

Hampshire Ethnic Minority and Traveller Achievement Service

Equality, Excellence, Diversity



Guidance on Post-16 provision and pathways for those students for whom English is an Additional Language

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Foreword

This guidance was produced by Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS) to support those learners for whom English is an Additional Language (EAL) who are nearing the end of their secondary education. This guidance sets out some important considerations for students when thinking about their future options and it is hoped that this guidance helps secondary practitioners to support students with EAL with making these important decisions about their future. It may well be necessary for practitioners to talk through the information in this document with students and their parents/guardians, with the support of an interpreter.

First and foremost, it should be recognised that typically learners, including those who arrive during the latter stages of their secondary education up to the age of 18, are entitled to full-time education or part-time education (alongside part-time work). Through integration into the mainstream, learners should receive a pathway appropriate to their age, aptitude, interests, ambitions and cultural identities.

This guidance aims to ensure excellent provision for EAL learners, such that their needs are appropriately tailored to, giving access to a broad range of opportunities so that students may achieve good rates of progress and work towards their life aspirations. It acknowledges that many EAL learners may be unclear of the options available to them or may not be in a position to make the appropriate choices; many EAL students will be used to different education systems and may not yet have developed the command or confidence in English to find appropriate information related to possible future pathways or be in a position to ask pertinent questions.

It may be helpful for this document to be read alongside the EMTAS good practice guidance for late-arriving students:

['Guidance on good practice relating to the admission, induction, support and provision for newly-arrived learners of English as an additional language joining Key Stage 4 \(Late Arrivals\)'](#)

It is hoped that this guidance document will help to ensure that learners are well-equipped to fulfil their aspirations in life.

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September 2019

Please note, parts of this guidance highlighted in yellow are likely to change in light of possible future events.

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Education Leaving Age

As students typically must stay in some form of education or training until the age of 19, EAL students have a range of options:

- full-time education eg at a school or college
- an apprenticeship
- part-time education or training (as well as being employed, self-employed or volunteering for 20 hours or more a week).

Students can therefore opt to work full-time but must still continue part-time education or training (dependent on their right to work in the UK). The implications of the recent changes will provide more flexibility for students to be able to obtain the appropriate qualifications and experience to pursue their chosen career path. For example, even those arriving towards the end of Year 11 will have the opportunity to complete qualifications even with very little time spent in secondary school.

Funding for Post-16 education

The [Funding guidance for young people 2019 to 2020](#) published in June 2019 states:

Students eligible for funding

Paragraph 38: The following persons will be eligible for funding (these groups correspond to some of the groups in the Education (Fees and Awards) (England) Regulations 2007).

- a. A person on the 'relevant date' who is 'settled' in the UK, and who has been ordinarily resident in the UK and Islands (that is including the Channel Islands and the Isle of Man) for the 3 years preceding the 'relevant date'. 'Settled' means having either indefinite leave to enter or remain (ILE/ILR) or having the right of abode in the UK. British citizens and certain other people have the right of abode in the UK.

Paragraph 39: In addition to considering the groups outlined above, the ESFA will also consider the following groups of students to be eligible for funding.

- a. people with refugee status (RS) or humanitarian protection (HP) or discretionary leave (DL) or exceptional leave to enter or remain (ELE/ELR), their spouses, civil partners and children
- b. people with recently settled status (this means those having been granted indefinite leave to enter or remain, right of abode or British citizenship within the 3 years immediately preceding the start of the course).

Paragraph 40: The EFSA will also consider the following groups of students (including those who may not have lived in the UK for the last three years) aged up to and including the age of 18 as eligible for funding [...]

- a. those who are accompanying or joining parents or spouses or civil partners who have the right of abode or leave to enter or remain in the UK (or accompanying or joining relevant family members, usually parents, who are **EEA nationals**), or those who are children of diplomats.

Implications for students who have been back-yearred

If a student has been back-yearred (decelerated), then this may potentially reduce their access to free education in the future. For example, if they leave school at the age of 17, not 16, they are likely to have just two further free years of access to a full range of education or training options.

