INDUSTRIA ET FELICITAS

ST. ANDREW'S COLLEGE
Cambridge

Psychology Foundation Syllabus

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St. Andrew's College, Cambridge Admissions Policy

This policy concerns admissions of students applying for University Foundation courses and should be read in conjunction with the St. Andrew's College, Cambridge prospectus and other policies. The policy applies to all students.

Characteristics of St. Andrew's College, Cambridge

St. Andrew's College, Cambridge is a co-educational independent Sixth Form College and provides both boarding and on the odd occasion, day places, for approximately 160 students per academic year. It offers two-year A-Level programmes, one-year GCSE, Pre-A level and a ten month and seven-month Foundation programme. It is a limited company owned by Mr Mervyn Martin, David Martin and Hanna Claydon and run on a day-to-day basis by Mr Mervyn Martin, Mrs Hanna Claydon and the Principal Wayne Marshall. A percentage of the profit is reinvested in the college each year to improve the educational provision of the college.

St. Andrew's College, Cambridge is "international" in nature and is characterised by exceptional levels of academic and pastoral support at all stages. The age range is 14.5-21, although the college is pleased to admit several more mature students each year according to their individual circumstances.

The main entry point is in September. However, students are also accepted in January when we offer an 18-month A-Level programme and a 7 Month Foundation course. We do have students wishing to join at other times of the year as late joiners. In such circumstances, applications will be considered by the Registrar/Principal on a case-by-case basis. Where possible, such late joiners are integrated into appropriate groups and receive supplementary tuition to facilitate the transition.

Admissions Criteria

Subject to real limits on student numbers imposed by boarding places, the availability of host families and resources, the college will admit applicants who have the potential to achieve success through the curriculum offered. Applicants must:

- Demonstrate a strong commitment to further study and to the ethos of the college
- Satisfy the requirements for admission to an agreed programme of study
- Agree to adhere to the Rules of the College

The college aims to welcome students from all backgrounds, irrespective of nationality, race, religion, gender, sexual orientation or disability. However, we are not able to cater for all kinds of disability due to the nature of the facilities and any such requirements or needs must be declared to the college from the beginning so that proper assessment can be made.

Selection Process

The selection process has three elements:

Application. Applications must be made in hard copy on the official college form, as provided with the prospectus or electronically via the website. In both cases the relevant supporting documentation must be provided before the application can be processed.

To comply with UK Border Agency requirements, students requiring visas must provide copies of school reports and references, transcripts and any examination certificates. The originals will have to be presented for scrutiny as part of their

visa applications.

Interview. Interviews are conducted by a senior member of staff, usually the Registrar and on occasions the Principal. There may also be input from relevant teaching staff and other members of the senior management team. The purposes of the interview are to:

- Explain the academic, pastoral and extracurricular provision available at the college and provide advice on appropriate course choice.
- Assess the suitability of a prospective student for a place at St. Andrew's College, Cambridge and for his/her chosen courses. Entry criteria for courses are given at the end of this document.
- Provide an opportunity for a prospective student and parents / guardians / agents to look around the college.
- Provide advice about entry into Higher Education.
- Answer any questions a prospective student and parents / guardians / agents may have about the college.

Although we prefer to interview prospective students in person in Cambridge, it is not always possible for international students to attend. In such cases we will arrange to conduct Skype interviews on-line direct to the applicant, through the offices of an established agent or through any other portal that is workable and convenient for the applicant. If an interview is not possible, the college reserves the right to seek broader testimony to confirm an applicant's suitability for their intended course.

Testing and assessment (where required). The college undertakes testing and assessment with prospective students whose first language is not English. This is to determine their English and mathematic proficiency and to determine their ability to succeed with the academic demands of the courses they propose to take.

Disclosure. Parents or guardians / agents are required to disclose any known or suspected circumstances relating to their son/daughter from the beginning of the application process. These circumstances may relate to the following:

- The student's physical, mental or emotional health.
- The student's disability or disabilities.
- The student's learning difficulties.
- Any disciplinary issues at the student's previous school(s).

The college reserves the right to terminate the studies of a student for whom it becomes obvious that information pertaining to the above was withheld during the admissions process.

Registration and Enrolment

Offers and enrolment

On completion of the selection process, applicants will be advised of the outcome and, where appropriate, formal offers will be made. All offers will be conditional upon a satisfactory reference being obtained from a student's most recent school or college. Final enrolment will only be confirmed once all the necessary registration documentation and payments have been completed as detailed in the college's Terms and Conditions of Acceptance.

