Spanish-speaking countries in South America.

Resources and Facilities

- Large computer room
- Computers with internet links and listening facilities
- Various Language learning software
- Data projectors in all rooms
- Interactive Whiteboard
- Comprehensive Modern Languages website

Teaching and Learning Styles

- Extensive use of Spanish in the lesson
- A wide variety of subjects including aspects of contemporary society
- Weekly oral lesson

Exchanges

Students have the opportunity to participate in an exchange with Santiago in Spain in order to improve their fluency and listening skills. Some of the exchange activities directly aim to support the syllabus.

Assessment

The A Level will be assessed by external exams in reading, listening, speaking and writing skills. The course includes options in Cultural Studies.

Spanish is the first language of 22 nations and 300 million people!

Student Profile

Wajeeha Batool
Blessed Edward Oldcorne Catholic College

My decision to study Spanish was based on the opportunities that it would bring in the future. I know that, in the future, I will meet people of varying backgrounds and having learnt a European language will not only be beneficial in terms of communication but also employability. Moreover, learning about the different customs, music and gastronomy, as well as the historical background of Spain and Latin America has given me a broader understanding of the Spanish speaking world and the flexible nature of language.

Due to the Latin origins of the terminology, Spanish has also helped me to gain a better understanding of scientific terms in Biology and Chemistry. This will be especially useful for my future studies in the medical field.

Progression Opportunities

Many students go on to study a Spanish degree, either single honours or in combination with another language. An increasing number of students study Spanish with another subject, such as Law, Business Studies, History, Politics or even Music and Sciences. Almost any combination is possible!

Fluency in a foreign language will open doors to top universities in the UK and will increase your employment opportunities in Britain, as well as in Spanish-speaking countries.
Why choose Sport and Exercise Science?

The Sport and Exercise Science course has been formulated to meet the changing requirements of employers and higher education. Designed by experts spanning different aspects of the sector, the Sport and Exercise Science focuses on the skills, knowledge and understanding that will allow students to take the next step. This science based course is designed for people who wish to work in a sports-related occupation, and who want to develop practical skills and theoretical knowledge. The course allows students to enhance areas such as time management, IT, communication and presentation skills. The 90 credit in the first year is followed in the second year by the Extended Diploma and is equivalent to three A Levels.

Course Content

Year 1 units to be covered:
- Anatomy for Sport
- Sport and Exercise Physiology
- Sport and Exercise Psychology
- Research Methods in Sport and Exercise Science
- Sports Biomechanics in Action
- Exercise Health and Lifestyles
- Fitness Testing
- Fitness Training and Programming
- Sports Nutrition

Year 2 units to be covered:
- Research Project for Sport and Exercise Science
- Analysis of Sports Performance
- Current Issues in Sport
- Instructing Physical Activity
- Sports Injuries
- Sports Coaching
- Practical Team Sports
- Applied Sport and Exercise Physiology
- Sport and Exercise Massage

Teaching and Learning Styles

A student centred approach to learning is emphasised on this course. Delivery methods will include experiments, coaching sessions, tutorials, research tasks, peer presentations, fitness testing, practical’s and some lectures. Students will also be offered a range of day trips and talks from visiting speakers to enhance their knowledge and experience.

Assessment

Grades are determined through internally assessed assignments.

Progression Opportunities

Students may go on to study a degree in sport or some aspect of sports science or, alternatively, go into sport-related employment and training. This course is a recognised and respected qualification for entry into many occupations including the various forces.

Student Profile

Zak Hall-Annison
Shenley Academy, Birmingham

I chose Sport and Exercise Science because I've always appreciated sport and have loved the atmosphere surrounding it and the emotion it puts you through. I wanted to find out how athletes perform so well at such a high standard, and this course has given me this opportunity as it explores not only the physical anatomy in the make up of a sports person but also the psychology in what it takes to become one of the best in respective sports.

I have really enjoyed expanding my knowledge in something I enjoy watching as well as taking part in myself.

After College, I would like to attend university to study Sport Science then move onto a masters degree then possibly study for a PhD in Human Physiology which will lead me to my dream job in working with professional athletes in sports labs.
Why choose Statistics?
Statistics is the science of learning how to effectively collect, analyse and interpret data, and it is the branch of Mathematics which can be used in situations where we cannot be certain of the outcomes. For example, when we test whether a new drug is making a significant difference in the treatment of patients. The course builds on the statistics you studied within GCSE mathematics, such as averages and probability.