Note: there are some Entry Level qualifications free to young people up to the age of 24. Please see page 8 for further details.

The [government website](#) states:

If you're 16 or 17

If you're aged 16 or 17 you can study a further education (FE) course:

- full-time at school or college
- while at work

If you're coming towards the end of a school or college course, you're guaranteed a place on an FE course the following autumn if you're under 18 years old.

Contact your school or local council to find out what's on offer.

Financial help

The [government website](#) sets out the circumstances for what financial help might be available:

You may be able to get help with the costs of:

- your course
- day-to-day living costs
- childcare

Depending on your circumstances and the subject you're studying, you may qualify for:

- [Learner Support](#)
- [Residential Support Scheme](#)
- [Care to Learn](#)
- [Dance and Drama Awards](#)
- [16 to 19 Bursary Fund](#)
- a loan to help with the costs of a college or training course if you're 19 or older - called an [Advanced Learning Loan](#)

Funding for essential skills

In most cases you will not have to pay for [level 1 and 2 English and maths courses](#). You might be able to take other courses for free.

Funding if you're on benefits

You can get free training if you're unemployed and:

- claiming [Jobseeker's Allowance](#)
- in an [Employment and Support Allowance](#) work-related activity group
- required to do training as part of your [Universal Credit](#) claim

Your Jobcentre work coach will tell you what training you can do.

If you're claiming other benefits or cannot get free training through your job centre, you may be able to get funding from colleges and training providers.

Funding from a charitable trust

Use the [Family Action grant search](#) to check if you can get help from a charitable trust.

Advice

Find out more about courses and what financial help you can get through the [National Careers Service](#).

16 to 19 Bursary Fund

There are also certain circumstances in which students may be able to apply for a bursary.

The [government website](#) states:

1. Overview

You could get a bursary to help with education-related costs if you're aged 16 to 19 and:

- studying at a publicly funded school or college in England - not a university
- on a training course, including unpaid work experience

A publicly funded school is one that does not charge you for attending it.

There's a different [scheme in Wales, Scotland and Northern Ireland](#).

If you're 19 and over

You could also get a bursary if you either:

- are continuing on a course you started aged 16 to 18 (known as being a '19+ continuer')
- have an [Education, Health and Care Plan \(EHCP\)](#)

What a bursary is for

A bursary is money that you, or your education or training provider, can use to pay for things like:

- clothing, books and other equipment for your course
- transport and lunch on days you study or train

2. What you'll get

There are 2 types of 16 to 19 bursary.

Bursary for students in vulnerable groups

You could get a bursary worth up to £1,200, depending on [your circumstances and benefits](#).

Discretionary bursary

You could get a discretionary bursary if you need financial help but do not qualify for a bursary for students in vulnerable groups. Your education or training provider decides how much you get and what it's used for.

If you're over 19, you'll only be eligible for a discretionary bursary.

How your bursary is paid

Your provider will decide how you get your bursary. You might be:

- paid in full or in instalments
- paid in cash, by cheque or through a bank account
- given things like a travel pass, free meals or books instead of money

Some providers also offer one-off payments to cover study trips or travel for university interviews.

Your provider could stop payments if you break their rules, for example about attendance or how your bursary is used.

3. Eligibility

You must:

- be at least 16 and under 19 on 31 August 2019
- study at a publicly funded school or college, or be on an unpaid training course
- meet the residency requirements - your school or college can check this

Bursary for students in vulnerable groups

You could get up to £1,200 if at least one of the following applies:

- you're in or recently left local authority care
- you get Income Support or Universal Credit because you're financially supporting yourself
- you get Disability Living Allowance (DLA) in your name and either Employment and Support Allowance (ESA) or Universal Credit
- you get Personal Independence Payment (PIP) in your name and either ESA or Universal Credit

You may get the full amount if you have expenses and study full-time on a course of at least 30 weeks.

