ST. ANDREW'S COLLEGE
Cambridge

Economics Foundation Syllabus

2018 -2019

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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.

Economics Foundation Programme

September Foundation Course Hours of Study

Subject	Number of hours per week 10-month course
Economics (core subject)	4
International Relations (core subject)	4
Business (core subject)	4
Maths (core subject)	4
PSHE	3
English Language	3
Tutorials (including UCAS)	1
Total Hours	23

Core subjects

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:

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

Within each topic there are different 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 4 Macro Economics Objectives Macro-Economic Indicators Gross Domestic Product (GDP) Circular Flow of Income Aggregate Demand and Supply Economic Growth	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
Module 2 How Markets Work Market Structures Public Goods Private Goods Quasi-public goods Merit and De Merit goods	Employment /unemployment Inflation/deflation Balance of Payments Foreign Exchange Rates	
Module 3 Why Markets Fail Market Failure Government Intervention Government Failure Negative Externalities Positive Externalities Inequitable distribution of Income Economic Shocks	Module 5 Macro-Economic Policies Macro-Economic Problem Solving Monetary policy Fiscal Policy Supply side policies	

International Relations:

The Foundation Course in International Relations is a lively and provocative programme of study which encourages and enables students to understand the links between contemporary political, economic and social issues and the theory of International Relations in perspective with historical events. The student is encouraged to consider matters that lead to disputes or cooperation between states and events that contribute to war, insurrection, riot and peace movements.

The role of international bodies such as the United Nations and NATO, which are crucial to this subject, are evaluated by considering their historical context, their achievements and their failings. Students are encouraged to look for current news and reviews in both English and their own language to consider their own country's role and contribution to international relations.

The teaching of International Relations covers six modules:
- Introduction to International Relations
- Formation of the United Nations
- The Cold War
- The role of the NGOs and other organisations in Economics Society and Political Perspectives of IR
- Globalisation and International Relations
- Twenty-first Century Challenges and International Relations

The first term outlines the foundation of theory and practice within the subject, the second term concentrates on helping the student formulate their own procedures and practice in research methods. The third considers contemporary issues via case studies which evaluate different issues within continents and countries. There are examinations, independent study and research, including work outside the classroom using a variety of source material including the internet, specified websites, handouts, film clips, role play and quizzes. The students are encouraged to prepare for each session by reading articles and searching for information relevant to the topics.

Research topics on the role of individuals covered by students have included Nelson Mandela, Gandhi, J F Kennedy, Winston Churchill and Margaret Thatcher. The case studies considered in class have included the Spanish Civil War, development of South Africa, formation of the League of Nations leading to development of United Nations, the Cold War, the formation of Israel in the Middle East, the nuclear arms race, the role of the European Union, the Commonwealth and Independence and other related topics.

Students of International Relations have found this a very relevant and dynamic module to study, primarily because the subject has drawn its existence from significant events, people and places in the $19^{th,}$ 20th and 21st centuries. International Relations is appropriate for Business Foundation students as it pivots on the social, economic, and political environments and repercussions whilst considering the people who have propelled and influenced events. This links very well with the students' other modules and in many cases, students have continued their studies at university level.

Term 1	Term Two	Term Three
Module 1 Introduction to International Relations Nation States Europe in the Twentieth century Revolution Module 2 Formation of the United Nations World Wars and peace NATO Module 3 The Cold War Development of the Superpowers Foreign Policy	Module 4 The role of NGOs and other organisations and Economics, Society and Political perspectives of IR: IGOs NGOs Research Topic Module 5 Globalisation and IR Trading Groups Sport, Music and Environmental influences Cultural awareness	Module 6 Twenty-first Century challenges and IR: The World Today: case studies USA, Russia, China, Africa, Asia, Europe The role of Religion, the Military and Non-States

Business:

Creative, inspiring, resilient, determined, passionate about your ideas, able to persuade others to invest in you?

Are you already running your own business successfully and you just want to learn why money talks? Are you looking for a route to a top 30 UK university? The Business Foundation Course taught at St. Andrew's Cambridge, over either 10 months or an accelerated 7 months period, could be the course you are looking for.

Located in the safe, beautiful, historic and academically renowned City of Cambridge, less than an hour from the centre of London, the Business Foundation Course at St. Andrew's College Cambridge will prepare you for your transition from school to a leading UK university.

You will be taught in average class sizes of 15 students, the basics of business namely: -
- What is a business
- Managers leadership and decision making
- Decision making to improve marketing performance
- Decision making to improve operational performance
- Decision making to improve financial performance
- Decision making to improve human resource performance

You will be tested at regular intervals during the course and there will be examinations at the start of term 2 and in the final term. In term 2 you will be asked to carry out a substantial research project and produce a written report on your findings. If successful you will be awarded an NVQ Level 3 qualification accredited by NCFE at the end of your course, depending on your grades.
You will gain the skills needed and required by UK universities- being able to communicate in English and to work as part of a team.

You will need to have a good understanding of both written and spoken business English, (IELTS at a minimum of 6 will be required for university entrance), be literate, numerate, be able to develop your own thoughts and present your own ideas, both in the classroom and to wider audiences. You will be set and be expected to complete independent study based on case studies and your own research using the college's IT suite. You will have the opportunity to participate in a Young Enterprise company whilst at the college, involving yourself in setting up and running your own business. You can participate in enterprise workshops with students from other schools across East Anglia.

If you have had some work experience or running your own business, so much the better, as you will be more able to contribute fully and share your ideas with other students from around the world.

Don't come on this course if you are choosing business as an easy option or you are expecting to pass with distinction with no effort. You will have to work hard to achieve the highest grades. If you are not interested in business, or merely choosing to study business as an easy option, don't waste our time and yours. You need to want to be successful and have the necessary determination to succeed. You need to be passionate about your business!

Term 1	Term 2	Term 3
Module 1 **What is business?** Understanding the nature and purpose of business Understanding different business forms Understanding that businesses operate within an external environment **Module 2** **Managers leadership and decision-making** Understanding management leadership and decision making Understanding management decision making Understanding the role and importance of stakeholders **Module 3** **Decision making to improve marketing performance** Setting marketing objectives Understanding markets and customers Segmentation targeting and positioning Using the marketing mix	**Module 4** **Decision making to improve operational performance** Setting operational objectives Analysing operational performance Increasing efficiency and productivity Improving quality Managing inventory and supply chains **Module 5** **Decision making to improve financial performance** Setting financial objectives Analysing financial performance Sources of finance Improving cash flow and profits **Research Project**	**Module 6** **Decision making to improve human resource performance** Setting human resource objectives Analysing human resource performance Improving organisational design and human resource flow Improving motivation and engagement Improving employer employees relations

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
o Elementary Algebra o Coordinate Geometry o Functions and their graphs o Differentiation o Integration	o Exponential and Logarithm functions o Sequences and Series o Probability and Statistics o Numerical methods o Linear programming	o Financial Mathematics o Composite functions o Inverse function o 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 1
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 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 $Y - YI = m(X-XI)$
- 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: 1st 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
<u>What students need to learn:</u>
- 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
<u>What students need to learn:</u>
- 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
<u>What students need to learn:</u>
- 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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