**PRELIMINARY INFORMATION**

**Introduction**
The Marsh Academy is proud of its Post 16 provision as it enables students of all abilities to further their learning, skills and pursue excellence in all that they do. The students in our Post 16 have access to excellent facilities, including dedicated study space, to make the most of the learning opportunities.

The Marsh Academy sets high standards for its Post 16 students, in order for them to fulfil their academic potential as global citizens who are confident of their place in the world. Students are treated as young adults and are given the independence and responsibilities they require in order to make the most of their experiences at the Academy. This is carefully balanced with individual support through the mentoring system, which all Post 16 students are a part of. Teachers also work hard to support their students and are always willing to set aside time to enable students improve knowledge, understanding and application.

The Marsh Academy aims to provide opportunities for all students of all abilities and offers a range of courses at various levels to allow all to further their education and experiences. Students who enrol in and study here must be prepared to work to the principles of Post 16. All students must want to work and study diligently and be prepared to work to the best of their ability at all times in all subjects; conduct themselves in a professional manner at all times and in all aspects and be excellent role models for the school community.

**Post 16 Qualifications**
We cater for the individual and believe it is important to create a programme of study which meets the needs of every student. We offer a wide range of A Levels and other Level 3 qualifications, which give students the choice and opportunity to combine interests with relevant courses for their future pathways.

It is important to understand that all students will be expected to have attained a minimum of GCSE grade 4 in Maths and English by the time they leave school or college. Therefore, if a student has not achieved these grades, they are legally required to retake these subjects.

For those students who are unable to undertake a full Level 3 programme, we do offer a combination of qualifications across Level 3 and Level 2 depending on qualifications gained in Year 11 as follows:

For students who achieve:
- 6+ GCSEs at grade 5+ can study four Level 3 courses;
- 5+ GCSEs at grade 5+ can study three Level 3 courses;
- 4+ GCSEs at grade 5+ can study two Level 3 courses and two Level 2 courses;
- 3+ GCSEs at grade 5+ can study one Level 3 and 3 Level 2 subjects.

Those students who do not meet these thresholds can choose from a suite of Level 2 qualifications.

However, it is important to note that some Level 3 courses will have specific requirements in addition to those set out here.

Please note that all subject offers are provisional until September 2019 and are dependent on course viability.

The Marsh Academy reserves the right to review student course offers on an individual basis.

**Important Dates**
- Post 16 Open Evening: 29th November 2018
- Post 16 Level 2 Pathway Information Evening: 17th January 2019
- Post 16 Application Deadline – 31st January 2019
- Post 16 Interviews commence – 26th February 2019
- Post 16 Induction Day – 11th July 2019
- Results Day for GCSE students – 22nd August 2019
Biology
A Level - Pearson
Subject Overview:
The A Level Biology qualification is a two-year course, following the Edexcel GCE qualification. A range of topics are followed, with the aim of developing essential knowledge and understanding of different areas of the subject and how they relate to each other, competence and confidence in a variety of practical, mathematical and problem-solving skills and an understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.
Course Overview:
Topics studied include: Lifestyle, Health and Risk; Genes and Health; Biodiversity and Natural Resources; Immunity, Infection and Forensics; and Grey Matter.
Assessment Overview:
The qualification is assessed through three externally set papers and a set of core experiments. The qualification is designed to permit access to higher qualifications, or the workplace at higher levels of competence.
Entry Requirements:
A minimum of a grade 5 in GCSE Science and Mathematics and a grade 4 in English.
Future Pathways:
Biology studied at A Level is essential for further studies at university of the pure Science or related areas, similarly for many technical apprenticeships. Like all of the Sciences, Biology is not an easy option and success is more likely if there is a reason to follow this at Post 16. Before opting to follow a Science at A Level, prospective candidates are strongly encouraged to check with future institutions as to their entry requirements, to ensure that the correct A Levels at Post 16 have been selected. For instance, should you wish to be a doctor, Chemistry is more important than Biology as far as most centres are concerned.

Chemistry
A Level - Pearson
Subject Overview:
The A Level Chemistry qualification is a two-year course, following the Edexcel GCE qualification. A range of topics are followed, with the aim of developing essential knowledge and understanding of different areas of the subject and how they relate to each other, competence and confidence in a variety of practical, mathematical and problem-solving skills and an understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.
Course Overview:
Topics studied include: Atomic Structure and the Periodic Table; Inorganic Chemistry and the Periodic Table; Formulæ, Equations and Amounts of Substance; Organic Chemistry, Kinetics and Modern Analytical Techniques.
Assessment Overview:
The qualification is assessed through three externally set papers and a set of core experiments. The qualification is designed to permit access to higher qualifications, or the workplace at higher levels of competence.
Entry Requirements:
A minimum of a grade 5 in GCSE Science and Mathematics and a grade 4 in English
Future Pathways:
Chemistry studied at A Level is essential for further studies at university of the pure Science or related areas, similarly for many technical apprenticeships. Like all of the Sciences, Chemistry is not an easy option and success is more likely if there is a reason to follow this at Post 16. Before opting to follow a Science at A Level, prospective candidates are strongly encouraged to check with future institutions as to their entry requirements, to ensure that the correct A Levels at Post 16 have been selected. For instance, should you wish to be a doctor, Chemistry is more important than Biology as far as most centres are concerned.

Computer Science
A Level - OCR
Subject Overview:
Computing is an exciting course that gives you a strong understanding of how computers work and how to write your own programs. It focuses on problem-solving, mathematical reasoning and engineering-based thinking. It is a good foundation for understanding future challenges in this fast-moving technological world. There is a clear distinction between ICT and Computing. Computing is about designing new algorithms to solve new problems. This course covers the technical side of Computing including 'Programming' and 'Computer Architecture'.
Course Overview:
Computer Science is about the devices and systems that enable our digital age to exist. It is not a study of the software used every day in offices and homes around the world but more about how these systems work, how they do what they do, their limitations, their strengths and the astounding way we humans have adapted basic logical thinking to create such amazing tools.
Over the whole two years you will:
• Learn to program using a high level (3GL) language;
• Appreciate the role of binary in storing numerical and non-numerical data;
• Learn how images and sound are stored digitally;
• Understand the use of logic gates and Boolean Algebra;
• Grasp how software and hardware work together to form the systems of today;
• Visualise how the processor works by studying the Fetch-Execute Cycle;
• Know how data can be stored, sorted and searched through;
• Gain an appreciation of the use of vectors within the computing field;
• Learn about Finite State Machines, Regular Expressions and Language;
• Extend your understanding of fundamental computing by studying Turing Machines;
• Study the role of operating systems, explore networking and the way the internet works;
• Become aware of the client-side and server-side languages of the web;
• Understand how 4GL languages are used to manipulate data or diagnose illnesses.
Assessment Overview:
This course is 100% linear with all examinations taken at the end of year 13:
• Computer Systems (2.5 hr written paper) 40% of the final grade.
• Algorithms and Programming (2.5 hr written) 40% of the final grade.
• Programming Project (internal programming project) 20% of the final grade.
Entry Requirements:
A minimum of a grade 4 in Computer Science and Mathematics.
Future Pathways:
One can study Computing and go on to a career in medicine, law, business, politics or any type of science. However, if you decide to do a computing related degree then this A Level will be extremely useful. Some universities demand Maths A Level as one of their requirements to do a Computer Science Degree (please check university website for more information).
English Literature
A Level - Pearson

Subject Overview:
This exciting and diverse A Level course focuses on Tragedy, and Women and Society, and covers a wealth of poetry, prose and drama. This course allows the study of texts written over a very broad time period and encourages students to explore the relationships that exist between texts and the contexts within which they were written. The profound and emotive subject matter of these texts provides material for stimulating and meaningful discussion and study. It is hoped that students will develop an interest in and enjoyment of English Literature, through reading widely and experiencing an extensive range of critical material. Independent reading and study is essential in allowing students to contextualise the texts studied. Consequently, the A Level course encourages candidates to develop as informed, independent readers and critics of literary texts.