You'll usually get less than the full amount, or no bursary, if one of the following apply:

- your course is shorter than 30 weeks
- you study part time
- you have few expenses

You'll be told what evidence you need, for example benefit letters.

Discretionary bursary

Your school or college will have their own criteria for discretionary bursaries. They'll look at your individual circumstances - this usually includes your family income.

Ask student services about their criteria and any evidence you'll need.

You can apply to a discretionary bursary if you're over 19 and either:

- continuing on a course you started aged 16 to 18 (known as being a '19+ continuer')
- have an [Education, Health and Care Plan \(EHCP\)](#)

It is worth checking a Post-16 provider's policy on discretionary bursaries even if the criteria above are not met. Some providers will consider applications from students over the age of 16-18 when they start the course.

4. How to claim

Apply to your school, college or training provider. Ask student services or your tutor to explain what you need to do.

When to apply

Apply once you know where you'll study or train, so you'll get your bursary as soon as possible.

You might need to reapply for a bursary for each year of your course. Check with your provider.

5. Help

Your tutor or student services can help you decide if you're eligible for a bursary and explain how to apply.

Read more [detailed guidance](#) on the 16 to 19 Bursary Fund.
[Contact the Education and Skills Funding Agency \(ESFA\)](#) if your tutor or student services cannot answer your question.

Careers Guidance

Since September 2013, local authority-maintained schools in England have been under a duty to provide impartial careers guidance to pupils from years 8 to 13 (ages 12-18). With the array of different options available to students, it is essential that EAL students, who may have missed careers guidance opportunities perhaps due to starting school during the latter stages of Key Stage 4, are given suitable careers advice. Some EAL students may be completely new to the education system and will need extra guidance and support with the different options available to them.

Depending on the student's command of English, it may also be beneficial for students to have an interpreter present to help ensure students fully understand the array of possible pathways.

The Department for Education has published [statutory guidance](#) (most recently updated in October 2018) for maintained schools on their duty to provide careers guidance.

The statutory duties on schools are:

- 1.) Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).
- 2.) The governing body must ensure that the independent careers guidance provided:
 - is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
 - includes information on the range of education or training options, including apprenticeships and technical education routes;
 - is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.
- 3.) The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 4.) The proprietor must prepare a policy statement setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed. The policy statement must be published and must include:
 - any procedural requirement in relation to requests for access;
 - grounds for granting and refusing requests for access;
 - details of premises or facilities to be provided to a person who is given access.
- 5.) The proprietor may revise the policy statement from time to time. The proprietor must publish the policy statement and any revised statement. It is expected that a policy statement will be published for each academy within a multi-academy trust.

6.) The School Information (England) Regulations 2008 require schools¹⁷ to publish information about the school's careers programme. This information must relate to the delivery of careers guidance to year 8 to 13 pupils in accordance with Section 42A of the Education Act 1997. For the current academic year, you must include:

- the name, email address and telephone number of the school's Careers Leader
- a summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme
- how the school measures and assesses the impact of the careers programme on pupils
- the date of the school's next review of the information published

An Interpreter/Bilingual Assistant could help to translate at a careers interview to ensure that the student is able to make a fully informed decision about his/her future. This would also help in determining students' prior education and experience in order to consider suitable routes. In addition to students being aware of possible qualifications, information must also be provided on the different training and apprenticeships available. 'Careers guidance for those under compulsory school age must also include information on all options available in respect of 16-18 education or training, including Apprenticeships.'

By offering careers guidance as early as possible from a student's arrival into school, more support can be put in place to help students fulfil future aspirations.

The statutory guidance from the Department for Education states that schools should consider a range of wider careers activities such as engagement with local employers and work-based education and training providers to offer all young people insights into the world of work, and with local colleges and universities for first-hand experience of further and higher education'. The guidance also says that 'Local authorities should have arrangements in place to ensure that 16 and 17 year olds have agreed Post-16 plans and have received an offer of a suitable place in Post-16 education or training under the 'September Guarantee', and that they are assisted to take up a place.' Therefore, it is important that students have a Post-16 plan in place.