Statistics lies at the heart of the type of reasoning necessary for making important advances in the sciences, such as medicine and genetics, and for making important decisions in business and public policy.

You may find the skills you learn on this course will support you in your other subjects such as Biology, Psychology and Business Studies, to name a few!

Resources and Facilities
• Suite of teaching rooms equipped with data projectors and interactive whiteboards
• You will need use of a statistical calculator, more information about which can be provided at the start of the course

Teaching and Learning Styles
Students are taught by well qualified teachers in a variety of ways including; example-led whole class teaching, individual work on exercises from text books or worksheets, paired or group work on matching activities or problem solving, watching video clips using online teaching resources, graphical calculators and computer software. A substantial amount of individual work is expected outside of lessons which should match the amount of contact time in class.

Assessment
The A Level is assessed by external examination at the end of the second year.

Progression Opportunities
Having knowledge of statistical techniques is highly regarded by employers and universities. Skills learnt during this course would be invaluable for those thinking of going into areas such as Finance, Psychology, Business Studies, Geography, Geology, Sociology, Biology and Anthropology amongst others. You develop the ability to follow complicated formulae and instructions accurately, and this is a very transferable skill in a wide range of mathematical and non-mathematical contexts. However, if you wish to study Statistics at degree level you will need to study A Level Mathematics.
**Why choose Travel & Tourism?**

This is a sought-after employment sector. There are opportunities to run your own business, work for a multinational organisation, work abroad or in Worcester High Street if you prefer. You will learn a variety of transferable skills that universities and employers are looking for such as communication skills, independent research, working with a team and meeting deadlines. Travel & Tourism combines well with a range of subjects especially languages and Business Studies. If you like holidays and travel it’s about you!

**Teaching and Learning Styles**

Emphasis is on independent learning, research skills, and project based research, development & presentation skills. Formal teaching for each unit will prepare you for all assignments and external assessments.

**Work Experience**

Work experience placements can be arranged with local Travel and Tourism organisations.

**Extra-curricular Activities**

These include:

- Visits to national tourist attractions
- Visits to employers and Higher Education institutions
- An optional Travel and Tourism residential visit is offered

**Assessment**

The Certificate consists of two units during the first year, one of which is externally assessed. The Diploma consists of a further four units, two of which are externally assessed.

**Progression Opportunities**

Many students go on to do degree courses in Tourism Management or Event Management. Others opt for employer training schemes such as those run by major travel agencies, airlines and leisure companies, or gain specialist qualifications such as ABTA or airline ticketing.

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**Student Profile**

Max Ryding  
Hanley Castle High School

I enjoy Travel and Tourism as it is made up of many different topics such as Business and Geography all mixed into one. I have also found it a refreshing change to the conventional subjects studied at school. The research aspect has helped expand my knowledge whilst also giving me key skills to help in my other courses. It’s a very well-rounded subject that has fitted in well with my other two subjects, Business and IT. The course looks at the sector as a whole; how it operates and how businesses have adapted to changing markets. This has helped me greatly with Business as the same key skills are needed for both.

After College, I plan to study International Business at degree level and then will look to teach abroad after university.
Why choose a Foundation Year Programme?

Students who are not yet qualified for our Level 3 courses can still enroll at College on a three year programme. In the first Foundation Year you will study GCSEs, Applied Level 2 courses or a mixture of both. At the end of the year it is expected that you will have achieved 4 GCSEs (including Maths and English) at grade 4 or above or 3/4 Applied qualifications.

The Level 2 subjects offered in the Foundation Year are:

- Biology GCSE
- Business Enterprise
- Children’s Play, Learning and Development
- English Language GCSE
- Health and Social Care
- History GCSE
- Mathematics GCSE
- Sociology GCSE
- Sport

Student Profile

Alice Oliver  
Bromsgrove School

I choose to do Sport Foundation Year Programme, as I enjoyed GCSE PE so much. This course has been great and given me the foundations to progress to the Level 3 course next year.

I have also enjoyed playing Hockey for WSFC and recently competed in the AOC National Competition as part of the West Midland Regional Team.

I’m hoping to go on to university or maybe get an Apprenticeship to become a PE Teacher in the future.

Progression

Successful completion of the Foundation Year programme will then enable you to enroll on a full Level 3 programme studying A Levels, Applied Level 3 courses or a mixture of both in your second and third years with us.

More details about the courses are available on our website.