Course Overview:
- One Shakespeare play and one other drama from tragedy.
- Critical essays related to the selected Shakespeare play. Students’ preparation is supported by Shakespeare: A Critical Anthology – Tragedy.
- Two prose texts from a chosen theme (Women and Society) – Tess of the d’Urbervilles by Thomas Hardy and Mrs Dalloway by Virginia Woolf.
- Written examination, lasting 1 hour.
- A selection of post-2000 specified poetry and a specified range of poetry from a literary period (either pre- or post-1900) or a named poet from within a literary period.

Assessment Overview:
Component 1: Drama - 30% of the total qualification.
Component 2: Prose - 20% of the total qualification.
- Open book - clean copies of the prose texts can be taken into the examination.
Component 3: Poetry - 30% of the total qualification.
- Written examination, lasting 2 hours and 15 minutes;
- Open book - clean copies of the poetry texts can be taken into the examination stay;
- Section A - Post-2000 Specified Poetry: one comparative essay question on an unseen modern poem written post-2000 and one named poem from the studied contemporary text;
- Section B - Specified Poetry Pre- or Post-1900: one essay question.
Coursework: Internally assessed, externally moderated - 20% of overall marks
- Students have a free choice of two texts to study;
- One extended comparative essay referring to two texts;
- Advisory total word count is 2500-3000 words.

Entry Requirements:
A minimum of a grade 5 or above in GCSE English.

Future Pathways:
Through studying English Literature, students will gain a plethora of key skills, which will support both further education and employment opportunities. This course complements many other Advanced Level courses, due to the wide range of opportunities provided to develop both your analytical and communication skills. An A Level in English Literature could lead onto higher education in a variety of areas, including journalism, creative writing, teaching, or the media. Moreover, as English Literature is so highly regarded, it would be an excellent subject with which to demonstrate your abilities and knowledge to a prospective employer.

History
A Level - AQA

Subject Overview:
If students choose to study A Level History, they will have the opportunity to study units examining two very different periods of time. This option allows students to study a breadth of issues focusing on: continuity, cause and consequence.

Course Overview:
The course focuses on three units:
Component 1: The Tudors through the following key questions:
- How effectively did the Tudors restore and develop the powers of the monarchy?
- In what ways and how effectively was England governed during this period?
Component 2: Democracy and Nazism in Germany, 1918–1945.
This option provides for the study in depth of a period of German history during which a newly developed democratic form of government gave way to a dictatorial Nazi regime. It explores political concepts such as ‘Right’ and ‘Left’, nationalism and liberalism as well as ideological concepts such as racialism, anti-Semitism and Social Darwinism. It also encourages reflection on how governments work and the problems of democratic states as well as consideration of what creates and sustains a dictatorship.
Component 3: Students must also complete a historical investigation, which must be independently researched and written by the student, take the form of a question in the context of approximately 100 years and be presented in the form of a piece of extended writing of between 3000 and 3500 words in length.

Assessment Overview:
Component 1: Breadth of Study: Written Exam: 2 hours 30 minutes
Component 2: Depth of Study: Written Exam 2 hours 30 minutes
Component 3: Historical Investigation: Internally assessed

Entry Requirements:
A minimum of a grade 5 in GCSE History.

Future Pathways:
History is the story of human behaviour. History is about people, their ambitions, actions and responses to events. It is relevant to our lives as it has shaped the world we live in today. It is important because it develops a range of analytical and communications skills that compliment a wide range of other subject choices such as: English, Politics and the Social Sciences. Top universities in all subject areas prefer students who have undergone the academic training provided by A Level History.

Languages - French
A Level - AQA

Subject Overview:
You will be introduced to a range of new topic areas and literature in the language of French. You will develop conversation and written skills and be able to discuss and argue points of view.

Course Overview:
Areas of study will include:
- The media, television, advertising and communication technology; where you will look at a range of authentic texts to discuss and argue about topical, press-related areas.
- Cinema, music and fashion and trends focusing on the question of ‘does how we look define who we are?’
- Healthy living, sport, exercise, well-being and holidays.
- Looking at the impact of tourism and travel, changing attitudes to work/life balance.
- Families and relationships, immigration and integration, conflicts between young people and the topic of friendship versus love.

There is an emphasis on cultural events and historical points of view. During the second year of the course, students will study a range of French language literature and high profile, award winning films and will be expected to debate and discuss their points of view.

Assessment Overview:
The examination is split into 3 papers:
Paper 1: covers listening, reading and writing and is worth 50%
Paper 2 is a written examination worth 20%
Paper 3 is a spoken examination worth 30%
Mathematics
A Level GCE - Pearson

Subject Overview:
Mathematics provides a body of learning not only for the specialist in Mathematics, but also to satisfy the needs of those whose main interests lie in other scientific or commercial areas.
The course integrates both traditional and modern ideas, providing a smooth progression into new subject areas by development of the mathematical concepts previously learned. Although a significant number of students take Mathematics alongside scientific subjects, increasingly, those studying Arts, Humanities and Languages are opting to take Mathematics to complement their studies.

Course Overview:
The A Level Mathematics course is made up of 3 modules. Pure Mathematics 1, Pure Mathematics 2 and a combined Statistics and Mechanics module.

Paper 1 and Paper 2 may contain questions on any topics from the Pure Mathematics content.

Statistics and Mechanics – This unit is assessed at the end of two years by sitting written exams. Students will be examined on Proof, Algebra and Functions, Coordinate Geometry in the plane, Sequences and Series, Trigonometry, Exponentials and Logarithms, Differentiation, Integration, Numerical methods and Vectors.

Paper 3 will contain questions on topics from the Statistics and Mechanics content.

Assessment Overview:
Component 1: Pure Mathematics
Written exam: 2 hours
Component 2: Statistics
Written exam: 2 hours
Component 3: Mechanics
Written exam: 2 hours

Entry Requirements:
A minimum of a grade 6 in GCSE Mathematics.

Future Pathways:
Due to its diverse and challenging nature, Mathematics is recognised by colleges, employers and institutes of higher and further education as a major asset in a student’s educational profile. Within school, we acknowledge that many, but not all, students will go on to study Mathematics or a related subject at university level. Therefore, the courses are taught by a variety of methods and techniques. These include relevant and motivating examples, which are solved by class participation and individual study. Emphasis is placed on developing manipulative, modelling, logical reasoning, problem solving, graphical and verbal communication skills.

Media Studies
A Level – WJEC Eduqas

Subject Overview:
This subject offers learner the opportunity to develop a thorough and in-depth understanding of media, using key concepts and a variety of critical perspectives to support critical exploration and reflection, analysis and debate. The study of a wide range of rich and stimulating media products is central to the specification, offering opportunities for detailed analysis of how the media communicate meanings in a variety of forms. Through studying media products holistically in relation to all key concepts, students will engage with the dynamic relationships between media products, media industries and audiences. Students will also consider established media forms alongside more contemporary forms, developing an awareness of the relationship between media forms and online platforms.

Course Overview:
The A Level Media Studies course is made up of 4 units. Investigating Media; Creating a Media Production; Media in the Global Age and Creating a Cross-Media Production.

The content is stimulating, relevant, and accessible to a wide range of learners, ensuring both breadth and depth in the study of the media. The structure allows students to provide extended responses and demonstrate their ability to draw together different areas of knowledge and understanding from across the full course of study

Assessment Overview:
Unit 1: Investigating the Media (written exam)
Unit 2: Creating a Media Production (Non-exam assessment)
Unit 3: Media in a Global Age (Written exam)
Unit 4: Creating a Cross-Media Production (Non-exam assessment)

Entry Requirements:
A minimum of a grade 4 in GCSE English.