The guidance encourages schools 'to establish and maintain links with local education and training providers, to ensure that students are aware of the full range of academic and vocational options, including Apprenticeships.' In addition, the guidance encourages schools to arrange visits for 14-16 year olds to local colleges and work-place providers to help raise understanding of the different options available to students. EAL students, particularly those new to the education system, may benefit from visits to help with the transition from school, especially considering the potentially huge change after a possibly very short experience in the school setting.

Support with applications and CVs

For many EAL students, this will be the first time they have written a letter of application or created a CV so any support the school can provide with this may be helpful. Additionally, many EAL students may not have experienced an interview situation, so it would be beneficial to rehearse scenarios, maybe involving other students too.

There are some helpful links later in this guidance to help with writing letters of application and CVs, as well as interview techniques.

The Equality Act 2010

The Equality Act 2010 sets out the duties placed upon public authorities, including Post-16 Providers, to prevent discrimination and harassment. These include:

- Promoting equality of opportunity
- Promoting good relations between persons of different racial groups
- Eliminating unlawful racial discrimination.

The Act covers anyone who has one or more of the following 'protected characteristics' as defined by the Act:

- Age;
- Disability;
- Gender reassignment;
- Marriage and civil partnership;
- Pregnancy and maternity;
- Race;
- Religion or belief;
- Sex;
- Sexual Orientation.

A person can experience direct discrimination because of a protected characteristic, even if the person does not have the characteristic himself/herself:

- Discrimination because of **perception** takes place where someone is treated worse than others because they have been perceived to have a characteristic.
- Discrimination because of **association** takes place when a person is treated worse than another person because they associate with a person with a protected characteristic.

Part 6 of the Act states that the responsible body of a Post-16 Provider must not discriminate against a pupil:

- (a) In the way it provides education for the pupil;
- (b) In the way it affords the pupil access to a benefit, facility or service;
- (c) By not providing education for the pupil;
- (d) By not affording the pupil access to a benefit, facility or service;
- (e) By excluding the pupil from the Post-16 Provider;
- (f) By subjecting the pupil to any other detriment.

A Post-16 Provider's duties go beyond just formal education and also cover all Post-16 Provider activities including extra-curricular and leisure activities.

In terms of a Post-16 Provider's admissions policy, a Post-16 Provider must not:

- discriminate in the arrangements that it makes for deciding who is offered a place;
- place any terms on a person's admission which are discriminatory;
- refuse a place for discriminatory reasons;
- harass a person who has applied for a place at your Post-16 Provider;

- victimise a person in relation to admission to Post-16 Provider.

The United Nations Convention on the Rights of the Child (1989)

In addition, it is important to consider the UN Convention on the Rights of the Child (1989) which sets out the rights of every child, which includes those in Post-16 provision up to the age of 18.

Every child has the right to:

- an education that prepares him or her for an active adult life in a free society
- the opportunity to enjoy his or her culture, profess his or her religion, use his or her language
- an education that develops his or her personality, talents and mental and physical abilities to the fullest
- an education in the spirit of understanding, peace, tolerance and equality
- an education that fosters respect for his or her own family; cultural identity and language; for his or her country; and for the natural environment.

The guidance in this booklet offers strategies in which these rights can be addressed. Furthermore, this guidance seeks to address the Government's aim for every child, whatever their background or their circumstances, to have the support they need to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

Admission Practice and Policies

In light of the Equality Act 2010, the main duties of the Post-16 Provider relating to admission practice and provision for EAL learners are:

- To ensure that the operation and impact of the admissions policy is non-discriminatory. For example, it would be discriminatory to attempt to refuse a prospective learner a place in Post-16 Provider solely on the grounds that they spoke very little English.
- To identify and address any disparities relating to the achievement and progress of learners of different ethnic origins.
- To provide an appropriate and relevant curriculum for all learners.
- To provide a pastoral support programme that takes into account ethnic, religious and linguistic differences and recognises the particular experiences and needs of learners from all groups, including Travellers, refugees and asylum seekers.

