



EPSOM

COLLEGE

Summary of Careers Provision

Careers Guidance and Further Education Policy

By Mr M C Conway, Head of Further Education and Careers

The aim of Careers Education within Epsom College is to enable the pupils to understand their needs, to investigate opportunities in learning and work and to plan to manage change and transition. The Careers education within the College is a planned programme including Careers and Further Education preparation, through visits and events, work-related learning and work experience; access to careers and labour market information; and one-to-one support, through the Careers Department and the House system.

The Careers Department provides pupils with accurate, up-to-date and objective information on opportunities, progression routes and how to access help and advice. Pupils are provided with advice through a programme of activities aimed at enabling the pupil to gather, understand and interpret information. This provision is, in essence, impartial and designed to enable students to make their own informed decisions at various junctures.

The objective in the future development of the policy is to build on what happens pre-16, to continue to develop a whole College approach and to motivate the pupils to achieve self-development, career exploration and career management.

Individual Career Guidance

All pupils are welcome to seek informal advice from the Careers department or to request an appointment if necessary; informal advice is given on a daily basis. Whilst the Mermaid is under construction, Mr Conway can be contacted by email or in person in Hi4.

Development Plan

- to increase pupil evaluation of events and to continue to adapt the Careers Education programme in response
- to develop effective monitoring of pupil engagement with the opportunities presented to them, from work experience to taster days
- to develop further the programme of visiting speakers
- to consider the extension of some formal Career-oriented programme into the Lower School, into years 7-8, either through tutor time or PSHE
- to review Careers provision in light of the Gatsby benchmarks

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Lower School

Within the PSHE programme there are reflective and self-discovery modules.

Middle Fourth

The Middle Fourth cover Career and choice-making issues through year activities such as assemblies and in tutor groups. Before half-term in the Lent term, pupils undertake Morrisby Aspirations, an online programme designed to help M4th students make connections between academic choices now, various skill-sets, and possible future careers. They discuss the findings of the individual reports with tutors and parents who can access the results. There is an assembly to cover GCSE option choices and a GCSE choices information evening for pupils and their parents.

Upper Fourth

Students are introduced to Unifrog, a learning platform that offers students the opportunity to develop their understanding of a range of careers and FE options. Through Unifrog, students are encouraged to consider the range of transferrable skills that they are developing through both their daily Epsom experiences and life outside school, through their academic and co-curricular programme. Through Unifrog, students start recording how they are developing their skills, start logging their career-oriented experiences, and consider how to develop a CV. This process is overseen by tutors in tutor time.

The U4th welcome in speakers to consider the alternative pathways after Epsom. There are presentations on apprenticeships and a myth-busting workshop on the nature of university.

In the Summer Term, students undertake the second stage of their Morrisby testing. The psychometric testing at this stage addresses students' innate skills and aptitudes, as well as their personal preferences and current future thinking. The report is available for discussion with tutors after their exams, and parents over the holiday.

Fifth Form

Michaelmas Term: The objective is to give the pupils as much information and support as possible to help them make the right subject choices individually and to encourage and support them in their preparation for the Sixth Form. Early in the term, EC Careers offer a programme of individual careers interviews with all students as a follow up to the Morrisby testing in the previous summer. This encompasses guidance on using the Morrisby report, and culminates in individual plans for next steps, which are accessible to tutors thereafter for following up.

There is also a presentation on life in the Sixth Form to current pupils and parents, which includes a summary of careers provision in the Sixth Form at Epsom College.

Work Experience: Also in the Michaelmas Term, there is a Work Experience Briefing. All Fifth Form pupils are encouraged to undertake work experience placements, and parents receive a letter advising some planning on their part in securing work experience in the coming summer. Medical work experience is closely monitored by the staff with responsibility for medical applications.

Work experience is becoming an increasingly important part of the pupil's profile on leaving Epsom College. Even when applying for internships, university students are expected to have already built up a substantial history of work experience. Pupils need to develop a portfolio of work experience. As a precursor to this, CV writing training is delivered by tutors in Houses in the Upper Fourth year. The World of Work evening in the Lent term (see later), together with the Morrisby profiling, prompt the pupils to think about the different working environments that they would like to explore. It is now time for pupils to plan and start their own individual work experience portfolio, which will help inform choices and develop long term goals. A minimum of one period of work experience is recommended over the long summer holiday. Getting into the habit now of organising and taking responsibility for their own work experience programme will serve them well further down the line.