Future Pathways:
Due to its relevance in modern society, Media Studies can lead to a range of careers, many of which are still in their infancy but are shaping the world we live in. Students who study Media Studies A Level can move into television and film production, print media and marketing as well as web design, app creation and digital media. This qualification is also a very good facilitating subject which works well with a whole range of other subjects. Most companies engage in using the media to advertise or raise awareness, and students with this qualification have a fantastic basis to work from.
Sociology
A Level - AQA

Subject Overview:
This qualification offers an engaging and effective introduction to Sociology. Students will learn the fundamentals of the subject and develop skills valued by higher education (HE) institutions and employers, including critical analysis, independent thinking, and research. The subject will appeal to a cross-section of students, regardless of whether they have studied the subject before. They build on skills developed in the sciences and humanities which enables progression into a wide range of other subjects.

Course Overview:
Students study four different topics which include: Education and Research Methods, The Family, Crime and Deviance as well as Mass Media. Students will be examined through written examinations.

Assessment Overview:
Component 1: Education with Theory and Methods
Written Exam: 2 Hours
Component 2: The Family and Mass Media
Written Exam: 2 Hours
Component 3: Crime and Deviance with Theory and Methods
Written Exam: 2 Hours

Entry Requirements:
A minimum of a grade 5 in GCSE English.

Future Pathways:
Students of Sociology acquire valuable skills sought by many employers. They will make critical judgements and develop cognitive skills; they will evaluate qualitative and quantitative evidence. While many Sociology graduates work in the public sector, others undertake a variety of jobs throughout the public and private sector. Some employers who value qualifications in Sociology include local and central government, industry and banking to name but a few.
**Applied Law – Extended Certificate**  
**BTEC Level 3 - Pearson**

**Subject Overview:**
Law involves analysing a wide range of issues and problems. It is a vibrant and exciting subject. It helps you to be self-confident in dealing with issues, disputes and other people. You will study specific areas of English law in detail and you will develop excellent, and transferable, analytical skills.

**Course Overview:**
Students must complete three mandatory units; Dispute solving in civil law; investigation aspects of criminal law, and the legal system and applying the law. Students will also study one optional unit; consumer law. Students will be assessed using a range of methods and will take part in synoptic assessments, meaning that they will need to draw on all areas of the course within assessments.

**Assessment Overview:**
The Applied Law qualification take a unit-by-unit approach and offer a combination of assessment styles.  
Unit 1: Dispute Solving in Civil Law (Exam)  
Unit 2: Investigating Aspects of Criminal Law and the Legal system (non-exam assessment)  
Unit 3: Applying the Law (Exam)  
Unit 4: Consumer Law (Non-exam assessment)

**Entry Requirements:**
A minimum of grade 4 GCSE English and a genuine interest in Law.

**Future Pathways:**
The qualification carries UCAS points and, if it is taken alongside other qualifications as part of a two-year programme of learning, then it is recognised by higher education providers as contributing to meeting admission requirements for many courses. It will support entry to many higher education courses, depending on the other qualifications students have taken. Students should always check the entry requirements for degree programmes with specific higher education providers. The qualification can also support progression to employment directly, or via an apprenticeship.

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**Business – Extended Certificate**  
**BTEC Level 3 - Pearson**

**Subject Overview:**
On this course, you will study four mandatory units where you will learn:  
• About the business environment by examining the many different types of businesses and how the external environment influences their activities;  
• How a business obtains resources, including physical, financial and human resources, and how they are managed effectively;  
• About customers and how their needs are met through marketing methods;  
• How effective communication is vital for organisational success, both within the business itself and with the outside world. Along with the mandatory units, numerous optional units will be offered to you too.

**Course Overview:**
All students must complete the mandatory units on the Role of Business, Enterprise and Innovation in today’s changing environment, Marketing and Finance. The optional units will be chosen with the students at the start of the course.

**Assessment Overview:**
The course has a range of assessment methods. 50% of the units are assessed internally through coursework, 25% by external written examinations and 25% by what the exam board calls Tasks.

**Entry Requirements:**
There is no requirement to have studied Business at Level 2, but a minimum grade 4 in Mathematics and English is essential.

**Future Pathways:**
The BTEC National in Business combines up-to-date industry knowledge in the right balance of the practical, research and behavioural skills which students need to succeed in higher education and in many chosen careers.

Recent studies have shown that 62% of large companies, such as Tesco, welcome BTEC National Students onto their management schemes. In 2015, 25% of students entering Higher Education had BTEC qualifications.

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**Criminology – Applied Diploma**  
**Level 3 - WJEC Eduqas**

**Subject Overview:**
An understanding of Criminology is relevant to many job roles within the criminal justice sector, social and probation work and Sociology and Psychology. This Level 3 Applied Diploma in Criminology is a qualification with elements of Psychology, Law and Sociology which complements studies in humanities and many other Level 3 subjects. The program is designed to offer exciting and interesting experiences through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system.

**Course Overview:**
The Changing Awareness of Crime unit will enable the learner to demonstrate understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported. The second unit, Criminology Theories, will allow learners to gain an understanding of why people commit crime, drawing on what they have learned in Unit 1. The Crime Scene to Court Room unit will provide an understanding of the criminal justice system from the moment a crime has been identified to the verdict. Learners will develop the understanding and skills needed to examine information to review the justice of verdicts in criminal cases. In the final unit, Crime and Punishment, learners will apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy.

**Assessment Overview:**
• Changing Awareness of Crime  
• Criminology Theories  
• Crime Scene to Court Room  
• Crime and Punishment

**Entry Requirements:**
A minimum of a grade 4 in GCSE English.

**Future Pathways:**
Studying the Level 3 Applied Diploma in Criminology strongly supports access to higher education degree courses. The qualification also allows learners to gain the required understanding and skills to be able to consider employment within some aspects of the criminal justice system, e.g. the National Probation Service, the Courts and Tribunals Service or the National Offender Management Service.

The Level 3 Applied Certificate in Criminology will provide learners with an introduction to criminal justice and to give a context for humanities learning. Together with other relevant qualifications, it develops the understanding to support entry to higher education courses in the humanities sector.
**Financial Studies – Diploma**  
Level 3 - The London Institute of Finance and Banking  

**Subject Overview:**  
As an Applied General qualification, the Diploma in Financial Studies (DipFS) provides an in-depth exploration of the key concepts of financial capability and how they are applied to achieve longer-term financial sustainability. Its purpose is to prepare students for further study through the development of the core skills of independent thinking, critical analysis and evaluation, synthesis, verbal communication (through classroom discussion) and written communication.

**Course Overview:**  
Over the course of study, students will study following topics: Importance of financial capability in the immediate, short, medium and long term; The impact of external influences at different stages in the personal life cycle; Risk and reward in managing personal finance; Personal and external factors that lead to change; Maintaining financial sustainability and avoiding long-term debt; The financial services system and financial sustainability (individual and general); Marketing techniques.

**Assessment Overview:**  
Each unit is assessed through a combination of multiple choice questions (Part A) and a written paper. To pass a unit, the student must achieve the minimum pass mark for both part A and part B. The structure of the assessment ensures that all aspects of the course content are subject to external examination. No teacher-set or teacher-marked tasks or assignments will contribute to students' marks and all assessment will be under strict examination conditions.

**Entry Requirements:**  
Minimum of a grade 5 GCSE mathematics.

**Future Pathways:**  
The financially related content of this qualification serves as an excellent grounding for undergraduate study within finance and business-related disciplines, with many students going on to study accounting, business, finance and banking. The skills developed and enhanced during the course provide valuable study skills appropriate for these disciplines and others, and students can pursue a wide range of other undergraduate courses following this qualification.