Grounds for rejection

The following list details possible grounds for not being offered a place at St. Andrew's College, Cambridge but is not exhaustive:

- Insufficient academic ability for the programme applied for.

- Exclusion from the previous school.
- Unsatisfactory reference.
- Unsatisfactory disciplinary or attendance record.
- Insufficient capacity to accommodate a student's entry point or chosen courses.
- Failure to provide the necessary supporting documentation and evidence in reasonable time.

The college will write to rejected applicants explaining the reasons for rejection, if requested.

Special circumstances

We recognise that a student's academic history can be affected by circumstances, for example: If he/she has been unwell when sitting examinations or tests or has been absent for any significant period from the previous school; If there are family circumstances such as divorce or bereavement; If the student's first language is not English; If the student has a disability or specific learning difficulties. Where appropriate, these factors will be considered, and the college may request additional information to be provided such as an Education Psychologist's report, medical certificates or samples of work to assist us in the assessment of the student's suitability.

English Requirement

Those students enrolled on Foundation courses and for who English is not a first language, will be required to achieve a minimum IELTS score of 5.0 for September and 5.5 for January. Students who cannot provide satisfactory evidence of a pass at this level or proof of English level by means of an internal test and interview will not be allowed to join St. Andrew's College, Cambridge.

Foundation Course Requirements

10-month Foundation programme

The 10-month Foundation programme is an intensive, fast-track programme and is suitable for students who have already completed one or more years of A-Level study, or who have graduated with good grades from a high school system abroad. Applicants will have to demonstrate a good level of academic ability. A pass at Grade A*-C in GCSE/IGCSE English Language, IELTS 5.0 or the internal mechanism will be required for those students whose first language is not English.

St. Andrew's Foundation Courses

The Foundation courses are accredited by NCFE and inspected by OFSTED.

Psychology Foundation Programme September

Foundation Course Hours of Study per Week

Subject	Number of hours per week 10-month course
Psychology	4
Law	4
Economics	4
Maths	4
PSHE	3
English Language	3
Tutorials (including UCAS)	1
Total Hours	23

Please see the scheme of work at the end of the document for more details on areas covered by each subject.

The assessment structure for the course is as follows:

January Exam
All students will take an exam in each of the core subjects in January of each course. This exam is to gather an understanding of the performance to date. On completion of the results transcript the student will be spoken to by his/her tutor and an Individual Learning Plan (ILP) will put together if applicable. The first exam is to monitor performance in the first term it will not be used for the overall results of the course.

Research Paper
Students will be given a research brief by their core subject teachers, which will be due for completion by the end of the spring term each year. The research paper will be no less than 3000 words and produced using appropriate software package, e.g. Word, Excel and Power Point (not exclusively). The research paper will be reviewed 4 weeks prior to the completion by the teacher and comments will be given to the students for guidance. The research paper will carry 40% of the overall mark.

Final Exam
The final assessment of the course will take place in the penultimate week. Each of the core subjects (Maths, Business, Economics and International Relations) will be examined twice (2 hours per paper). The final exams will carry 60% of the total grade.

Subject Weighting
Each of the core subjects will carry a 25% weighting.

Support subjects
The foundation course will be supported by the following non-examined subjects:

- English
- PSHE Personal Social and Health Education
- English for Academic Purposes (EAP)
- General Studies
- Study Skills

The above-named subjects are put in place to build on and support academic performance whilst on the course.

Awards
- Pass: 50 to 59%
- Merit: 60 to 69%
- Distinction: 70 to 79%
- Distinction with Honours: 80% and above

- Attendance: Students must have a 90% or above attendance rate to receive an award.

- Completion of work: Students must complete all work on time.

Student Support and Guidance

Each student is given guidance in tutor groups and then individually for their university application through UCAS and assistance at the end of the year with university placements.

Each student has a personal tutor throughout the academic year to provide not only academic support, but also pastoral care.

Extra lessons are arranged when necessary to support the progress of students. The students can use three student common rooms and a computer lab area to facilitate study groups and a community atmosphere.

Students are provided with a social programme consisting of various opportunities to improve their social skills and to broaden their horizons through sport, the arts, travel and friendly competition.
Students are encouraged to attend special talks and lectures in various places throughout the UK during the academic year.

Teaching Staff

The teaching staff on the Foundation programmes are all highly qualified and experienced teachers who strive to empower their students with the confidence and skills needed to achieve their best and to prepare for university and their future careers. The teachers set high standards and reinforce them whilst assisting the students in their own individual needs and learning styles.