Work experience can take many forms, such as actual work, or work shadowing, where the student follows someone around to see what their job entails. Work shadowing is an excellent and safe way for pupils to gain some insight into the demands of a particular career. It is also important to realise that any form of experience, in whatever career area, can be constructive since it will provide a view of the world of work. We have found that, typically, placements initiated through parents, using family friends and contacts, have provided the best opportunities. Some pupils may already have a clear idea of the sorts of career areas that interest them and may have begun the process of finding a suitable placement already. In some circumstances it has been difficult for parents and/or pupils to organise their own work experience in particular areas. In these circumstances it may be possible for the College, through the OE network or through Changing Education, a provider which assists in the management of Fifth Form work experience, to assist in arranging work experience for a pupil.

Lent term: Already enrolled in Unifrog, students are introduced to some specific programmes and modules. Of particular use to the Fifth Form are the Subjects Library and the Careers Library, both of which include useful information on possible Careers and University subjects. Unifrog, alongside the Morrisby profiling and Higher Ideas, another online careers platform, assist in A-level subject decision making.

In January we host the Sixth Form Academic Choices briefing and subject Fair - for current pupils, pupils who will be new in the Sixth Form and parents, with specific talks by Medical and American University specialists to assist in forward planning. Careers and house staff are available throughout the year for consultation regarding making A-level choices.

The World of Work Evening: A wide range of guest speakers come to talk to pupils in small seminar type groups about the reality of working within a specific industry or working environment. Pupils choose three sessions from a range of approximately 14-15, chosen in response to pupil feedback. At present this is in the Lent term. Asking guest speakers with a personal connection to the College is pivotal to the success of the evening, both in terms of reliability and empathy.

At the end of term, we invite Fifth Form pupils potentially interested in Medical and related subjects to attend an introductory briefing on the road ahead.

Sixth Form

Objectives

- To develop a structured approach to the decision making process of the Sixth Form

- To bring forward the time scale where possible to enhance the success of UCAS applications
- To facilitate successful applications

Lower Sixth

Throughout the year, pupils are encouraged to attend University subject taster days, career based training days, Headstart courses, InvestIN courses, apply for MOOCs, attend academic societies and lectures, enter competitions, and embark upon wider reading; in short, to look at a range of activities that will inform their decision making and enhance their CVs and Personal Statement. Such opportunities are communicated via the Careers Bulletin, HoY and Career-based assemblies, and regular e-mails to the year group and their tutors. Students are encouraged to record their participation and the learning that comes from these experiences on Unifrog.

Through the PSHE programme across the year, there are talks delivered on various aspects of FE. Typically, these might include talks on Canadian, European and Australian Universities, Volunteering on a gap year, a presentation by the London Interdisciplinary School, and talks on Joint Honours Courses and Degree Apprenticeships. There are occasional trips organised for interested students: in 2020, students were invited to an apprenticeship roadshow and to an entrepreneurship festival. Additional talks take place outside of formal lesson time, depending on interest.

Michaelmas Term: Students are more fully enrolled in Unifrog in November, once their A-level courses are up and running. An assembly is given, and students are shown how to use the various university-oriented modules to help devise shortlists.

Lent Term: In January, there is a presentation to parents and students on the University landscape and apprenticeships, usually by Paul Drinkwater of Southampton University admissions department and Sue Taylor of Amazing Apprenticeships. In-house, students investigate model personal statements with their tutors, as a means of seeing how to develop their portfolio of relevant experiences. Students are encouraged to use Unifrog as a means to record their further educational experiences and reflections, and with an eye on writing the personal statement. Students are given guidance on how to make best use of open days (live or virtual), albeit within the parameters of school expectations that students should only seek permission to attend two open days per term.

The EC Careers independent advisers return to college to offer support to L6th who are making decisions on courses, careers and which university. Appointments are booked for January, to assist students finding it harder to narrow down their options.