It is worth keeping in mind that each Post-16 provider will have their own admissions policy and entry requirements. Through discussion, in light of special circumstances, it might be that published entry requirements can be negotiated for EAL students.

For example, those students who have only been in the country for a short period of time and have alternative qualifications or lower GCSE results than what is required by the provider, it would be worthwhile having a discussion with the provider outlining the circumstances. Students may have evidence of qualifications or study periods in their home country. This could be evident through academic reports or certificates from the student's previous education.

This situation could potentially be difficult for a student and their parents/guardians who are likely to also have EAL to negotiate with the provider in these circumstances, so any support from the school would be valuable.

As much as possible, try and provide students with information about the different providers in the area. This could include providing a list of websites for providers in your local area. Additionally, encourage students to go on familiarisation/fact-finding visits to local Post-16 providers. If possible, accompany students in the earlier stages of acquiring English (with an interpreter if available) on any visits.

Suitable qualifications for Post-16 students

The specific needs of EAL students can be met in a variety of flexible ways. First and foremost, discussions must be had with the individual student and their parents/guardians. Each individual student's background, prior educational experiences and aspirations should be considered.

Courses and options available Post-16

Entry level

Each entry level qualification is available at three sub-levels - 1, 2 and 3. Entry level 3 is the most difficult.

Entry level qualifications are:

- entry level award
- entry level certificate (ELC)
- entry level diploma
- entry level English for speakers of other languages (ESOL)
- entry level essential skills
- entry level functional skills
- Skills for Life

Level 1

Level 1 qualifications are:

- first certificate
- GCSE - grades 3, 2, 1
- level 1 award
- level 1 certificate
- level 1 diploma
- level 1 ESOL
- level 1 essential skills
- level 1 functional skills
- level 1 national vocational qualification (NVQ)
- music grades 1, 2 and 3
- CSE grades 2, 3, 4 and 5

Level 2

Level 2 qualifications are:

- CSE - grade 1

- GCSE - grades 9, 8, 7, 6, 5, 4
- intermediate apprenticeship
- level 2 award
- level 2 certificate
- level 2 diploma
- level 2 ESOL
- level 2 essential skills
- level 2 functional skills
- level 2 national certificate
- level 2 national diploma
- level 2 NVQ
- music grades 4 and 5
- O level - grades A, B or C

Level 3

Level 3 qualifications are:

- A level
- access to higher education diploma
- advanced apprenticeship
- applied general
- AS level
- international Baccalaureate diploma
- level 3 award
- level 3 certificate
- level 3 diploma
- level 3 ESOL
- level 3 national certificate
- level 3 national diploma
- level 3 NVQ
- music grades 6, 7 and 8
- tech level

Summary of options for EAL learners

As previously stated, any decision must be taken in line with the individual student's preferences, balanced with their prior educational experiences and achievements. Post-16 providers have their own specific entry requirements for each course so EAL students should contact individual providers to determine what the entry requirements are. Generally, students are expected to progress from the lower level qualifications upwards. Those more advanced speakers of EAL may well be at the position to work towards Level 3 qualifications. Nevertheless, they may still need support with completing application forms or letters of application, even if they are in the latter stages of acquiring cognitive language academic proficiency.

There is no set route for any student to take so the opportunities open to students are extensive, re-iterating the importance of all students seeking advice from a careers advisor. As suggested earlier in this guidance, EAL students should contact the providers directly in order to ascertain if any considerations and concessions can be made due to the unique educational experiences of EAL students.

Entry Level qualifications, such as an ESOL course, may help to provide students without previous qualifications with the practical skills they need for work and to help with developing language skills to access future courses or alternative pathways.

Level 1 qualifications, such as foundation diplomas and traineeships, may be an option for those students who have achieved GCSEs in grades 1-3 at school. Such courses will help students to develop practical skills and students could then progress onto a Level 2 course.