Student Profile

Edward Newman  
Lacon Childe School

This year I have been taking the Sport Level 2 course. I have had a successful year, and feel that I have learned a lot to prepare me for the future.

After studying, I have aspirations of becoming a PE teacher, and I know this course will prove to be a great stepping stone to the Level 3 course, and then on to University. The teachers and College have been great and very supportive so far, so I am very much looking forward to starting the Level 3 course next year.
GCSE Maths and English Language

It will normally be regarded as essential for students to have achieved GCSE grade 4 or above in either English or Mathematics to study the subjects listed below at Advanced or Applied Level. If you do not have either GCSE Maths and/or English Language this must form part of your study programme.

<table>
<thead>
<tr>
<th>English Language and Mathematics</th>
<th>English Language</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Classical Civilisation</td>
<td>Engineering (grade 5 in Maths at GCSE)</td>
</tr>
<tr>
<td>(grade 6 in Maths at GCSE and grade 5 in English)</td>
<td>Dance</td>
<td>Geology (grade 5 in Maths at GCSE)</td>
</tr>
<tr>
<td>Biology</td>
<td>Drama &amp; Theatre Studies</td>
<td>Mathematics (grade 7 in Maths at GCSE)</td>
</tr>
<tr>
<td>(grade 5 in Maths and English at GCSE)</td>
<td>English Language</td>
<td>Further Mathematics (grade 8 in Maths at GCSE)</td>
</tr>
<tr>
<td>Business Studies</td>
<td>English Literature</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Film Studies</td>
<td></td>
</tr>
<tr>
<td>(grade 6 in Maths at GCSE)</td>
<td>French</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>German</td>
<td></td>
</tr>
<tr>
<td>(grade 6 in Maths at GCSE)</td>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Children's Play, Learning &amp; Development</td>
<td>Law (grade 5 in English at GCSE)</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>Media Studies</td>
<td></td>
</tr>
<tr>
<td>(grade 5 in Maths and English at GCSE)</td>
<td>Philosophy, Ethics and Religion</td>
<td></td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>(grade 5 in Maths and English at GCSE)</td>
<td>Politics</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td>(grade 5 in English at GCSE)</td>
<td>Spanish</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
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</tr>
<tr>
<td>(grade 6 in Maths at GCSE)</td>
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<tr>
<td>Psychology</td>
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</tr>
<tr>
<td>Statistics</td>
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</tr>
<tr>
<td>(grade 6 in Maths and grade 5 in English at GCSE)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The College reserves the right to make changes to its Course Entry Requirements.
## Detailed Course Entry Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Essential Qualifications (Grade 4 or above)</th>
<th>Other Desirable Qualifications/Combinations</th>
<th>Skills and Attitudes Required for Success</th>
<th>Guidance on Costs or Commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths</td>
<td>English</td>
<td>Other</td>
<td>Confidence with figures.</td>
<td>Yr 1/2, optional trip - £5-6</td>
</tr>
<tr>
<td>Accounting</td>
<td>Students must have a good range of GCSE's at grade 5 or above.</td>
<td>Average GCSE score of 5.5</td>
<td>Willingness to participate in practical work.</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>Grade 6,6 or above in Combined Science or grade 6 or above in GCSE Biology and another science.</td>
<td>Willingness to participate in practical work.</td>
<td>Average GCSE score of 5.5</td>
<td>Yr 1: optional trip £20-25 Yr 2: optional trip £20-25</td>
</tr>
<tr>
<td>Business Studies</td>
<td>Interest in current affairs.</td>
<td>Average GCSE score of 5.5</td>
<td>Willingness to participate in practical work and lecture visits.</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Grade 6,6 or above in Combined Science or grade 6 or above in GCSE Chemistry and another science.</td>
<td>Willingness to participate in practical work and lecture visits.</td>
<td>Average GCSE score of 5.5</td>
<td></td>
</tr>
<tr>
<td>Classical Civilisation</td>
<td>GCSE English at grade 5 or above. A Humanities GCSE subject at grade 4 or above.</td>
<td>Interest in Literature and Mythology. Prepared to read outside lessons.</td>
<td>Optional trip to British Museum - £30</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>Computer Science GCSE grade 4 or above or other evidence of programming.</td>
<td>Experience of most common computer applications.</td>
<td>Optional visits/ workshops approx £30. Participation in timetabled rehearsals and on Thursday afternoons.</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td>GCSE Dance at grade 4 or above or equivalent level of experience.</td>
<td>Commitment to rehearsal and good attendance.</td>
<td>Optional visits/ workshops approx £30. Participation in timetabled rehearsals and on Thursday afternoons.</td>
<td></td>
</tr>
<tr>
<td>Drama and Theatre Studies</td>
<td>GCSE English Literature at grade 4 or above and GCSE Drama at grade 5 or above where these subjects have been studied.</td>
<td>Commitment to rehearsal and good attendance.</td>
<td>Three essential production visits plus other optional visits/ workshops approx. £80. Participation in timetabled rehearsals and on Thursday afternoons.</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>5 GCSE's at grade 5 or above.</td>
<td>Interpret data through graphs.</td>
<td>Optional revision conferences approx. £20</td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Essential Qualifications (Grade 4 or above)</td>
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</tr>
<tr>
<td>Maths</td>
<td>English</td>
<td>Other</td>
<td>Interest in linguistics and language.</td>
<td>Optional visits approx. £30</td>
</tr>
<tr>
<td>English Language</td>
<td>4</td>
<td>GCSE English at grade 5 or above.</td>
<td>Commitment to read and research widely.</td>
<td>Theatre visits optional but highly recommended. Optional purchase of set texts (approx. £30 per year).</td>
</tr>
<tr>
<td>English Literature</td>
<td>4</td>
<td>GCSE English Literature at grade 4 or above. Refer to department if not taken.</td>
<td>Commitment to participate in group discussions.</td>
<td></td>
</tr>
<tr>
<td>Environmental Science</td>
<td>5</td>
<td>GCSE in a Science at Grade 5 or above.</td>
<td>An interest in the natural environment. Enjoymen/willingness to complete practical experiments. A willingness to work out in the field.</td>
<td>Approx. £50 to cover the cost of 2 compulsory days in the field over two years.</td>