National Council for Further Education (NCFE) Accreditation

Our course has been accredited by NCFE, an awarding organisation recognised by the qualification regulators for England and Wales. NCFE's regulators are the Office of Qualifications and Examinations Regulation (Ofqual) in England, and the Welsh Government in Wales. This course is not regulated by Ofqual but has been accredited by NCFE under our IIQ Licence.

Certification

St. Andrew's College, Cambridge provides the students with a certificate of completion of the course and a full transcript of the course with explanations to the calculations on the reverse of the transcript. Students will also receive a certificate and a transcript from the awarding body NCFE.

Summary of Syllabus Content for Each Subject:

Psychology:

This course examines the major approaches in psychology, exemplified by classic, innovative and contemporary research studies. The areas of study will be biological, cognitive, developmental, individual differences and social, to give students a wide appreciation of the different types of research untaken by psychologists and an appreciation of how their findings can affect our every- day lives.

In addition, this course aims to provide a clear understanding of research methods and skills. Each student will have the opportunity to carry out a piece of independent research, and to write an appropriate report. This will take place in the 2nd term and will constitute up to 40% of their final mark. The remaining 60% will be assessed by two written examinations at the end of the academic year.

This course has been influenced by the OCR A-Level syllabus but offers a practical element for extended student skill development. The aim is to introduce a range of psychological research to inform and excite the students and to prepare the students to apply some of what they learn in their future careers, and, or to continue their study of the subject at university.

Course Content:

Module 1
• Introduction to and historical overview of psychology. • Issues and debates in psychology: reductionism, determinism, nature/nurture; ethics and psychology as a science. • Self-report methods of investigation: interviews, questionnaires and correlations. • Observations, case studies and different types of experiment, data analysis and how to write up a psychological report. • Practice practical research and written report.
Module 2
• Cognitive psychology looking at research by Loftus and her work into eye- witness testimony; Savage-Rumbaugh and communication skills in primates; Baron-Cohen and his work into theory of mind in autistic adults. • Developmental psychology looking at the behavioural approach to learning using Bandura, Ross & Ross, with the learning of aggressive behaviour; cognitive maturation investigated by Piaget, and Samuel & Bryant; phobia from two perspectives using Watson & Rayner, and Freud.
Module 3
• The social approach to psychology reviewing the remote learner experiment by Milgram; the Stanford Prison Experiment by Haney, Banks and Zimbardo; Piliavin, Piliavin & Rodin and good samaritanism.

• The biological approach to review research into sleep and dreaming by Dement & Kleitman; brain plasticity by Maguire.
Module 4
• The individual difference approach will be used to examine the difficulties in encountered when identifying mental disorder, Rosenhan; and a case study of multiple personality disorder, by Thigpen and Cleckley. • Student to plan and carry out their own research. The written report of this research to be submitted as part of the final assessment.
Module 5
• Review of research methods, cognitive perspective, biological approach developmental approach, social perspective, and individual differences. • Review of how they have evolved; their strengths and weaknesses and the insights they offer for life.
Module 6
• Review of psychological issues and debates. • Course revision • Preparation for final examinations.

Law:

The question is sometimes asked: why study law unless you plan to be a lawyer? At St. Andrew's Law is a hugely interesting subject to study and very rewarding in terms of the skills and abilities students acquire. By the end of the course the student will have developed ability to present arguments, learned how to analyse situations, improved the ability to express him or herself with clarity, improved their skill at judging what is relevant, and developed the ability to discern situations where they need more information. All these skills and attributes will help with success in business and all careers.

As the course progresses and students become more familiar with legal concepts, they are encouraged to present and discuss their own legal arguments. Skills such as analytical thinking and legal reasoning are learned and become invaluable as students engage with every day, practical legal problems. Students develop the professional skills and confidence necessary for the future in law, business, and problem solving and negotiating with others both in and out of a legal setting.

Studying this course will be of special benefit to the student contemplating a future in the world of business. Many legal principles are simply the embodiment of good business practice. Putting this legal principle into practice when a business enters into a binding agreement, such as a contract of sale, will help avoid misunderstandings and disappointments on either side in the performance of the contract.