If students have achieved grades 1-3 at GCSE, students may be able to complete a Level 2 qualification, such as an apprenticeship, further GCSEs or Higher Diploma. Employers are likely to ask for Level 2 qualifications.

Level 3 qualifications, such as A-Levels, might be more suitable for those EAL learners who have achieved GCSE grades 4 and above.

Provision Options for newly arrived EAL learners

An ESOL course may well be a good option for newly arrived students. ESOL courses can help students to develop language skills needed for students to communicate effectively in English. This may well help them to go on to access further courses.

Entry Level Certificates in Maths, English and other subjects, offered by various exam boards including Pearson Edexcel, OCR and AQA, may also be an option. These courses can be co-taught alongside GCSE courses and may give a recognised qualification in the event that a learner does not achieve a grade at GCSE.

Courses such as Functional Skills in Maths and English, in Levels 1 and 2, may be appropriate as an alternative for some students, being more realistically achievable.

Re-take requirement for GCSE English Language and Mathematics

For those students who do not achieve a grade 4 or above in GCSE English Language or Mathematics, there is a requirement for students to re-sit the qualification (or possibly complete an alternative qualification). This is in order to meet the condition of funding.

- Full-time students with a grade 3 in maths and/or English must re-sit their exams if they want to continue to study at a school or college.
- Full-time students with a grade 2 or below and part-time students who have a GCSE grade 3 in maths and/or English can study either a GCSE or an approved stepping-stone qualification. The approved-stepping stone qualifications include Functional Skills.

It might therefore be beneficial for students, particularly those in the early stages of acquiring English, to study Functional Skills at school, even alongside the GCSE course.

Those students who achieve a Level 2 Functional Skills qualification in English or Maths no longer have to re-sit the GCSE.

Heritage Language GCSE and A-Levels

It is important to note that these exams require a degree of proficiency in reading and writing in English as well as the heritage language as questions are often written in English. Hampshire Ethnic Minority Achievement Service can advise on the suitability of the exam for a particular learner and can provide assistance with preparing the learner for the exam. A speaker of the heritage language can also be provided to conduct the oral part of the exam if required (a charge is made for these services). Learners entered for heritage language GCSE or A-Level usually perform very well, with a high percentage gaining grades 8 or 9.

Why enter learners for a qualification in their heritage language?

- To value bilingual skills and achievements
- To enable learners to maintain their first language skills
- To promote self-esteem of bilingual learners, particularly at a time when they may be finding other areas of the curriculum difficult, and other exams difficult to access
- To raise awareness within the setting of the different languages used by learners

Preparing learners for the exam

Hampshire Ethnic Minority Achievement Service is able to offer the following services to support learners taking GCSEs (and some A-Levels) in their first language:

- assessment of the learner's first language skills so that they can be entered at the correct level
- a practice session to familiarise learners with the exam format and types of questions
- a mock exam prior to taking the exam
- administering the oral part of the exam.

Check the different examination boards' websites to find out in which languages they offer GCSEs and A-Levels. This does change due to old specifications being phased out and new qualifications introduced.

Traineeships

Apprenticeships and traineeships are available in a vast array of areas of work. EAL students particularly new to the education system may not even be aware of such opportunities, so a discussion about a student's interests may well lead to exploration into the different available apprenticeships (and traineeships).

If an apprenticeship is a student's preferred option, the entry requirements for the apprenticeship should be considered. If an EAL student does not have the necessary experience or qualifications, a traineeship may well be a route to an apprenticeship.

The [government website](#) states:

A traineeship is a course with work experience that gets you ready for work or an apprenticeship. It can last up to 6 months.

You can apply if you're:

- o eligible to work in England
- o unemployed and have little or no work experience
- o aged 16 to 24 and qualified below Level 3

You may be ready for an [apprenticeship](#) if you already have some work experience.

You'll get:

- o a work experience placement
- o help with English and maths (if you need it)

You won't be paid, but you may be given expenses for things like travel and meals.

To find a suitable traineeship, the [government website](#) has a search facility listing opportunities.