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**Extended Project Qualification**  
Level 3 (0.5 A Level) – WJEC Eduqas

**Subject Overview:**  
Our Extended Project Qualification (EPQ) is a stand-alone qualification that helps students develop broader study skills, offering a route into further and higher education and employment. Projects are student-driven qualifications, giving them the freedom and responsibility to select topics and projects they are interested in.

**Course Overview:**  
When completing the project qualification, students follow a clearly structured process: they plan, research their topic and create a product. The product of their project can be in one of three formats: a research-based written report, a production (e.g. charity event, fashion show, sports event etc.) or an artefact (e.g. a piece of art, a computer game, a realised design). All of these must be supported by a written report. This work is all recorded in their Production Log and, finally, students deliver a presentation about the learning journey throughout the process.

**Assessment Overview:**  
Student projects are assessed using the following assessment headings:  
- Manage: identify, design, plan, and carry out a project, applying a range of skills, strategies and methods to achieve objectives.  
- Use Resources: research, critically select, organise and use information, and select and use a range of resources. Analyse data, apply it relevantly and demonstrate understanding of any links, connections and complexities of the topic.  
- Develop and Realise: select and use a range of skills, including, where appropriate, new technologies and problem-solving, to make decisions critically and achieve planned outcomes.  
- Review: evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.

**Entry Requirements:**  
A minimum of five GCSEs grade 4 and above.

**Future Pathways:**  
During the process, students develop as independent, reflective learners and acquire knowledge and transferable skills that are invaluable for further study and the workplace. Universities and employers alike value the Extended Project Qualification, as it shows that students can manage tasks and time, be independent learners and apply advice and learning to their everyday practice.
COURSE INFORMATION – ARTS COLLEGE

Art and Design: Art, Craft and Design
A Level - AQA

Subject Overview:
A broad-based course which explores practical and contextual work through a range of 2D and 3D processes. This course will include elements of Fine Art, Graphic Communication and 3-Dimensional Design including product design and architectural design.

Course Overview:
You will be introduced to traditional and new media in the topics outlined above, with a view to produce evidence towards your personal investigation. You will gain a wealth of knowledge in the subject areas related to Fine Art, Graphics and 3D Design so that you can apply these to the externally set assignment with independence and confidence. The first year of study will include a series of workshops that explore skills in each of the possible titles and produce evidence towards the personal investigation. The broad-based nature of this course allows teachers and students to tailor the personal investigation towards individual strengths and encourages students to work outside of their comfort zones and push the boundaries of convention.

Assessment Overview:
Component 1: Personal Investigation - 60% of A Level
Component 2: Externally Set Assignment – 40% of A Level
Across the qualification students will focus on 4 key assessment objectives:
AO1: Develop ideas through sustained and focused investigations informed by contextual sources.
AO2: Explore and select appropriate resources, media, materials, techniques and processes.
AO3: Record ideas, observations and insights relevant to intentions.
AO4: Present a personal and meaningful response that realises intentions.

Entry Requirements:
Entry requirements of a grade 4 in Art or Technology based subjects at GCSE, or a pass at NCFE or BTEC (Level 2).

Future Pathways:
This qualification has the potential to develop into any art or technology-based degree at university. Possible future career paths might include; fine artist, sculptor, architect, graphic designer, marketing/advertising and packaging, interior designer, theatre set designer, jewellery designer, furniture designer and much more.

Art and Design: Textile Design
A Level - AQA

Subject Overview:
Students will be introduced to a variety of experiences that explore the range of textiles media, processes and techniques. The course will explore a variety of textile approaches including: art textiles, constructed textiles, installed textiles, fashion textiles and costume design.

Course Overview:
During the course of the first year, students will be introduced to the skills, techniques and processes required to understand how to manipulate fabrics, materials and stitching to suit a variety of purposes under the textiles title. The qualification has the potential to tailor the personal investigation to each student’s individual interests and needs, such as construction textiles and fashion textiles. Students will gain a broad understanding of the methods of textile design including exploring fabric painting, dyeing, printing, spraying and transfer, stitching, construction, quilting, padding and embroidery.

Assessment Overview:
Component 1: Personal Investigation - 60% of A Level
Component 2: Externally Set Assignment – 40% of A Level
Across the qualification students will focus on 4 key assessment objectives:
AO1: Develop ideas through sustained and focused investigations informed by contextual sources.
AO2: Explore and select appropriate resources, media, materials, techniques and processes.
AO3: Record ideas, observations and insights relevant to intentions.
AO4: Present a personal and meaningful response that realises intentions.

Entry Requirements:
Enter requirements of a grade 4 in Art or Technology based subjects at GCSE, or a pass at NCFE or BTEC (Level 2).

Future Pathways:
This qualification has the potential to develop into any textiles-based degree at university. Possible future career paths might include; textile designer, fashion designer, costume designer, interior designer, seamstress, dressmaker, freelance designer, tailor or upholsterer.

Art and Design: Photography
A Level - AQA

Subject Overview:
The photography qualification will introduce students to a variety of photography and lens-based materials, processes and techniques exploring both traditional and new technologies. The course will develop students’ skills in studio and outdoor photography, gaining an understanding of portraiture, landscape, still-life, documentary, fashion, multimedia and photographic installation.

Course Overview:
Students will gain a good understanding of the DSLR camera and other traditional photography methods to be able to use the manual settings confidently in producing a professional level of photography outcomes. During the first year students will explore the manual camera settings in a studio and outdoor setting and understand how to manipulate the photographs using a variety of relevant and up to date technology. The qualification has the potential to tailor the personal investigation to each individual student’s interests and needs such as landscape photography or portraiture.

Assessment Overview:
Component 1: Personal Investigation - 60% of A Level
Component 2: Externally Set Assignment – 40% of A Level
Across the qualification students will focus on 4 key assessment objectives:
AO1: Develop ideas through sustained and focused investigations informed by contextual sources.
AO2: Explore and select appropriate resources, media, materials, techniques and processes.
AO3: Record ideas, observations and insights relevant to intentions.
AO4: Present a personal and meaningful response that realises intentions.

Entry Requirements:
Enter requirements of a grade 4 in Art or Technology based subjects at GCSE, or a pass at NCFE or BTEC (Level 2).

Future Pathways:
This qualification has the potential to develop into any photography-based degree at university. Possible future career paths might include; fashion photographer, studio portrait photographer, wedding photographer, food photographer, travel photographer, marketing and advertising, commercial photographer, videographer or photojournalist.
COURSE INFORMATION – PERFORMING ARTS COLLEGE

Drama and Theatre
A Level - WJEC Eduqas

Subject Overview:
This exciting course will require you to study a wide variety of theatre texts from both classical and modern eras. You will study in both practical and theoretical workshops, creating and developing a number of examined performances which you will support with written evidence logs.

Course Overview:
Component 1: Theatre Workshop
Learners participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a list supplied by the exam board. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.

Minimum grade 4 in GCSE Drama or entry by audition.

Component 2: Text in Action
Learners participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by the board:
1. A devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.
2. An extract from a text in a different style chosen by the learner. Learners must produce:
   - A realisation of the performance, and creative log.

Assessment Overview:
Internally assessed - externally moderated (20%)
Externally assessed - by a visiting examiner (40%)
Written examination - 2 hours 30 minutes (40%)

Entry Requirements:
Minimum grade 4 in GCSE English and Drama. If Drama has not been studied before, students must be prepared to audition and present evidence of other drama experience.

Future Pathways:
A qualification in this subject could lead you into further education such as Law, Marketing, Retail, Advertising, Technician, Box office management, Film and TV industry and public speaking careers.

Music Performance Extended Certificate
BTEC – Pearson

Subject Overview:
The Certificate offers an introduction to the Music Industry through practical learning. For learners for whom an element of performing arts would be complementary, the qualification supports progression to higher education and job roles within the sector. Students will focus on performing music and all the elements associated with this.