</tr>
<tr>
<td>Fine Art</td>
<td>4</td>
<td>GCSE English at grade 5 or above.</td>
<td>A real interest in film (not just Hollywood).</td>
<td>A number of visits to cinemas – approx £20 per year.</td>
</tr>
<tr>
<td>Film Studies</td>
<td>4</td>
<td>GCSE English at grade 5 or above.</td>
<td>Experience in observational skills and development.</td>
<td>Art materials: £35. At least two visits: £30</td>
</tr>
<tr>
<td>French</td>
<td>GCSE Art and Design at grade 4 or above, or portfolio.</td>
<td>GCSE English at grade 5 or above.</td>
<td>Willingness to talk freely in the target language. Desire to spend time in a country where target language is spoken.</td>
<td>French Exchanges every year. Not compulsory but students should take part (£300-£350 for 8 – 11 days).</td>
</tr>
<tr>
<td>French</td>
<td>4</td>
<td>GCSE French at grade 5 or above.</td>
<td>GCSE Geography at grade 5 or above if studied.</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>4</td>
<td>Refer to department if not taken at GCSE.</td>
<td>Interest in both physical and human geography and in current affairs.</td>
<td>Year 1 - local trips: approx £15-20. AS trip to North Wales (£300) and other optional field.</td>
</tr>
<tr>
<td>Geology</td>
<td>5</td>
<td>GCSE in a Science at Grade 6 or above.</td>
<td>Interest in ‘the great outdoors’.</td>
<td>Compulsory residential trip to Arran: approx £450 in Year 2</td>
</tr>
<tr>
<td>German</td>
<td>4</td>
<td>GCSE German at grade 5 or above.</td>
<td>GCSE English Language at grade 5 or above.</td>
<td>German Exchanges every year. Not compulsory but students should take part (£290-£350 for 8-11 days).</td>
</tr>
<tr>
<td>Graphics</td>
<td>GCSE Art &amp; Design (not Graphic Products) at grade 4 or above, or portfolio.</td>
<td>GCSE English Language at grade 5 or above.</td>
<td>Willingness to talk freely in the target language. Desire to spend time in a country where target language is spoken.</td>
<td>Art materials: £30-£45. At least two visits: £30</td>
</tr>
<tr>
<td>Subject</td>
<td>Essential Qualifications (Grade 4 or above)</td>
<td>Other Desirable Qualifications/Combinations</td>
<td>Skills and Attitudes Required for Success</td>
<td>Guidance on Costs or Commitments</td>
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</tr>
<tr>
<td>Maths</td>
<td>English 4</td>
<td>GCSE History, if taken, at grade 4 or above. Refer to department if History not taken.</td>
<td>Ability to meet deadlines and to think critically.</td>
<td>Optional trip to France, Germany or Russia may be offered (approx. £200 - £600)</td>
</tr>
<tr>
<td>Law</td>
<td>English 5</td>
<td>5 GCSE grade 5s or above.</td>
<td>Reason logically and apply evidence to principles. Developed writing skills.</td>
<td>Optional trips: London – approx. £80</td>
</tr>
<tr>
<td>Mathematics: Further</td>
<td>English 8</td>
<td>If you have a grade 7 in Maths you will be advised on an individual basis.</td>
<td>Minimum of scientific calculator with statistical distribution function required: approx. £90</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>English 7</td>
<td>If you have a grade 6 in Maths you will be advised on an individual basis.</td>
<td>Minimum of scientific calculator with statistical distribution function required: approx. £90</td>
<td></td>
</tr>
<tr>
<td>Media Studies</td>
<td>English 4</td>
<td>GCSE English at grade 5 or above.</td>
<td>Good level of creativity and willingness to develop new IT skills. Willingness to work as member of team. Good organisational skills.</td>
<td>Attendance at extra sessions for additional skills training. Print and/or video production - £5. Optional visits to film showings/conferences.</td>
</tr>
<tr>
<td>Music</td>
<td>English</td>
<td>GCSE Music at grade 4 or above or equivalent. Grade 4 or above on instrument or voice.</td>
<td>Essential to read treble and bass clef. Essential to recognise keys up to four sharps and four flats.</td>
<td>Optional visits/workshops – approx. £30</td>
</tr>
<tr>
<td>Philosophy, Ethics and Religion</td>
<td>English 4</td>
<td>GCSE Religious Studies (or short course) at grade 4 or above.</td>
<td>Open-minded interest in religion. Interest in moral issues. Willingness to contribute to discussion.</td>
<td>Trip(s) to places of worship. Transport costs only plus optional donations.</td>
</tr>
<tr>
<td>Photography</td>
<td>English</td>
<td>GCSE Art &amp; Design at grade 4 or above, or portfolio.</td>
<td></td>
<td>Use of SLR camera. Essentials pack of materials: Year 1 - £45, Year 2 - £60. At least two visits: £30</td>
</tr>
<tr>
<td>Physical Education</td>
<td>English 4</td>
<td>GCSE Science at grade 4 or above. GCSE Physical Education (if taken) at grade 4 or above.</td>
<td>Essential to have above average ability in two different sports (from different families of sport e.g. team/individual).</td>
<td>Willingness to participate in practices and competitive sport essential. Commitment to playing sport for College, particularly on Wednesday afternoons. Appropriate kit needed for practice sessions.</td>
</tr>
<tr>
<td>Subject</td>
<td>Essential Qualifications (Grade 4 or above)</td>
<td>Other Desirable Qualifications/Combinations</td>
<td>Skills and Attitudes Required for Success</td>
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</tr>
<tr>
<td>Physics</td>
<td>Grade 6, 6 or above in Combined Science or grade 6 or above in GCSE Physics and another science. Students should take A Level Maths (exception only by agreement with department) or Engineering with Core Maths</td>
<td>Average GCSE score of 5.5</td>
<td>Commitment to practical experiment. Willingness to apply IT.</td>
<td></td>
</tr>
<tr>
<td>Politics</td>
<td>4</td>
<td>Willingness to develop and maintain knowledge of current affairs. Ability to think critically about personal political opinions and those of others.</td>
<td></td>
<td>Optional trip to Houses of Parliament – approx. £20.</td>
</tr>
<tr>
<td>Psychology</td>
<td>5</td>
<td>GCSE Science at grade 4 or above.</td>
<td>GCSE Maths, English, Science at grade 6.</td>
<td>Ability to think critically and to evaluate information.</td>
</tr>
<tr>
<td>Spanish</td>
<td>GCSE Spanish at grade 5 or above.</td>
<td>GCSE English at grade 5 or above.</td>
<td>Willingness to talk freely in the target language. Desire to spend time in a country where target language is spoken.</td>
<td>Spanish Exchanges every year. Not compulsory but students should take part (£300-£370 for 8-11 days).</td>
</tr>
<tr>
<td>Statistics</td>
<td>6</td>
<td>Any A Level which involves some statistical research eg Psychology, Biology, Geography.</td>
<td></td>
<td>Minimum of scientific calculator with statistical distribution function required: approx. £90.</td>
</tr>
</tbody>
</table>
## Applied Courses