The course is divided into six modules over the three terms:

Module 1 Introduction to Law

Module 2 Sources of Law

Module 3 Concepts of Criminal Law

Module 4 Contract Law

Module 5 Employment Law

Module 6 Tort Law

Much of the law studied in the St. Andrew's course is concerned with the Common Law. This is the law which, although originating in England, has over a long period of time become the basis of the law in dozens of other countries. Examples of such countries include the United States, Australia, New Zealand, Canada and many countries in Africa and Asia. Thus, the fundamental principles learned on this course will be familiar to millions of people living under legal systems other than the English legal system.

In addition, knowledge of Common Law has an even greater value today since many overseas businesses entering international transactions choose to have their contracts subject to English law and the disputes decided in the courts of the United Kingdom. This is thanks to the international reputation for integrity and independence enjoyed by the UK courts.

If a student has not yet settled on a future career route law is an interesting subject to study and an introduction to law might just help them settle that question.

For the student who does plan a career in law - or to at least undertake a Law degree - then their legal studies at St. Andrew's will give them a flying start in their future studies. They will embark on their Law degree at university familiar with the UK legal system and the methods of study met in UK university Law faculties, the case-law method, and practised in the use of legal terminology. Much of what is learnt on the foundation course will feature in the first year of undergraduate study on the LLM Law programme at many universities. The St. Andrew's course provides an invaluable grounding for future studies of Law at degree level.

Term 1	Term 2	Term 3
Module 1 Introduction to Law, Law in Everyday Life Classification of Law: Criminal/Civil Court Hierarchy **Module 2 Sources of Law** Law making and the pressures for Law Reform Advantages and Disadvantages of Reform Advantages and Disadvantages of Judicial Law-making Statutory Interpretation -The Separation of Powers **Module 3** **Concepts of Criminal Law** Offences Against the Person	**Module 4** **Contract Law** (Formation of Contract, Terms, Discharge of Contract, Breaches; consumer contracts and consumer protection) **Module 5 Employment Law** (introduction): employment relations and equality at work Research study	**Module 6** **Tort Law** (Negligence – the concept of liability: duty of care, breach of duty, defences) Bringing an action in the civil courts Legal Skills and Arguing Mooting/Role Play of Legal Disputes

Economics:

Aims and Objectives

The main objective of the course is to give students a good working knowledge of economics, either as a foundation for further study as a separate subject or as part of a wider business-related course at university. It also aims to give students an appreciation of the relevance of economics to their daily lives and future careers, and an understanding of how economic ideas and principles can help in the process of problem solving. This will be achieved by a combination of teaching, exercises in class, regular tests and homework and independent learning tasks. Students will be encouraged to participate in class discussions on economic issues, particularly those of current interest.

Course Outline

Many years ago, someone described Economics as the 'dismal science', implying it was dull and uninteresting. Recent events, from the credit crunch to the Eurozone debt crisis would suggest otherwise. Economics can help explain such events, and often provide solutions, while helping us take daily decisions and understand the changing world in which we live and work. This course combines the teaching of economic principles and ideas with their practical application to economic problems.

Course Content

The course will cover both micro and macroeconomics, the study of markets and national economics together with international and development economics. It is split into six modules:

- Economics: Introduction to the subject
- How Markets Work
- Why Markets Fail

- Macro-Economic Objectives
- Macro-Economic Policies
- International Economics
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Within each topic there are concepts and the students are given the opportunity in term 2 to Research an economic area.

Term 1	Term 2	Term 3
Module 1 **Introduction and Terminology** Resources Scarcity and choice Demand and Supply Elasticity **Module 2** **How Markets Work** Market Structures Public Goods Private Goods Quasi-public goods Merit and De Merit goods **Module 3** **Why Markets Fail** Market Failure Government Intervention Government Failure Negative Externalities Positive Externalities Inequitable distribution of Income Economic Shocks	**Module 4** **Macro Economics** Objectives Macro-Economic Indicators Gross Domestic Product (GDP) Circular Flow of Income Aggregate Demand and Supply Economic Growth Employment /unemployment Inflation/deflation Balance of Payments Foreign Exchange Rates **Module 5** **Macro-Economic Policies** Macro-Economic Problem Solving Monetary policy Fiscal Policy Supply side policies	**Module 6** **International Economics** Globalisation Economic Growth and Development Economics Trading blocs Free trade areas Preferential Trade Area Customs Unions Common Market Transition Economics: planned economic systems to market economies

Mathematics

This mathematics programme has been reviewed to reflect and cater for the actual mathematical requirements of students as they progress towards their university courses. It's designed to lay the foundation for developing and consolidating effective reasoning and a methodical approach while building a good set of mathematical skills relevant to most science and humanities studies. The programme aims to provide students with a valuable range of tools and techniques for analysing, modelling, formulating and solving general mathematical problems that can arise in their further studies or future practice.