Summer Term: The Epsom College Higher Education Conference and Fair is in June: There are presentations led by university advisers on writing personal statements (and delivered to Eco-BS students by the HoD), followed by a tutor-led session when students begin the process of completing the UCAS application online. In the afternoon, they select two workshops from a range on offer, including:

- Gap Years
- US applications
- Applying to Scottish Universities
- Oxbridge
- Apprenticeships

- Successful applications to medicine
- Non UK/non USA applications
- Making the most of open days

Then students and parents are invited to Big School where around 40-50 Universities and other providers set up their stands. We would also usually invite local maintained schools to attend the university fair. In 2020, this provision was organised virtually; possibly this event will, in 2021, combine both live and virtual elements.

The College hosts a networking evening for L6th which introduces students to the importance of networking. Students hear from various eminent OEs and parents who have enjoyed careers success, and mingle with an invited group to practise networking skills.

Upper Sixth

Through the PSHE programme, there are talks delivered on student finance and mental wellbeing at university.

Michaelmas term: students are supported in house, either by HMM or tutor, in fine-tuning their university choices and personal statement. Students will usually seek the advice of one subject-specialist to review their personal statement. Advice is given on an ad hoc basis, according to need.

Lent/summer term: advice is given on how to select offers, and firm and conditional choice information is collated, in preparation for results day.

Results day: in preparation for results day, results are discussed with HoDs, so that for every student who has missed their grades, there is immediate advice on hand: whether to remark, who to call, whether to look at Clearing, etc. There is a group of staff available that day and following, to assist and support.

OEs: for those who need to reapply, there is a workshop in September to assist and support them beginning the UCAS process again. Support is similarly offered in-house in writing/adapting their personal statements.

Specialist provision

Certain competitive fields have designated staff to oversee and guide students in their FE journeys, such as students applying to Oxford and Cambridge, to Medical and related courses, and to American Universities.

Oxbridge

From the beginning of their school career, students are given the opportunity to enrich their learning beyond the confines of classroom syllabi, through IAPs, attendance at academic societies like the Debating Society, MUN and the STEM Society, and a range of extension activities and lectures in the Cultural Hour. In the Fifth Form, the Oxbridge timeline is introduced to interested pupils and parents, often a trip to Oxford or Cambridge is organised, and there are further opportunities for IAPs to be undertaken over the summer vacation.

Lower Sixth

All students are encouraged to be ambitious throughout the year, with an eye on applying to any competitive university. The following timeline then outlines the process, overseen by a team of Oxbridge tutors (Mr Russell, Mr Watson (humanities and arts), Mrs Muller (STEM)):

- November: Meeting explaining expectations (excellent GCSE results) and requirements of a typical successful applicant; deadline personal statement set.
- January/February: Audit interviews for interested applicants; detailed individualised feedback making clear best estimation of chance
- February to June: Individualised tutoring, Wednesday club for Arts/Humanities students to promote academic discourse, and encouragement to engage in national competitions
- June: Oxbridge Conference at Epsom Downs.
- Post Summer Exams: Mock TSA/LNAT, Personal statements reviewed, College/Subject choices reviewed, Trial Interview and feedback with Oxbridge specialists, Summer Activity (reading and projects)

Upper Sixth

- September to December: Applications reviewed, second Mock TSA/LNAT etc; individualised tutoring and practice papers
- September to October/November: Preparation for the TSA and entrance tests and individualised interview practice
- November: Oxbridge Interview Night (practice interviews with local schools)
- November/December: Second Trial Interview and feedback with Oxbridge specialists,
- December: Survey of students to glean information and inform future provision

Medical Students

In the Fifth Form, parents and students are invited to a talk at the A-level choices evening, and to a further more extensive presentation in March that outlines the provision for students through their Sixth Form career.

Lower Sixth

The Head of Medical Applications meets students interested in Vet, Medicine and Dentistry early in the Michaelmas Term, and encourages enrolment in the UCAT support and the Medical Society. Students might also opt into additional Biology and Chemistry activities. The Medical Society is student led, and involves experiences like dissections, student presentations and visiting speakers. The Head of Medical Applications (Mr Chris Bates) is responsible for monitoring work experience and help with finding relevant work experience. Throughout the Lower Sixth they are reminded of the need for work experience and given advice on the type of work experience they should aim to organise. By the end of the summer term, students should have submitted a first draft of their personal statement for review. The UCAT test should be undertaken over the summer vacation.

