



SHREWSBURY INTERNATIONAL SCHOOL

BANGKOK

Policy Title:	Higher Education and Careers
Policy Section:	Section E - The Student's Learning and Wellbeing
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Introduction

The Higher Education policy is designed to provide coordinated guidance for all staff working with students going on to Higher and Further Education beyond Shrewsbury. The school's mission is to enable Sixth Form leavers graduating to embark on careers at world leading universities' in which careers education in the Senior School and higher education advising in the Sixth Form are a key part. This policy is designed to fit within and enhance our school values, to ensure a 'best fit' for students through care and compassion for every individual.

Rationale

1. Careers education is not a statutory regulation for maintained schools in the UK, however the school aims to meet and exceed the current recommendations through excellent provision from Years 7 - 13
2. Student participation is enhanced where all staff have a consistent and clear message as to what is required of them to achieve their university places.
3. The school's Higher Education team (HEt) is able to provide fair, impartial, current and relevant advice to staff and students as to trends within Higher Education and are required to undertake and disseminate regular professional development.

4. The school is able to provide links to Higher Education Institutions (HEI's) from around the world through contacts and a number of visits made to the school annually.

Progress

During the year the HEt are available to provide individual advice to students by appointment as well as drop in sessions.

1. HEt maintain an office presence in the sixth form centre
2. Conversations are documented either through Google Sheets/Docs to ensure that pertinent information is shared within the team as well as with the Director and Associate Director of Sixth Form. The Head of Senior School also has an overview of this.
3. HEt have access to information from discussions based around Futures interviews where students have been at Shrewsbury for Year 11
4. Non-sensitive information such as university offers are made available to all Senior School staff through email to support students in their decision making
5. Staff to make students aware of visits occurring at School from universities and colleges, but also of information events happening in the wider Bangkok area. Visits are advertised on the Sixth Form information screens, Sixth Form calendar, reminders in Sixth Form briefing and by email once a cycle.
6. Parents of students from Yr 11 upwards are invited to make appointments where they have particular questions.
7. HE Coffee Mornings are hosted during Term 2 and Term 3 based on themes around higher education for parents from Year 7 upwards to attend
8. HEt available at PTC, Futures and Options events to guide students and parents as needed

Through structured sessions, the HEt provide higher education guidance to the Sixth Form

1. In Term 1, students are set work to complete during tutor time and are focused on fitting with the HE lifecycle across Year 12 and 13.
2. In Term 2, Students attend a session once during the two week cycle and curriculum is set with consultation from the Director and Associate Director of Sixth Form
3. Materials are consistently updated with the latest advice and guidance
4. External specialists are brought in where necessary to provide additional guidance

In consultation with the Head of Learning for Life, the HEt lead Learning for Life lessons for Year 11 (Term 1b), following the SOW written by the Director of Higher Education.

Careers education for Year 9 (Term 2a) and Year 10 (Term 3a) is delivered through assembly and tutor time.

1. Careers education follows advice set out by the UK Department for Education
2. Resources are adapted and enhanced for students in an international school setting
3. An up to date careers library is maintained for students' perusal, with the expectation that the use of online resources are now much more common.
4. Proficient use of IT resources to undertake and record research into careers and higher education.

Progress Timelines

1. Higher Education department is subject to annual review in terms of process and policies to ensure best working practices are maintained
2. Any external software or providers used to facilitate HET advising will be appraised and revised as necessary
3. Senior members of staff to attend one to one sessions as and when necessary to ensure continuity of practice. Staff within the HET to make observations of counselling as a standard part of their professional development
4. HET staff are subject to CPD and programme of development to be reviewed annually by their line manager and targets to be reviewed periodically
5. Feedback from students and their parents after events to evaluate how messages have been received.

Appendix 1:

Higher Education Timeline

Students new to Sixth Form to have individualised meetings with the HET

1. Year 12 Term 1

- 1.1. Introduction to Standardised testing*
- 1.2. Introduction to BridgeU*
- 1.3. CV and Cover letter development*
- 1.4. Introduction to University destinations around the World*
- 1.5. Attending university visits*
- 1.6. PSAT test*

2. *Year 12 Term 2*

- 2.1 Writing workshops for university applications and university research (Sixth Form Studies through small group sessions);
- 2.2 Higher Ideas survey;
- 2.3 Careers Day;
- 2.4 One to one interviews with UK and US counsellors to include conversations about other global destinations based on responses to surveys. These are followed up by 1-1 meetings with parents as well where necessary;
- 2.5. Personal Statement workshop from UK universities;

3. *Year 12 Term 3*

- 3.1. Students on study leave for the majority of time for AS exams;
- 3.2. Teaching staff are given training on UK reference writing and predicted grades;
- 3.3. Jumpstart! programme, with the outcome that students should have a draft personal statement and/or personal essay, have identified subjects and universities (for the UK) and have generated a preferred college list (for the US);
- 3.4. Students leave school with a clear plan of action over the summer holidays

4. *Year 13 Term 1*

- 4.1. Each student is assigned a primary adviser to work with who will oversee the strategy of applications to all countries. Students are given a set time (during a study period) to meet with their adviser once a cycle
- 4.2. Focus is on applications, drafting of personal statements (in close collaboration with HE department), UK and US with deadlines clearly defined with support led by the Associate Director (UK) and Associate Director (US) and other destinations support provided by the Director of Higher Education. Applications to Thai universities are supported by the Associate Director (Thai), who is able to liaise closely with Thai universities and alumni. Our intention is that applications are submitted well before the deadlines to ensure 100% completion rate;
- 4.3. Students are required to return the school 'Integrity Form' before applications can be sent;
- 4.4. HET discusses individually with students who wish to discontinue a subject from AS to A2, alongside Head of Departments, Director of Sixth Form and Parents. Agreement is signed off by all parties;

- 4.5. References (with support to teachers provided by HET) are compiled by the HET and submitted as per university processes. All references are confidential and provided directly to universities;
 - 4.6. Predicted grades are entered onto transcripts and university applications;
 - 4.7. Year 13 students often have a heavy schedule of SAT/ ACT / UK specialist entrance exams and in school support is provided for interview practice (including pre-interview assessments and guidance), particularly medicine and Oxbridge;
 - 4.8. All offer details and application details are maintained by the team in one centralised spreadsheet;
 - 4.9. Information provided on non-standard US applications such as UW and UC
5. *Year 13 Term 2*
- 5.1. Remaining applications are dealt with on a case by case basis;
 - 5.2. Advice for US applicants is provided by interviewing with university alumni;
 - 5.3. Students are given one to one support on responding to offers in coordination with their predicted grades and current class performance (with updates provided to US universities via mid-year transcripts and ongoing correspondence);
 - 5.4. Sixth Form Studies focus (in small group sessions) is on transition to university; with a specific focus on university culture in the UK and the US;
 - 5.5. Visa presentation from the British Embassy to students and parents
6. *Year 13 Term 3*
- 6.1. Support as needed - mainly focusing on socio/emotional and practical transition to study overseas;
 - 6.2. Results Day support (Clearing) as necessary. Transcripts are sent to non UK universities. A Level results are processed automatically by UCAS.