Course Overview:
Students will study four units throughout the course with three being mandatory:
- Unit 1 – Practical Music Theory and Harmony
- Unit 2 – Professional Practice in the Music Industry
- Unit 3 – Ensemble Music Performance

In addition, the optional unit will be one of the following:
- Composing Music
- Solo Performance
- Music Performance in Session Styles
- Improvising Music

Assessment Overview:
Students will be assessed through a range of approaches. These will then be assessed either externally or internally.

Externally Assessed – 58%
Internally Assessed – 42%

Entry Requirements:
Minimum grade 4 in GCSE Music or entry by audition.

Future Pathways:
This course equips the learner with many skills which will be useful for future pathways. For specifically music-related pathways, students can go on to study performance- focussed university courses and Music Technology courses. The course also gives a very good base for careers in performance within the music industry, such as sound engineering and "pit work." The course also enables students to be confident when addressing audiences and the ability to work as part of a team, which is beneficial to any future pathway.

Performing Arts Extended Certificate
BTEC - Pearson

Subject Overview:
The subject offers an introduction to the performing arts through practical learning. For learners for whom an element of performing arts would be complementary, the qualification supports progression to higher education when taken as part of a programme of study that includes other vocational or general qualifications.

Course Overview:
Students will undertake five units in total, two of which are mandatory, with three optional units. The mandatory units are:
- Unit 1 – Investigating Practitioners’ Work
- Unit 2 – Developing Skills and Techniques for Live Performance
- Unit 3 – Group Performance Workshop

Students investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.

Students will explore technical performance skills with a focus on developing skills and techniques in at least two performance styles.

Students will undertake three optional units which range from Street Dance to Jazz Dance techniques. The optional units will be decided with the cohort at the start of the course.

Assessment Overview:
Students will be assessed through a range of approaches. These will then be assessed either externally or internally.

Externally Assessed – 50% (Unit 1)
Internally Assessed – 50% (Unit 2)

Entry Requirements:
Minimum grade 4 in GCSE Drama or entry by audition.

Future Pathways:
This course equips the learner with many skills which will be useful for future pathways. University courses, Acting, Teaching. Face to face careers such as Law, Marketing, Retail, Advertising, Technician, Box office Management, Film and TV Industry and Public speaking.
Health and Social Care - Extended Certificate (Single) BTEC Level 3 - Pearson

Subject Overview:
The content of this qualification has been designed to ensure it supports progression towards higher study. Learners taking this qualification will study three mandatory units: Human Lifespan Development, Working in Health and Social Care, and Meeting Individual Care and Support Needs. Learners can select one optional unit that covers the biological or sociological topics relevant to the different parts of the sector to support their progression to specialised degree programmes in the sector.

Course Overview:
Learners taking this qualification will study three mandatory units:
• Human Lifespan Development
• Working in Health and Social Care
• Meeting Individual Care and Support Needs
Learners can select one optional unit that covers the biological or sociological topics relevant to the different parts of the sector to support their progression to specialised degree programmes in the sector.

Assessment Overview:
BTEC Nationals use a combination of assessment styles to give students confidence they can apply their knowledge to succeed in the workplace – and have the study skills to continue learning on higher education courses. This range of vocational assessments – practical and written – mean students can showcase their learning and achievements to best effect when they take their next step, whether that’s supporting applications to higher education courses or potential employers. BTEC Nationals use three types of assessment.

Tasks - Require students to demonstrate their skills and knowledge in a real-life scenario they are likely to encounter in the workplace. They provide students with real life based pressures.

Written exams - Students draw on essential information to create written answers to practical questions in exam conditions.

Entry Requirements:
Minimum Grade 4 in GCSE English.

Future Pathways:
This qualification is generally taken alongside other qualifications as part of a 2-year programme of learning. This will enable learners to progress to a degree programme chosen from a range of programmes in the health and social care sector. The qualification is intended to carry UCAS points and is recognised by higher education institutions as contributing to meeting admission requirements to many relevant courses.

Health and Social Care - Diploma (Double) BTEC Level 3 - Pearson

Subject Overview:
The content of this qualification has been designed to ensure it supports progression towards higher study. Learners taking this qualification will study six mandatory units: Human Lifespan Development, Working in Health and Social Care, Meeting Individual Care and Support Needs, Principles of Safe Practice in Health and Social Care, Enquiries into Current Research in Health and Social Care and Promoting Public Health. Learners can select two optional units that cover the biological or sociological topics relevant to the different parts of the sector to support their progression to specialised degree programmes in the sector.

Course Overview:
Learners taking this qualification will study six mandatory units:
• Human Lifespan Development
• Working in Health and Social Care;
• Meeting Individual Care and Support Needs
• Principles of Safe Practice in Health and Social Care;
• Enquiries into Current Research in Health and Social Care;
• Promoting Public Health.
Learners can select two optional units that cover the biological or sociological topics relevant to the different parts of the sector to support their progression to specialised degree programmes in the sector.

Assessment Overview:
BTEC Nationals use a combination of assessment styles to give students confidence they can apply their knowledge to succeed in the workplace – and have the study skills to continue learning on higher education courses. This range of vocational assessments – practical and written – mean students can showcase their learning and achievements to best effect when they take their next step, whether that’s supporting applications to higher education courses or potential employers. BTEC Nationals use three types of assessment.

Tasks - Require students to demonstrate their skills and knowledge in a real-life scenario they are likely to encounter in the workplace. They provide students with real life based pressures.

Written exams - Students draw on essential information to create written answers to practical questions in exam conditions.

Entry Requirements:
Minimum Grade 4 in GCSE English.

Future Pathways:
This will enable learners to progress to a degree programme chosen from a range of programmes in the childcare sector. The qualification is intended to carry UCAS points and is recognised by higher education institutions as contributing to meeting admission requirements to many relevant courses. The qualification will also enable students to enrol on apprenticeships in childcare and enter employment in child care.
**COURSE INFORMATION — SPORTS COLLEGE**

**Sports Studies - Introductory Diploma (Single)**  
**Level 3 - VTCT**

**Subject Overview:**  
VTCT’s diplomas in sport studies are applied general qualifications that provide learners with the knowledge, understanding and skills to progress to higher education in a range of sports disciplines. The equivalent in size to one A Level, this qualification has been designed to offer a full two-year programme of study.

The structure of this qualification provides an opportunity for learners to select the optional units of most interest, which best support their chosen career path, whether this be sports studies, sports science, sports development, sports therapy, sports management, outdoor education, leisure management, exercise and health science or sports coaching.

**Course Overview:**  
The VTCT Level 3 introductory diploma is one of 4 VTCT applied general Sports Studies qualifications at Level 3. Learners might choose the VTCT Level 3 introductory diploma in Sport Studies if they are looking to undertake a smaller programme of study with equivalence to one A Level. This would consist of 4 mandatory units (anatomy and physiology, health and fitness, sport in society and coaching in sport), plus 3 other units from a choice of 18 topics.

**Assessment Overview:**  
Mandatory units to be achieved: 4  
Optional units to be achieved: 2 (minimum)  
Total units to be achieved: 6 (minimum)

**Entry Requirements:**  
Minimum of a grade 4 in GCSE English and Level 2 Pass in PE.

**Future Pathways:**  
This qualification has been developed to support progression to Higher Education to study a sports degree or other related degree programme, including:

- Sports studies;  
- Sport and exercise science;  
- Rehabilitation in sport and exercise;  
- Sports therapy;  
- Health and fitness;  
- Outdoor education;  
- Sports management;  
- Sports development;  
- Sports coaching;  
- Leisure management;  
- Exercise and health studies/science

**Sports Studies - Diploma (Double)**  
**Level 3 - VTCT**

**Subject Overview:**  
VTCT’s diplomas in sport studies are applied general qualifications that provide learners with the knowledge, understanding and skills to progress to higher education in a range of sports disciplines. The equivalent in size to two A Levels, this qualification has been designed to offer a full two-year programme of study.