Apprenticeships

Apprenticeships provide an opportunity for students to combine further study with practical training in a job.

The [government website](#) states:

As an apprentice you'll:

- work alongside experienced staff
- gain job-specific skills
- [earn a wage and get holiday pay](#)
- get time for study related to your role (usually one day a week)

Apprenticeships take 1 to 5 years to complete depending on their level.

There are different levels of apprenticeships available, which will have separate, individual entry requirements in relation to previous qualifications and experience.

Levels of apprenticeship

Apprenticeships have equivalent educational levels.

Name	Level	Equivalent educational level
Intermediate	2	GCSE
Advanced	3	A level
Higher	4,5,6 and 7	Foundation degree and above
Degree	6 and 7	Bachelor's or Master's degree

Some apprenticeships may also give an additional qualification, such as a diploma.

Who can apply for an apprenticeship

Students can apply for an apprenticeship whilst still at school.

Students need to be:

- 16 or over by the end of the summer holidays
- living in England
- not in full-time education

There is a search facility on the [government website](#) to find apprenticeship vacancies.

Students must also have the [right to work](#) in the UK.

Hampshire Futures

Hampshire Futures is part of Hampshire County Council's Children's Services department and provides help for young people aged 16-24 who are not in education, employment or training.

Hampshire Futures can:

- help students to realise their skills and abilities
- talk to students about the kind of work they would like to do
- help students to look and apply for jobs and apprenticeships
- support students with application forms and CV's
- help with finding training courses
- help with finding the right opportunities for you
- keep in touch with students once they have found something to make sure everything is OK

It has a range of programmes introducing learners to different vocational areas. In addition to achieving a recognised qualification, learners have the opportunity to gain confidence, build self-esteem and develop personal skills.

The programmes are delivered by a team of experienced tutors and pastoral staff, and learners are supported throughout. Each individual has their learning needs assessed and is supported with English, maths, ICT and employability skills as appropriate.

Telephone: 01962 846193

Website: <https://www.hants.gov.uk/educationandlearning/hampshirefutures/yourfuture/>

Useful links

National Careers & Apprenticeship Services links

nationalcareersservice.direct.gov.uk – the Government’s hub for careers advice for people of all ages. There is help with drafting letters, CVs, exploring skills or seeking careers advice.

<https://www.gov.uk/topic/further-education-skills/apprenticeships> – the National Apprenticeship Service website provides general advice and information about apprenticeships. Current vacancies are also advertised

Other websites

www.icould.com –interviews with people and profiles about the pathways they have taken

<http://www.cascaid.co.uk/newkudos/> - for generating career ideas as it matches likes and dislikes to aspects of different careers or careers relating to subjects of interest

www.startprofile.com – investigate careers, watch videos and get great advice, find out about employers and work experience opportunities in specific geographical areas

www.careersbox.co.uk – video based job profile information and skills explorer tool

www.successatschool.org – gives information about a range of Career Zones (sectors), in an easy to access format. Students can create a profile to help to collate useful information. '60 second interviews' give profiles of professionals, providing an insight into specific careers

<http://www.eclips-online.co.uk/u> - for researching specific careers or careers relating to subjects of interest

www.how2become.com – offers detailed advice on how to access a range of sectors

www.careerswales.com – a good general careers website and job profile database

www.fasttomato.com – an interactive careers website to help with 'careers matching' programme to help with career choice (log in for a free guest pass)

www.notgoingtouni.co.uk – outlines opportunities that exist outside of university

www.ucas.com – information about university courses on offer, also the Stamford test to help with ideas about subjects to study

www.russellgroup.ac.uk – represents 24 leading universities, source of careers information & advice including ‘informed choices’ a downloadable guide to making post 16 choices

www.prospects.ac.uk – outlines vocational areas that can be accessed after a particular degree

MyCareerSpringboard.org –two main sections: the Career Test and the Career Exploration Tool. These interactive tools allow students to find some career inspiration and gain an insight into their different career options