Upper Sixth

In the aftermath of the UCAT results, students discuss their results and finalise their university choices with the Head of Medical Applications. Final preparation for the BMAT, practice interviews, and a MMI mock evening are all offered.

Further notes on applying:

There are two admissions tests for studying medicine in the UK. The majority of medical schools require one of either test.

The **University Clinical Aptitude Test** (UCAT) is a two-hour computer-based assessment used by the majority of medical schools. There are typically four subtests with a maximum score of 900 per test. Average national scores tend to be in the region of 2500. Students get their results on the day, which can therefore inform their university choices. The **BioMedical Admissions Test** (BMAT) is a two-hour paper and pen test assessing aptitude skills, data analysis, scientific knowledge as well as the capacity to consider different propositions and communicate them effectively in the form of an essay. This assessment takes place after applications have been made.

The vast majority of medical schools have some form of admissions interview. These broadly fall into three categories:

Oxbridge: Oxford and Cambridge colleges hold interviews which assess a variety of attributes but are primarily focused at subject knowledge, academic ability and curiosity. There are usually two interviews lasting 20 minutes each.

Panel: This involves 3-4 members of a panel enquiring about the range of attributes mentioned above. Academic ability is rarely assessed. Typically 10-20 minutes.

Multiple-mini Interviews: 5-10 of stations, each lasting 3-7 minutes, each on a different topic or attribute. Students may be required to engage with an actor in scenarios. Manual dexterity may also be assessed.

American Universities

We have seen a stable number of students interested in applying to American Universities, usually in single figures, c.4-8 per year. For students considering American applications, College Day (in September) is advertised as an essential study visit. We employ Daniel De Witt and Daisy Hill (Banyan Educational Consulting) as specialist consultants to oversee our American applicants. In September, we host an evening presentation led by Daniel and Daisy, alongside visiting reps from US Liberal Arts Colleges, for parents and students from M4 to Lower Sixth to introduce students to the nature of an American University experience, the challenges of the process involved and the support provided. The presentation additionally addresses the journey towards winning a sport scholarship. From around half-term in the Michaelmas Term a group of students is self-identified, who are subsequently supported in their American applications. Daisy will make periodic visits to Epsom throughout the Sixth Form to help guide the group through the various challenges of making such an application, from choosing the college, to completing the paperwork, and writing the supplementary essays. Similarly, she provides support for the staff asked to produce references.

From the end of Fifth Form, the College seeks to gauge whether there is sufficient interest for a group of L6th to undertake instruction for the SAT exams. In 2020-21, this teaching will be provided by A list, on Thursday evenings. The tuition ideally starts in October, with a two hour lesson on a weekly basis, in preparation for the March SATs. It is the candidate's responsibility to book the test.

Law

The Law Society enables interested students to discuss legal issues (present and past) and to get to grips with the fundamental aspects of studying Law. Amongst other things, the Law Society introduces students to the English legal system (including the hierarchy of the courts, sources of law and judicial reasoning) and key substantive areas such as Contract, Criminal, Tort and EU law. The Society hosts guest speakers from the legal world and offers support to those interested in studying Law at university (including help with aptitude tests such as the LNAT and Cambridge Law Test). There is a Law Society Dinner which enables students to network with practitioners.

Apprenticeships

It is a statutory expectation that the college delivers guidance on alternative pathways, specifically the apprenticeship routes. In the U4th year, there is a presentation on apprenticeships by Sue Taylor of the ASK foundation. The Fifth Form make use of the apprenticeship tool on Unifrog when investigating work experience opportunities. In the Lower Sixth, Sue Taylor co-presents to the year group and parents alongside the Russell group university presentation (an introduction to next steps for Sixth Form) and there is a further presentation on degree apprenticeships in PSHE, and a recap presentation during the HEC in the summer. Throughout the Lower Sixth, any opportunities to visit apprenticeship fairs are advertised; there was a trip to one such fair at Sandown Park in 2019. In the Upper Sixth, dependent on need, Sue Taylor runs a workshop helping prepare interested students for applying for apprenticeships.