The structure of this qualification provides an opportunity for learners to select the optional units of most interest, which best support their chosen career path, whether this be sports studies, sports science, sports development, sports therapy, sports management, outdoor education, leisure management, exercise and health science or sports coaching.

**Course Overview:**  
Learners will develop the core specialist knowledge required by the sector by achieving the 8 mandatory units which include analysing sports performance, anatomy and physiology, business in sport, health screening and fitness testing, lifestyle factors, nutrition for sport and physiology of fitness. They also select 4 optional units which include risk assessment in sport, sport in society, sports leadership and sports psychology. Of these, 6 units are assessed by external examination.

The structure of this qualification provides the opportunity for learners to select the units of most interest, and which best support their chosen career paths whether this be sports studies, sports science, sports development, sports therapy, sports management, outdoor education, leisure management, exercise and health science or sports coaching.

**Assessment Overview:**  
Mandatory units to be achieved: 8  
Optional units to be achieved: 4 (minimum)  
Total units to be achieved: 12 (minimum)

**Entry Requirements:**  
Minimum of a grade 4 in GCSE English and Level 2 Pass in PE.

**Future Pathways:**  
This qualification has been developed to enable progression to higher education to study a sports degree or other related degree programme, including (this list is not exhaustive):

- Sports studies;  
- Sports science (or specialist degrees in sports psychology, sports physiology or sports biomechanics/kinesiology);  
- Sports therapy;  
- Sports management;  
- Sports development;  
- Sports coaching;  
- Leisure management;  
- Exercise and health science

Single/Double/Triple are the equivalent of one, two or three A Level grades respectively.

**Sports Studies - Extended Diploma (Triple)**  
**Level 3 - VTCT**

**Subject Overview:**  
VTCT’s diplomas in sport studies are applied general qualifications that provide learners with the knowledge, understanding and skills to progress to higher education in a range of sports disciplines. The equivalent in size to three A Levels, this qualification has been designed to offer a full two-year programme of study.

The structure of this qualification provides an opportunity for learners to select the optional units of most interest, which best support their chosen career path, whether this be sports studies, sports science, sports development, sports therapy, sports management, outdoor education, leisure management, exercise and health science or sports coaching.

**Course Overview:**  
Learners will develop the core specialist knowledge required by the sector by achieving the 11 mandatory units which include analysing sports performance, anatomy and physiology, business in sport, health screening and fitness testing, lifestyle factors, nutrition for sport, physiology of fitness, risk assessment in sport, sport in society, sports leadership, and sports psychology. Of these, 8 units are assessed by external examination.

This qualification offers a wide range of optional units of which 7 must be achieved, these include coaching in sport, facilities and operational management, individual sports, injuries in sport, instructing physical activity, massage for sport and exercise, officiating in sport, and organising sports events.

**Assessment Overview:**  
Mandatory units to be achieved: 11  
Optional units to be achieved: 7 (minimum)  
Total units to be achieved: 18 (minimum)

**Entry Requirements:**  
Minimum of a grade 4 in GCSE English and Level 2 Pass in PE.

**Future Pathways:**  
This qualification has been developed to enable progression to higher education to study a sports degree or other related degree programme, including (this list is not exhaustive):

- Sports studies;  
- Sports science (or specialist degrees in sports psychology, sports physiology or sports biomechanics/kinesiology);  
- Sports therapy;  
- Sports management;  
- Sports development;  
- Sports coaching;  
- Leisure management;  
- Exercise and health science

Exercise and health science
**COURSE INFORMATION – LEVEL 2 PATHWAYS**

**Employability**
Level 2 certificate – ASDAN

Subject Overview
The Employability qualification provides a framework for developing and recognising general employability skills at Level 2. The qualification reflects employers’ requirements for better essential skills across all occupational sectors. A choice of units is available, including teamwork, overcoming barriers to work and career exploration.

Course Overview
Students will need to achieve 15 credits to gain the certificate qualification. Students gain credits by successfully completing a range of units based on key elements of employability. Students will study the following units: Applying for a job; Career exploration; Learning through work experience; Health and safety in the workplace; Meetings in the workplace, and team working.

Assessment Overview
Students will complete a portfolio of evidence containing content from each of the units covered. This portfolio is then internally assessed according the assessment criteria set out by ASDAN. After students’ work has been internally moderated, it is then standardised by ASDAN. If the portfolio of evidence is judged to have met the assessment criteria, ASDAN will issue certificates following successful external moderation.

Entry Requirements
Students must be enrolled in The Marsh Academy Post 16, there are no academic entry requirements.

Future Pathways
The Employability course enables learners to gain skills that are required within the employment market. These include learning the difference between skills and qualities as well as qualifications. Whether students go on to study different courses at different levels, enter an apprenticeship, or employment, this course stands them in good stead as they are equipped with the knowledge and skills that employers regard as essential.

**Certificate of Personal Effectiveness**
Level 2 certificate – ASDAN

Subject Overview
The ASDAN CoPE Award aims to help you to develop and demonstrate a range of skills and to provide a way in which you can gain credit for what you have learnt from the wide variety of activities you are undertaking both inside and outside formal education.

Course Overview
ASDAN CoPE can recognise your personal achievements; help you manage your own learning; broaden your experience; develop your employability skills and personal effectiveness; help build your Progress File; and add to your GCSE qualifications. In order to gain the CoPE students must: Take responsibility for planning, organising and carrying out a number of activities or challenges; Develop and provide evidence of working with others, improving their own learning, performance and problem solving; Develop and provide evidence of the skills of research, discussion and presentation; Produce evidence of your achievements in a Portfolio.

Assessment Overview
Student will complete a portfolio of evidence containing content from each of the units covered. This portfolio is then internally assessed according the assessment criteria set out by ASDAN. After students’ work has been internally moderated, it is then standardised which is carried out by ASDAN. If the portfolio of evidence is judged to have met the assessment criteria, ASDAN will issue certificates following successful external moderation.

Entry Requirements
Students must be enrolled in The Marsh Academy Post 16, there are no academic entry requirements.

Future Pathways
The ASDAN CoPE Award aims to help you to develop and demonstrate a range of skills and to provide a way in which you can gain credit for what you have learnt from the wide variety of activities you are undertaking both inside and outside formal education.

**Certificate in Personal & Social Development**
Level 2 certificate - ASDAN

Subject Overview
The ASDAN Level 2 Certificate in Personal and Social Development embraces personal, social, health, citizenship and ICT, and enables candidates to develop skills that prepare them for independence and working life. It offers imaginative ways of supporting young people in becoming confident individuals who are physically, emotionally and socially healthy, being responsible citizens who make a positive contribution to society and embrace change, managing risk together with their own wellbeing, as well as introducing them to new activities and personal challenges.

Course Overview
Environmental Awareness; Healthy Eating; Healthy Living; Individual Rights and Responsibilities; Making the Most of Leisure Time; Managing Social Relationships; Your Money in the Future.

Assessment Overview
Student will complete a portfolio of evidence containing content from each of the units covered. This portfolio is then internally assessed according the assessment criteria set out by ASDAN. After students’ work has been internally moderated, it is then standardised by ASDAN. If the portfolio of evidence is judged to have met the assessment criteria, ASDAN will issue certificates following successful external moderation.

Entry Requirements
Students must be enrolled in The Marsh Academy Post 16, there are no academic entry requirements.

Future Pathways
The Personal and Social Development course aims to equip students with the skills and knowledge to succeed in all stages of life regardless of the setting or task. By empowering students to take responsibility, learn and implement organisational skills and enhance the real-life skills involved with working as part of team, this course will help them to be confident students and young adults who are well equipped to succeed.
Financial Education
Level 2 certificate – London Institute for Business & Finance

Subject Overview
CeFE introduces students to the impact of finance on the economy and encourages them to consider how this can affect businesses and individuals. Through this, it develops knowledge and a valuable range of applied and transferable skills. It provides a foundation for further study in business and finance-related disciplines.