<table>
<thead>
<tr>
<th>Subject</th>
<th>Qualification Name</th>
<th>A Level Equivalence</th>
<th>Duration</th>
<th>Awarding Body</th>
<th>Essential Qualifications</th>
<th>Other Desirable Qualifications/Combinations</th>
<th>Skills &amp; Attitudes Required for Success</th>
<th>Guidance on Costs or Commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>Foundation Diploma</td>
<td>1½ A Levels (3 Blocks)</td>
<td>1 year</td>
<td>OCR Cambridge Technicals</td>
<td>GCSE English and Maths at grade 4 or above, otherwise will be added to your programme of study.</td>
<td>Willingness to participate in business visits. Willingness to participate in Young Enterprise. Ability to meet deadlines. Basic IT skills.</td>
<td>Compulsory attendance at business visits as required: £35</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extended Diploma</td>
<td>3 A Levels (3 Blocks)</td>
<td>1 year (to be studied in 2nd year after successful completion of Foundation Diploma)</td>
<td>OCR Cambridge Technicals</td>
<td>Please see ‘General Entry Requirements’ on page 15.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td></td>
<td>½ A Level (1 Block)</td>
<td>1 year</td>
<td>OCR Cambridge Technicals</td>
<td>GCSE English at grade 4 or above, otherwise will be added to your programme of study.</td>
<td>Willingness to participate in business visits. Willingness to participate in Young Enterprise. Ability to meet deadlines. Basic IT skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended</td>
<td></td>
<td>1 A Level (1 Block)</td>
<td>1 year (to be studied in 2nd year after successful completion of Certificate)</td>
<td>OCR Cambridge Technicals</td>
<td>Please see ‘General Entry Requirements’ on page 15.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPLD</td>
<td>National Extended Diploma EYE</td>
<td>3 A Levels (3 Blocks)</td>
<td>2 years</td>
<td>Pearson BTEC</td>
<td>GCSE English and Maths at grade 4 or above.</td>
<td>Those with a grade 3 will need to undertake Maths at a twilight evening class.</td>
<td>Basic IT Skills. Communication Skills. Work independently. Organisational Skills. Ability to meet deadlines.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extended Certificate</td>
<td>1 A Level (1 Block)</td>
<td>1 year (to be studied after successful completion of Applied Certificate)</td>
<td>OCR Cambridge Technicals</td>
<td>Please see ‘General Entry Requirements’ on page 15.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criminology</td>
<td>Applied Certificate</td>
<td>½ A Level (1 Block)</td>
<td>1 year</td>
<td>Eduqas</td>
<td>GCSE English Language at grade 4 or above</td>
<td>General interest in the subject. Excellent attendance and punctuality. The ability to meet strict deadlines. To work as an individual or part of a team.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>1 A Level (1 Block)</td>
<td>1 year (to be studied after successful completion of Applied Certificate)</td>
<td>Eduqas</td>
<td>Please see ‘General Entry Requirements’ on page 15.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>Certificate</td>
<td>1 A Level (1 Block)</td>
<td>2 year</td>
<td>OCR Cambridge Technicals</td>
<td>GCSE Maths at grade 5 or above, GCSE Physics or Combined Science at grade 5 or above. Please see ‘General Entry Requirements’ on page 15.</td>
<td></td>
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</tbody>
</table>
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<th>Guidance on Costs or Commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Science and Nutrition</td>
<td>Certificate</td>
<td>½ A Level (1 Block)</td>
<td>1 year</td>
<td>WJEC</td>
<td></td>
<td>GCSE Maths and English at grade 4 or above, otherwise will be added to your programme of study. GSCE in any food course is desirable but not essential.</td>
<td>It is essential to have a real interest in practical food work. Students should be able to work independently, meet deadlines and be happy to share views/opinions.</td>
<td>Cost of ingredients for regular practical work.</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>1 A Level (1 Block)</td>
<td>1 year (to be studied after successful completion of Certificate)</td>
<td>WJEC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Social Care</td>
<td>Certificate</td>
<td>½ A Level (1 Block)</td>
<td>year</td>
<td>OCR Cambridge Technicals</td>
<td></td>
<td>GCSE Maths and English at grade 4 or above, otherwise will be added to your programme of study.</td>
<td>Basic IT Skills. Communication Skills. Organisational Skills. Ability to meet deadlines.</td>
<td>DBS £44 Placement Insurance Check £20 Polo Shirts £10 Trips - variable</td>
</tr>
<tr>
<td></td>
<td>Extended Certificate</td>
<td>1 A Level (1 Block)</td>
<td>1 year (studied after successful completion of Certificate)</td>
<td>OCR Cambridge Technicals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundation Diploma</td>
<td>1½ A Levels (3 Blocks)</td>
<td>1 year</td>
<td>OCR Cambridge Technicals</td>
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</tr>
<tr>
<td></td>
<td>Extended Diploma</td>
<td>3 A Levels (3 Blocks)</td>
<td>1 year (studied after successful completion of Foundation Diploma)</td>
<td>OCR Cambridge Technicals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT</td>
<td>Certificate</td>
<td>½ A Level (1 Block)</td>
<td>1 year</td>
<td>Pearson BTEC Nationals</td>
<td></td>
<td>GCSE Maths and English at grade 4 or above, otherwise will be added to your programme of study.</td>
<td>Good awareness of IT applications. A desire to gain an insight into the fast moving IT industry, encompassing data use, programing, business, web and security issues.</td>
<td>Students will be required to back-up their work. All students will be required to back-up their work. A Microsoft Account will be required for this course.</td>
</tr>
<tr>
<td></td>
<td>Extended Certificate</td>
<td>1 A Level (1 Block)</td>
<td>1 year (to be studied after successful completion of Certificate)</td>
<td>Pearson BTEC Nationals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extended Certificate</td>
<td>1 A Level (2 Blocks)</td>
<td>1 year (year 1 of 2 year course)</td>
<td>Pearson BTEC Nationals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>2 A Levels (2 Blocks)</td>
<td>1 year (to be studied after successful completion of Extended Certificate)</td>
<td>Pearson BTEC Nationals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Applied Courses