Mathematics – Specification Summary

Term 1	Term 2	Term 3
○ Elementary Algebra ○ Coordinate Geometry ○ Functions and their graphs ○ Differentiation ○ Integration	○ Exponential and Logarithm functions ○ Sequences and Series ○ Probability and Statistics ○ Numerical methods ○ Linear programming	○ Financial Mathematics ○ Composite functions ○ Inverse function ○ Further Differentiation

NB: To keep the same standard for assessment purpose, effort should be made to cover the material for each term in the term indicated. However, within each term the content may be covered in any suitable order and some components may be exceptionally moved from one term to another to respond to the students' level of attainment or if required for use by other subjects.

Specification content

TERM I

1. Elementary Algebra

What students need to learn:

- Types of number: Natural, integer, decimal, rational, irrational and real numbers
- Common sets of numbers $\mathbb{N}$, $\mathbb{Z}$, $\mathbb{D}$, $\mathbb{Q}$ and $\mathbb{R}$, together with the correct use of related set notations such as $\{\ \}$, $\in$, $\cup$, $\cap$ …etc.
- Working with particular forms of number such as reciprocals, indices (or powers), fractions and surds. Students should learn the properties and know how to work with fractions, indices and surds including how to rationalise the denominator
- Working with ratios and percentages to express or find shares from a whole quantity
- Algebraic expressions and related operations including determining the degree and coefficients of a polynomial, addition, subtraction, multiplication, simplification, expansion, factorisation and completing the square for trinomials
- Algebraic fractions and related operations including simplification, long division by a linear term, the remainder theorem and the factor theorem
- Equations: differentiating between, expressions, equations, identities and functions. Solving quadratic and simple cubic equations using factorisation, completing the square or the discriminant method for quadratic equations. Solving simultaneous linear equations using elimination or substitution as appropriate. Solving simultaneous mixed equations (linear and non-linear) and presenting the solutions in a suitable form

- Inequalities: solving linear, quadratic and simultaneous inequalities. For quadratic inequalities, the curve can be used along the sign inspection methods

2. Coordinate Geometry

What students need to learn:

- Recognising common 2D shapes and recalling their basic properties with focus on quadrilateral shapes including Trapeziums, Parallelograms, Rectangles, Squares and triangular shapes including Isosceles, Right-angled and Equilateral triangles
- Determining and using the Cartesian equation of a straight line in a system of axes (Ox, Oy) in different forms such as Y= mX+c, aX+bY+c = 0 or Y – Y1 = m(X-X1)
- Parallel and perpendicular straight lines
- Intersection of 2 or more straight lines
- Coordinates of the midpoint of a segment AB
- Distance between two points A and B
- Cartesian equation of a circle in a system of axes in different forms such as $(x - a)^2 + (y - b)^2 = r^2$ and $x^2 + y^2 + px + qy + r = 0$
- Circle properties and their use in solving problems
- Solving general problems involving straight lines and other common shapes

3. Functions and their graphs

What students need to learn:

- Precise definition of a function and the related concepts of domain and range. One-to-one functions
- Basic combinations of 2 or more functions using addition, subtraction, multiplication and division
- Sketching graphs of simple functions including linear, quadratic, cubic and simple homographic functions($y = \frac{c}{x}$). The concepts of limits and continuity are not in the scope of this specification, but the vertical or horizontal asymptotes and infinite branches must be determined and used where required
- Transformation of curves: $y = f(x + a)$, $y= f(x) + a$, $y = f(ax)$, $y= af(x)$, $y=-f(x)$ and $y =f(- x)$. Students should be able to correctly describe each transformation and apply it to sketch the corresponding curve based on the curve $y=f(x)$

4. Differentiation

What students need to learn:

- Basic rules of differentiation for polynomials and algebraic functions with rational Indices
- Second derivative
- Equation of the tangent and equation of the normal at a given point on the curve Y = f(X)
- General problems involving differentiation and coordinate geometry
- Use of differentiation to determine the set of values for which a differentiable function is increasing or decreasing
- Use of differentiation to find stationary points and determine their nature
- Use of differentiation to solve simple optimisation problems

5. Integration

What students need to learn:

- Indefinite integration as the reverse process of differentiation
- Basic rules of integration for polynomials and algebraic functions with rational Indices
- Finding the constant of integration given the initial conditions
- Definite integral
- Area under a curve, area between a curve and a straight line