Course Overview
The course is made up of three mandatory units, which need to be successfully completed in order for the student to achieve the certificate:

- Unit 1: Finance, the Individual and Society
- Unit 2: Practices of Managing Money
- Unit 3: Financial Capability, Work and Enterprise

Assessment Overview
All components and units are mandatory and assessed. Each unit is assessed via the following method:

- Unit 1: 20 stand-alone multiple-choice questions and 5 sets of stimulus material each with 3 associated questions;
- Unit 2: 15 stand-alone multiple-choice questions and 5 sets of stimulus material each with 4 associated questions. Unit 3 pre-release case study requiring written responses. Spelling, punctuation and grammar to be marked through the written responses.

Entry Requirements
Students must be enrolled in The Marsh Academy Post 16, there are no academic entry requirements

Future Pathways
The financially related content and skills of this qualification provide an initial foundation for continued study within accountancy, finance and business-related qualifications at Level 3. The transferable skills of research, communication and independent study developed through this course are also valuable for further study in many unrelated disciplines. The CeFE is primarily designed to provide a solid foundation in personal finance which underpins employment in any field of endeavour; this foundation is across a wider range of opportunities than would be found within a single apprenticeship standard. It develops initial knowledge, skills and understanding of financial management and enterprise, which are valued in most organisations, particularly the financial services sector, and are especially valuable in terms of self-employment, but it does not qualify students for direct entry to an occupational role.

Children’s Play, Learning and Development
Level 2 certificate – Pearson

Subject Overview
BTEC Firsts in Children’s Play, Learning and Development can help you take your first steps towards a career in childcare. You will learn essential skills such as understanding child development and keeping children safe.

Course Overview
Students will undertake learning through seven different units. Four of these are mandatory: Patterns of Child Development; Promoting Children’s Development Through Play; The Principals of Early Years Practice, and Promoting Children’s Positive Behaviour. Students will also undertake three optional units consisting of: Health and Safety in Early Years Settings; Supporting Children’s Language and Literacy Development; Making Healthy Food Choices for Children or Introduction to Working in the Early Years Sector.

Assessment Overview
Students are assessed through a combination of internal non-exam assessments and externally assessed exam units. Students who do not score enough marks to gain the Level 2 qualification can still gain the Level 1 certificate.

Entry Requirements
Students must be enrolled in The Marsh Academy Post 16, there are no academic entry requirements

Future Pathways
Studying this subject can facilitate moving on to work in the childcare setting or social care in general. The qualification can also be used as a base to move onto the Level 3 Childcare qualification. Students who study this qualification can use it to move onto apprenticeships or onto other Level 3 courses.

Public Services
Level 2 Diploma – Pearson

Subject Overview
The Public Services qualification aims to provide you with the skills, experience and knowledge that will enable you to develop a career in the fire service, police, prison service or armed forces. The personal skills that you will develop, teamed with the knowledge and understanding that you will gain, will set you up perfectly for the career you want.

Course Overview
Students will enjoy studying a wide range of units and topics within the qualification. Students will have to study the following mandatory units: Public Service Skills; Career Planning for the Public Services; and Improving Health and Fitness for Entry to the Uniformed Public Services. Students will also study one of the following specialist units: Employment in the Uniformed Services or Employment in the Non-Uniformed Public Services, with a wide range of optional units including: Citizenship, The individual and Society, through to ICT in Public Services.

Assessment Overview
All units in this qualification are internally assessed through no-exam methods.

Entry Requirements
Students must be enrolled in The Marsh Academy Post 16, there are no academic entry requirements

Future Pathways
According to the Office for National Statistics, more than 5.4 million people work in the public sector across the UK - accounting for 17.1% of all those in employment. You could work in: healthcare - as a paramedic, administrato or manager in the National Health Service (NHS); the sector’s biggest employer. Law enforcement and security - either in the armed forces, the police or fire service; social care - social and care workers provide an invaluable public service; teacher training and education - as a primary, secondary or higher education teacher.
Certificate in Enterprise Skills
Level 2 – Pearson
Subject Overview
The Pearson BTEC Level 2 Certificate in Enterprise Skills is designed for learners interested in developing core enterprise skills at level 2. The Pearson BTEC Level 2 Certificate in Enterprise Skills has been developed to give learners the opportunity to engage in learning that is relevant to them and which will provide opportunities to develop a range of skills, techniques, personal skills and attributes essential for successful performance in working life. It also allows students to achieve a nationally recognised level 2 vocationally-related qualification; progress to employment in a particular vocational sector and progress to related general and/or vocational qualifications.
Course overview
Students will study a range of topics including two mandatory units: The Entrepreneurial Mind-set and Creating a Vision for your Business Plan. Students will also have to study one optional unit which range from The Business Environment to Reaching Your Market right through to Leadership and Teamwork.
Assessment Overview
All units within this qualification are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes. To achieve a ‘pass’, a learner must have successfully passed all the assessment criteria.
Entry Requirements
Students must be enrolled in The Marsh Academy Post 16, there are no academic entry requirements.
Future Pathways
This qualification will aid any student who wishes to start their own business or work in business. The skills developed, and the knowledge gained by studying this qualification, will enable students to move onto Level 3 qualifications in a range of areas, including business. This qualification is also for students who are looking to move onto an apprenticeship in a variety of sectors as the skills developed are transferable.

Peer Mentoring Award
Level 2 - Pearson
Subject Overview
The Pearson BTEC Level 2 Award in Peer Mentoring is for students who want to work with children or in a youth context. This qualification provides added credibility to peer mentoring through recognition of the valuable role it plays in non-formal teaching and learning. Developing their own skills, knowledge, understanding and practice, those involved in peer mentoring make an important contribution to the continuous improvement of learning and have a significant impact on achievement. Peer mentors offer support from a position of real understanding. Peer mentoring programmes can range from focused ones such as an anti-bullying project in a school or a suicide watch in prison, to informal buddyng or befriending schemes. Effective peer mentoring programmes give young people involved the opportunity to learn and develop valuable skills and qualities in a way that is beneficial both to themselves and to others.
Course Overview
Students will need to study four mandatory units across the qualification
Assessment Overview
Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all of the unit’s learning outcomes. The units are: Principles of Peer Mentoring; Understanding Skills and Qualities Needed to be a Peer Mentor; Understanding Roles and Responsibilities as a Peer Mentor; Preparing and Delivering Peer Mentoring Activities that Meet a Peer Mentee’s Needs.
Entry Requirements
Students must be enrolled in The Marsh Academy Post 16, there are no academic entry requirements.
Future Pathways
This course will help students go on to work in the childcare sector or youth sectors. The skills which are learned can be applied to a range of vocations including teaching, play work, Early Years and a range of youth work settings. The course could also be a foundation for a career in counselling or support services, such as the Samaritans.
Football Academy

Subject Overview:
The Marsh Academy offers a Football Academy for students aged 16-18 as part of our provision at Post 16. The programme is open to students with serious aspirations of playing football at higher levels with links to clubs at all levels of the football pyramid and provides Post 16 education in a range of subject areas, making the Marsh Football Academy a truly educational football package. The students are also able to choose from a wide range of academic and vocational subjects from our Post 16 offer. This Academy allows all students a wide range of subjects, whilst still being able to be part of the Football Academy programme.

Course Overview:
Our outstanding enrichment programme allows our students unique opportunities to experience the lifestyles of a professional footballer. These experiences include:
• A behind the scenes tour of Gillingham Football Club stadium;
• The use of Gillingham Football Club training facilities;
• Pre-Season Fixtures against other Development Professional Football Clubs;
• Training sessions delivered by UEFA B licensed coaches;
• Residential 2-day Experience to St Georges Park – home of the national football teams;
• Behind the scenes tour of Wembley;
• Assessment by Professional Football scouts from Premiership & Championship clubs;
• Unique & bespoke GFC Academy leisure & training wear;
• Access to professional physiotherapy;
• Expert advice from elite sports nutritionists.

