

*Post 16 University
Evening*

*Wednesday 26th
September 2007*

What can you expect?

- The College aims to provide a safe and secure environment in which students can maximise learning
- Teachers will have high expectations of students
- Regular assessment and support that promotes learning

A Level - end of Y13

- 95% of grades were at A to E
- 60% of grades were at A and B
- 73% of grades were at A to C

High expectations = High Standards

AS Level – end of Y12

- 35% levels were at A –E
- Why are they low in comparison to A2 results?
- Not all students cash in their grades
- This is data based on students from Y12 and Y13 sitting individual AS units
- Difficulty in transition from Y11 to Y12

Available support

- Interim reports for students who have only just been accepted on a course
- Mentoring for students who give cause for concern
- Nominated study periods
- Mr Brooks will be heavily involved in the support programme
- You!

What do we expect?

- Maturity at all times and behave as a role model for younger students (Attitude)
- To arrive at school on time and be at all subject and tutorial lessons (Attendance)
- Work to their full potential at all times (Attainment)
- Be of smart appearance as would be expected of Young Adults (Appearance)

The implications

- The transition from Year 12 to Year 13 is no longer automatic
- The minimum requirement to enter Year 13 is grade Ds in at least 2 AS level subjects
- To continue with a subject in Year 13 the minimum grade at AS is a D in that subject

Transition between GCSE & A Level

'Study in Year 12!!! Do not treat it as a 'free year', it is half your grade. Some people this year are doing a huge number of resits. Do it right the first time round.

'Post 16 has a good atmosphere it makes you more independent. This makes it hard in the beginning, especially with the heavy and demanding work load.

'Post 16 life is different as you are not 'spoon fed', so it's important to do your research and keep up to date with reading. Don't leave work and revision to the last minute. Free periods are always looked forward to as a time to relax, but should also be used to work!
Ensure that you balance your time between social and work'

Head Girl / Head Boy

- Mary Lynch
- Yan Loetzer

- What is it really like?

Post 16

Education

Session One:

Overview of Careers

Education and Guidance

Between the ages of 11 and 19 young people need support to make their choices wisely

- Careers education throughout the curriculum
- Personalised support and guidance
- Work related learning

Purpose and Aims of Careers Education and Guidance

- Continually update skills and knowledge
- Equip students with information to make career decisions
- Investigate opportunities in learning and work
- Make and adjust plans to manage change and transition
- Self-development

Delivery of Career Education and Guidance Services

- Establish personal contact
- Value achievement
- Communicate “potential”
- Raise self-esteem
- Provide information
- Twilight sessions
- Doha College website

How to Obtain CEG Services

- Drop in – registration, breaks
- 1-1 appointments arranged
- Telephone through school
- Posters and tutor
- Doha College website
- Email jbrooks@dohacollege.com

Twilight Sessions

Every Monday from 1:30-2:30

- Personal statements
- Degree exploration
- UCAS and international Applications
- Career research
- Work experience
- Student finances
- Visits from university representatives

How can parents support?

- Be aware of the change in demands on academic work
- Attendance
- Look for warning signs!
- Make contact
- Ask!

Post 16 Education

Session Two:

University Admissions

Options

- Complete year 12 and apply for universities in America, Canada or Australia
- Complete 6th form and apply for the UK or other international schools
- Take a Gap Year

Do Your Research!

- Narrow your search down to 5-7 universities based on entry requirements and application deadlines
- Every university can be different, this includes personal statements and essays, so do your research
- No matter where you choose to go, always check for entry requirements

What are the most basic requirements for applying to Universities?

UK

- **UCAS Apply: Electronic application form for up to 6 choices of courses/Universities (Only 4 for Medicine).**
- **Personal Statement**
- **Form Tutor Reference**
- **Predicted Grades**

Deadline: *Jan 15*

What are the most basic requirements for applying to Universities?

- Oxbridge, Medicine, Dentistry or Veterinarian Science
 - **Oct 15th** deadline, EoT **OCT11th** !!!
 - Accurately complete UCAS *and* University Application
 - Personal Statements
 - Letters of Recommendation
 - Entry Tests (UKCAT, BMAT)

What are the most basic requirements for applying to Universities?

USA

- Usually a separate application form for each university. Which can include 2 or more short essays
- Transcripts
- SAT or SAT Reasoning or SATs II
- TOEFL

DEADLINE: Jan - March

What are the most basic requirements for applying to Universities?

CANADA

- A separate form for each university except for the ones in Ontario (A common application form for up to 3 university choices).
- Transcripts
- TOEFL or equivalent test scores for non-native speakers of English
- Letters of recommendation

Deadline: *Feb - March*

What are the most basic requirements for applying to Universities?

Australia

- A separate form for each individual university
- Transcripts
- Letters of recommendation
- IELTS
- Some have special entry requirements
- IDP

Deadline: *Varies*

References

- Academic achievement and potential
- Suitability to courses and/or subjects
- Personal qualities, such as motivation, powers of analysis, communication skills, independence of thought
- Career Plans
- Interests and activities

Predicted Grades & Transcripts

Transcripts

- Official documents that take approximately two weeks to compile, certify and check.
- Possible to earn university credit for year 13 classes!

SATs & TOEFL

- A measure of critical thinking, mathematical reasoning, and writing skills
- Each SAT section is scored on a scale of 200-800
- The most important factor for college admission is the student's transcript
- TOEFL's evaluate the English proficiency of people for whom English is not their native language

Work experience

- Assess skills and knowledge gained from work placement
- Learning about work and working practises – speakers, vocational education and careers education
- Learning skills for work – mock interviews, problem solving activities

Gap Year

- Develop interpersonal and social skills
- Travel and increase cultural awareness
- Opportunity to become more self-aware and equipped with information to make decisions about the future
- Work experience

University and Degree Resources

- www.ucas.co.uk
 - UK application information
- www.collegeboard.com
 - USA entry tests and degree info
- www.aucc.ca
 - Canadian application information
- www.idp.com
 - Australian assistance for international students
- www.realgap.co.uk
 - Gap year experiences abroad

Conclusion

- Information is just a question away
- Everyone has individual needs.
- Success depends upon hard work, dedication and a three way partnership between student, parent and College.