<https://www.careersoft.co.uk/> - for researching universities and degree courses linked to interests, career ideas or subject choice

www.jobapplications.co.uk – useful videos, demonstrating how to complete the online applications for many companies in the UK, as well as providing detailed information on salaries and interviews. Applications forms can be printed off directly from this site

jobs.telegraph.co.uk/careers – information about specific sectors as well as advice on how to create a CV and prepare for interviews

www.allaboutschoollavers.co.uk – displays current apprenticeship and school leaver programme opportunities, to the latest school leaver job news, and gives career journey advice

www.allAboutApprenticeships.co.uk – shows apprenticeship vacancies, organised by sector or area. Also offers advice on making applications

UK University Entry Requirements

On the first day of the first academic year of the course, to qualify as a home student, all of the following criteria must be fulfilled by the student:

- Be free from any immigration restrictions (e.g British citizenship, [exercising EU Freedom of Movement Rights, indefinite leave to enter/remain](#), right of abode, free from immigration control (as a diplomat or member of air crew))
- Be ordinarily resident in the United Kingdom
- Have been ordinarily resident in the United Kingdom, [Channel Islands](#) and/or [Isle of Man](#) for the whole period of the three years directly preceding the first day of the academic course

The main purpose for the three years' residence in the UK and Islands must not have been to receive full-time education during any part of it, unless the student is a [European Union](#) citizen (but not a [British citizen](#)) and immediately prior to the three-year period was ordinarily resident in the [European Economic Area](#), [Switzerland](#) or qualifying overseas territories.

IELTS or equivalent: may be a pre-requisite for University

The International English Language Testing System (IELTS) measures the language proficiency of people who want to study or work where English is used as a language of communication. It uses a nine-band scale to clearly identify levels of proficiency, from non-user (band score 1) through to expert (band score 9).

Further Education Colleges in Hampshire

The list below details the further education colleges in Hampshire and some of the courses available. Courses currently available may vary so do check with individual colleges.

College	Address	Courses
Alton College	Old Odiham Road, Alton, GU34 2LX	ESOL EFL (PET, FCE, CAE)
Andover College	Charlton Rd, Andover, SP10 1EJ	ESOL IELTS FCE CAE
Basingstoke College of Technology	Worting Road, Basingstoke RG21 8TN	ESOL IELTS
Barton Peveril Sixth Form College	Chestnut Avenue, Eastleigh, SO5 5ZA	
Brockenhurst College	Lyndhurst Rd, Brockenhurst, SO42 7ZE	ESOL
Eastleigh College	Chestnut Ave, Eastleigh, SO50 5FS	ESOL EAVP
Fareham College	Bishopsfield Rd, Fareham PO14 1NH	
Farnborough College of Technology	Boundary Rd, Farnborough, GU14 6SB	ESOL
The Sixth-Form College,	Farnborough Prospect Avenue, Farnborough, GU14 8JX	ESOL IELTS
Havant Sixth Form College	New Road, Havant, PO9 1QL	
Highbury College	Cosham, Portsmouth, PO6 2SA	ESOL EFL

Itchen Sixth Form College	Middle Road, Sholing, Southampton, SO19 7TB	IELTS ESOL
Peter Symonds Sixth Form College	Owens Road, Winchester, SO22 6RX	ESOL
Portsmouth College	Tangier Rd, Baffins, Portsmouth, PO3 6PZ	ESOL
Queen Mary's College	Cliddesden Rd, Basingstoke, RG21 3HF	ESOL
Richard Taunton Sixth Form College	Hill Lane, Southampton, SO15 5RL	
South Downs College	College Rd, Waterlooville, PO7 8ZX	ESOL
Southampton City College	St Mary St, Southampton, SO14 1AR	CAE CPE EFL
Sparsholt College	Sparsholt, Winchester, SO21 2NF	
St Vincent Sixth Form College	Mill Lane, Gosport, PO12 4QA	ESOL
Totton College	Water Lane, Totton, Southampton, SO40 3ZX	ESOL