<table>
<thead>
<tr>
<th>Subject</th>
<th>Qualification Name</th>
<th>A Level Equivalence</th>
<th>Duration</th>
<th>Awarding Body</th>
<th>Essential Qualifications</th>
<th>Other Desirable Qualifications/Combinations</th>
<th>Skills &amp; Attitudes Required for Success</th>
<th>Guidance on Costs or Commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Technology</td>
<td>Applied General Certificate</td>
<td>1 A Levels (1 Block)</td>
<td>2 years</td>
<td>NCFE</td>
<td>Please see ‘General Entry Requirements’ on page 15</td>
<td>GCSE Music or IT at grade 4 or above.</td>
<td>Excellent attendance and punctuality. The ability to meet strict deadlines. To work as an individual or part of a team. A good understanding of music and competence in at least one musical instrument and/or singing. A willingness to perform in front of staff and other students is essential.</td>
<td>A course fee of £82 is payable upon starting the course. This pays for basic equipment for each student which they then get to keep upon completion of the course.</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Certificate</td>
<td>1/2 A Levels (1 Block)</td>
<td>1 year</td>
<td>OCR</td>
<td>GCSE Dance/Drama/Music/Expressive Arts at grade 4 or above or equivalent level of experience. Enrol onto Performing Arts Academy</td>
<td>GCSE English at grade 4 or above.</td>
<td>Performance skills in two of the Performing Arts (Dance or Drama or Music). Commitment to rehearsals and good attendance.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extended Certificate</td>
<td>1 A Level (1 Block)</td>
<td>1 year</td>
<td>OCR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Services</td>
<td>90-credit Diploma</td>
<td>1½ A Levels (3 Blocks)</td>
<td>1 year</td>
<td>Pearson BTEC</td>
<td>Please see ‘General Entry Requirements’ on page 15</td>
<td>GCSE Maths and English at grade 4 or above, otherwise will be added to your programme of study. DofE.</td>
<td>As above including: Good levels of fitness Ability to participate in physical activity and expeditions, An interest in joining a Public Service.</td>
<td>£90 for the visits and residential element.</td>
</tr>
<tr>
<td></td>
<td>Extended Diploma</td>
<td>3 A Levels (3 Blocks)</td>
<td>1 year</td>
<td>Pearson BTEC</td>
<td></td>
<td></td>
<td>As above including: the ability to participate in land and water based outdoor activities.</td>
<td>£90 for the visits and outdoor activities elements.</td>
</tr>
</tbody>
</table>
## Applied Courses