TERM 2

6. Exponential functions and Logarithm functions

What students need to learn:

- The function a^x and its graph and properties
- Graph of logarithm function with base a
- Logarithm laws including the formula for changing the base
- Solving logarithm and exponential equations and simple inequalities
- Use of exponential and logarithm functions to model growth and decay in a population

7. Sequences and Series

What students need to learn:

- General concepts of a sequence and series: Ist term, general term, recurrence relation, sum of first n terms, the use of Sigma notation
- Arithmetic sequences and series
- Geometric sequences and series including sum to infinity where defined
- General problems involving sequences and series

8. Probability and Statistics

What students need to learn:

- Purpose and uses of statistical methods and statistical models
- Types of data, qualitative, quantitative, discrete and continuous data
- Data representation and summary (for both discrete and continuous data): the use of frequency, cumulative frequency, mode, median and quartiles, inter-quartile range, mean and standard deviation. Stem and leaf diagrams, box plots, bar charts, pie charts and histograms
- Bivariate data: scatter diagrams, types of correlation, product moment correlation coefficient, explanatory and response variable and linear regression
- Probability concepts and probability tools: trial, outcome, sample space, event, complementary event, compound events, mutually exclusive events, independent events,
- Representation of events using multidimensional tables, Venn diagrams and tree diagrams
- Probability Laws
- Conditional probability
- Discrete random variables: probability distribution, expectation and variance
- Discrete distributions: Uniform Discrete distribution and Binomial distribution
- Populations and Samples: making the distinction between a population and a sample, knowing some advantages and disadvantages of using a sample for a survey compared to using a census. Statistics and sample statistics

9. Numerical methods

What students need to learn:

- Approximate solution to the equation $f(x) = 0$
- Finding an interval in which the equation $f(x) = 0$ has a solution, by checking for a change in the sign of $f(x)$
- Interval bisection method
- Finding an approximation to $\int_a^b f(x)dx$ using the trapezium rule

10. Linear Programming

What students need to learn:

- Standard form of a linear problem: the variables, the constraints and the objective function
- Modelling a variety of problems using linear programming: examples can be drawn from business, transport, manufacturing and other sectors

- Graphical representation of the feasible region
- Finding a solution graphically using the objective-line method
- Finding a solution using the vertex inspection method

TERM 3

11. Financial Mathematics

What students need to learn:

- Simple interest
- Compound interest: interest compounded annually, semi-annually, monthly or n times per year on regular intervals
- Continuously compound interest
- Annual percentage rate
- Future and Present values
- Debt repayment
- Annuities

12. Composite functions and Inverse function

What students need to learn:

- Composite function of 2 or more functions where it's defined
- Solving equations involving the composite function such as $gf(x) = c$ where c is a given value
- Finding the inverse function of a one-to-one function
- Domain and range of the inverse function
- Inverse of simple functions such as linear, quadratic, cubic, exponential and logarithm functions. The domain and range will have to be restricted as required to ensure the initial function is one-to-one

13. Further differentiation

What students need to learn:

- Differentiating the exponential function $f(x) = e^x$
- Differentiating logarithm functions $f(x) = \ln(x)$ and $f(x) = log_a(x)$
- The chain rule
- The product rule
- The quotient rule

Information and Communication Technology (ICT):

Is an integral part of the Foundation course and all aspects of this area are included in the core subjects and the study skills components. Although individual lesson time is not given to this subject, the student must be able to demonstrate their appreciation of and ability to integrate ICT within the demands of the course.

English:

English is approached on an individual basis, with each student being tested with in-house IELTS exams or based on previous achievements such as a C or above grade in GCSE or IGCSE English or a proven IELTS grade.

The IELTS classes are established by level and designed to meet the needs of the student at that level to enable progress at a satisfactory pace onto the next level in preparation for the IELTS exam.

Students who obtain a 6.5 in IELTS during their stay at the college or arrive with a 6.5 in IELTS or above will not be required to attend IELTS classes in college. If a student has gained 6.5 in IELTS but needs extra support for university this will be planned and reviewed by the IELTS coordinator on an individual student basis.

University Preparation Course (UPC):

Study Skills/General Studies/ Personal, Social, Health and Economic Education

There is a standalone specification, which explains the course in full.

UCAS:

The UCAS process is given very careful consideration with a lot of time and effort being put aside by the tutors to ensure all the students apply to the correct universities given their ability, potential and preferences.

Document review:

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