Assessment Overview:
All academy entrants must follow an academic curriculum of their choosing in addition to their coaching and training programme. Students will have a minimum 6 hours of football practice per week and will have to complete an NVQ Level 1 and Level 2 in Coaching Football (this includes Level 1 and 2 FA Coaching badges).

Entry Requirements:
Football trials will be held to determine suitability.

Enrichment Programme:
• 2 match-day experiences per season;
• Guided tour of the national stadium at Wembley;
• Premier League/Football League scout assessment;
• Opportunity to play high level local football;
• Speed, Agility and Quickness programme (SAQ);
• Regular visits to Gillingham FC and use of training facilities;
• Fitness testing facilities;
• Academy training kit and travel suits;
• Use of all sports facilities;
• 3-4 training sessions per week;
• Competitive matches.

Rugby Academy

Subject Overview:
The Marsh Academy aims to be offering a Rugby Pathway for students aged 16-18 as part of our provision at Post 16. The programme is open to students with serious aspirations of playing, coaching and refereeing rugby at higher levels and has links with clubs at all levels of rugby. The students are also able to choose from a wide range of academic and vocational subjects from our Post 16 offer. This Academy allows all scholars a wide range of subjects, whilst still being able to be part of the Rugby Academy programme.

Course Overview:
Our outstanding enrichment programme allows our students unique opportunities to experience the lifestyles of a professional rugby player. These experiences include:
• A behind the scenes tour of Harlequins’ training facilities;
• The use of Harlequins’ training facilities;
• Pre-Season tours against other development teams;
• Training sessions delivered by Harlequins’ coaches;
• Residential at Tonbridge School with use of professional academy facilities;
• Assessment by Level 2 and 3 coaches;
• Unique & bespoke Harlequins’ Academy leisure & training wear;
• Access to professional strength and conditioning coaches;
• Access to professional physiotherapy;
• Expert advice from elite sports nutritionists;
• Work experience opportunities within professional rugby clubs;
• Level 2 “Gym Instructors” course;
• Scrum Factory and Rugby Ready course in preparation for Rugby Coaching Award.

Assessment Overview:
All academy entrants must follow an academic curriculum of their choosing in addition to their coaching and training programme. Students will have a minimum 6 hours of rugby training per week, in addition to regular fixtures.

Entry Requirements:
Rugby trials will be held to determine suitability.

Enrichment Programme:
• Multiple match-day experiences per season to watch Harlequins and England International games;
• Guided tour of Twickenham;
• Opportunity to prepare for higher level of rugby;
• Opportunities to acquire Referee and Rugby Coaching Award qualifications;
• Speed, Agility and Quickness programme (SAQ);
• Strength and conditioning programme;
• Regular visits to Harlequins training facilities;
• Fitness testing facilities;
• Academy training kit and travel suits;
• Use of all sports facilities;
• 3 training sessions per week.
As part of the enrichment offer at The Marsh Academy Post 16, students will have the opportunity to complete The Marsh Academy Diploma (The MA Diploma), which focuses on three areas. Students who take part in this enrichment activity will gain skills and develop a greater understanding of personal and professional development. The skills and knowledge gained will stand students in good stead whether they are heading to university, apprenticeships or employment. Taking part in the voluntary pathway will ensure that applications for future destinations will stand out, as real-life skills, problem solving and the ability to learn and apply information away from examinations can be displayed. The learning and organisation of events within the Diploma is designed to be enjoyable, with students having to meet the criteria set out in order to pass. The Diploma is open to all Post 16 students who are studying on any of the pathways or in any of the colleges.

**Language and Cultural Development**

Students will have the opportunity to develop skills in a language that has not previously been studied in school. We see this development as a very important part of being a modern global citizen. In a world where barriers to communication have been broken down with the advent of new media, it is imperative that students have an opportunity to study a language for conversational development. The Marsh Academy wants to encourage an awareness and appreciation of the different perspectives and cultures while providing the opportunity for enjoyment, creativity and intellectual stimulation through beginning to study an additional language. Students will need to fulfil the success criteria in order to pass this element of The Marsh Academy Diploma. Students will need to undertake 12 weeks of instruction.

**Community Project**

Students will have to discover a need within the community, whether that is the school community, local community or wider community. From this, students will plan and carry out an event or project to address the need. Students will then have to reflect on the project and present the process, including what they have learned, to an audience. Students will need to complete all areas of the success criteria to pass this part of the MA Diploma. (Must be carried out in Y12).

**Personal and Professional Development**

Students will undertake a course for 10 weeks in which they explore professional and personal development. It is designed for students to develop attitudes, skills and strategies which can be applied to personal and professional situations and contexts now and in the future. In this course, the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations. Students will focus on the areas of responsibility, perseverance, resilience and self-esteem. This will include working with local businesses to discover the ‘soft skills’ and qualities required by employers, working with HE providers, and being mentors throughout the school. Students will learn through discovery and reflection. Students must provide evidence to meet the success criteria in order to pass this part of the MA Diploma.
Additional Information

Post 16 Bursary and Support
Students in Post 16 education could be eligible for financial support through the bursary scheme. Bursary payments can be used to purchase materials to ensure that they can participate fully in the learning experience. This can include items such as text books and laptops and payment towards travel back and forth from school.

Some students will be entitled to a grant or bursary of £1200 next year. Students could receive this if they are in one of the following categories:

- You are living in care.
- You are a care leaver.
- You are receiving income support/Universal Credit (in your own name).
- You are disabled and receiving both Employment Support Allowance/Personal Independence Payments and Disability Living Allowance.

What is the 16-19 Bursary Fund?
The fund is made available from the government through its funding body – Education Funding Agency (EFA) for 16-19-year-olds - to provide assistance to students whose access to, or completion of, education is inhibited by financial constraints or barriers. The new bursary scheme has been put in place as a partial replacement for Education Maintenance Allowance.

Further information and application forms can be found on The Marsh Academy Website in the Post 16 tab – Bursary/support.

Junior Leadership Team
The Marsh Academy Post 16 is very proud to run a Junior Leadership Team (JLT), who meet with the leadership of Post 16 and the school, including the Governing body, to allow the student voice to be heard and acted upon.

The JLT are also responsible for coordinating many different elements within Post 16, ranging from organising events to fundraise for the chosen charity, to arranging leavers’ meals and leading different initiatives across the school, such as raising awareness of mental health issues.

The JLT often represent the school at different public events such as Remembrance Services, The Corpus Christi Procession with the Skinners’ Company and sit on different committees within the community.

Students apply via a letter of application to be considered for a post on the JLT. Students are then shortlisted and interviewed. It is imperative that the JLT is composed of students with different skills sets, talents and interests to ensure that it functions as well as it can to be a force for good in the Academy and the community. All students are able to apply for roles on the team regardless of subject or level of study. The JLT consists of the following positions:

- Head Boy
- Head Girl
- Deputy Head Boy
- Deputy Head Girl
- Community Link
- Mental Health Ambassador
- Events Coordinator

Fulfilling a role on the JLT enables students to practise and develop leadership skills as well as the ability to negotiate and be part of a dynamic team. The experience has helped a number of student excel in their next steps, including university and employment.

Key Contacts
If you have any further questions or would like to contact the Post 16 team at The Marsh Academy, please contact us:

Web: www.marshacademy.org.uk
Telephone: 01797 364593
Email: info@marshacademy.org.uk

Key Staff Contacts
Mr Adam Bloomfield – Assistant Principal Post 16
Mrs Pamela Upton – Senior Leader for Post 16