<table>
<thead>
<tr>
<th>Subject</th>
<th>Qualification Name</th>
<th>A Level Equivalence</th>
<th>Duration</th>
<th>Awarding Body</th>
<th>Essential Qualifications</th>
<th>Other Desirable Qualifications/Combinations</th>
<th>Skills &amp; Attitudes Required for Success</th>
<th>Guidance on Costs or Commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport and Exercise Science</td>
<td>Extended Diploma</td>
<td>3 A Levels (3 Blocks)</td>
<td>2 years</td>
<td>Pearson BTEC</td>
<td></td>
<td>Please see ‘Course Entry Requirements’ on page 71</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Travel &amp; Tourism</td>
<td>Certificate</td>
<td>½ A Level (1 Block)</td>
<td>1 year</td>
<td>Pearson Edexcel</td>
<td></td>
<td></td>
<td>Commitment to work in a group. Willingness to complete independent research.</td>
<td>Residential trip eg to Paris £300 approx. (optional). Local trips approx. £15 each.</td>
</tr>
<tr>
<td></td>
<td>Subsidiary Diploma</td>
<td>1 A Level (1 Block)</td>
<td>1 year (to be studied in Year 2 after successful completion of Certificate)</td>
<td>Pearson Edexcel</td>
<td>GCSE English or Maths at Grade 4 or above.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Applied - Foundation Year Programmes

<table>
<thead>
<tr>
<th>Subject</th>
<th>Essential Qualifications</th>
<th>Other Desirable Qualifications/Combinations</th>
<th>Skills &amp; Attitudes Required for Success</th>
<th>Guidance on Costs or Commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Enterprise</td>
<td></td>
<td></td>
<td>Ability to meet course deadlines.</td>
<td></td>
</tr>
<tr>
<td>CPLD</td>
<td>Please see ‘General Entry Requirements’ on page 15</td>
<td></td>
<td>Ability to meet course deadlines.</td>
<td>Two separate weeks of work experience+. Students must be police checked through DBS: approx. £44.</td>
</tr>
<tr>
<td>Health and Social Care</td>
<td></td>
<td></td>
<td>Ability to meet course deadlines.</td>
<td>Two separate weeks of work experience+. Students must be police checked through DBS: approx. £44.</td>
</tr>
<tr>
<td>Sport</td>
<td></td>
<td></td>
<td>Good time management skills and ability to meet assigned deadlines.</td>
<td></td>
</tr>
</tbody>
</table>

## GCSEs

<table>
<thead>
<tr>
<th>Subject</th>
<th>Skills &amp; Attitudes Required for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>If you have already studied Science at GCSE you are most likely to be successful if you have already achieved a grade 4.</td>
</tr>
<tr>
<td>English</td>
<td>Ability to meet course deadlines.</td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
</tr>
</tbody>
</table>
Travelling to College has never been easier. Direct bus services exist from several parts of the city, including Warndon and St Peters as well as many towns in Worcestershire. For journeys to and from the City Centre students can use the FIRST 44 service (to County Hall).

Details of other bus services are available at: www.worcestershire.gov.uk/bustimetables. From the bus timetables and journey planning options select ‘Plan your journey’ and enter the College postcode WR5 2LU in the destination field.

My journey to College from Fernhill Heath is quick and easy. I catch the S23 which then goes through Blackpole and Warndon Villages before going directly to College.”

I catch the 309 bus from St John’s directly to College every day.”

I get the 44 bus from town each day. The buses are quick and frequent and run every 10 minutes.”

I catch the 758 bus from Great Witley directly to College.”
Senior Leadership Team

Edward Senior     Principal
Ruth Scotson     Deputy Principal
Julie Ferman      Senior Leader for Student Well-being & Head of Year
Matt Hall        Senior Leader for Subject Improvement
Sally Johnson    Teaching & Learning Co-ordinator
Carl Rusby       Senior Leader for Quality Assurance & Head of Year
Graham Williams  Senior Leader for Student Progress & Head of Year

Useful Contacts

Sara Payne      Learning Support Manager
Tel: 01905 362625  Email: sara.payne@wsfc.ac.uk

Helen Wright    Admissions Assistant
Tel: 01905 362623  Email: apply@wsfc.ac.uk

Jenny Jones     Student Finance Officer/Transport
Tel: 01905 362616  Email: jenny.jones@wsfc.ac.uk
CREATE YOUR SUCCESS STORY