Post-16

CTC Kingshurst Academy
PROSPECTUS
Welcome – Damon Hewson, Principal

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“16 to 19 study programmes: Good”
OFSTED March 2017
Welcome

The world continues to change. In the new global economies, skills are developing and aspirations are rising at an ever-increasing rate. With more jobs requiring graduate-level qualifications, the need for a good education has never been of greater importance. At CTC Kingshurst Academy, our Post-16 education provides you with the environment to flourish as an individual and acquire the knowledge and skills needed to succeed in a competitive world. Delivery of the BTEC Level 3 programmes and A levels by highly qualified and enthusiastic teachers enables our students to get the qualifications so valued by industry and higher education. Moreover, at the academy, we are committed to ensuring our students are happy and that they enjoy a wide range of opportunities to help them become well-rounded, resilient individuals who can make the transition to employment or higher education with confidence.

This prospectus offers a flavour of what life is like at the academy. Our high expectations and aspirations for our Post-16 students drives the successes for which we are rightly proud and ensures our continued status as the largest school-based Post-16 provision in Solihull, a provision we very much hope you will want to be a part of.

Post-16 is open to all students in our community. We look forward to helping you achieve your potential and meet the challenges of the future with confidence.

Damon Hewson
Principal

Enjoy Life

Life is there to be enjoyed. The Post-16 common room is where students relax and put the world to rights. A relaxed environment that provides the perfect setting to socialise with friends and catch up. Our information centre provides a quiet setting where students can relax, use the internet or read the daily newspapers to keep up to date with current affairs or simply catch up with the latest gossip and football scores!

Tutors and teaching staff provide support to help you deal with the academic pressures that achieving the highest grades demands and help you overcome any obstacles that should arise. Specialist careers advisors enable you to explore the opportunities available and advise you on making the next step. At the academy we ensure that the academic pressures are counterbalanced by a wide range of opportunities that ensure they receive a holistic education and are not just an exam statistic. Successful academic progress is not the be all and end all for us. We believe that providing a caring environment, a stimulating curriculum and an enjoyable range of opportunities is the key to success in Post-16.
Leading Edge Facilities

Our Post-16 students can enjoy unrivalled facilities:

Post-16 students can relax and socialise in their own common room recently refurbished and now incorporates their own purpose built catering facilities, television and study area. This fantastic social area is a hive of activity and a focus point for Post-16 students to meet. In addition to the common room with bespoke dining facilities our Post-16 students have the additional benefit of a Post-16 social room – refurbished to a high standard.

With study in mind our students can take advantage of full access to our Information Centre which is staffed at all times so students always have the opportunity for help and advice. There are areas dedicated to fiction, non-fictions, DVDs, journals and newspapers with a wide selection of titles and resources in each section as well as specialist collections dedicated to Post-16 students. The student union have worked closely with the IC staff and Post-16 students now have their own bespoke study booths.

Finally, Post-16 students at the academy will benefit from the £1.42 million pound investment in a new 3G football pitch, changing pavilion with club room complete with catering facilities as well as an Outdoor Education and Adventure Centre with outdoor classrooms, First World War trench area, low ropes and climbing boulder. Our first class facilities can be utilised for teaching and learning as well as extra-curricular sport. These most recent developments complement the academy’s sports hall, gym, dance studio and floodlit tennis courts. Post-16 students also have the added benefit of the use of North Solihull Sports Centre.
iPad Project

The CTC Kingshurst Academy has embarked upon an exciting IT initiative to provide all new Year 12 students with access to an iPad at some point during the first academic half term. The students will have use of the iPads for the full duration of their respective A level or BTEC programme of study.

Access to an iPad will allow the post-16 students to take part in many activities more efficiently than they could on a standard PC or laptop and will help them to stay organised and to communicate easily and efficiently with their teachers and peers. The device will also provide them with some important tools which will aid their learning such as a camera, microphone, video camera, access to the internet, access to various apps including those we build in college, the ability to watch videos which will aid their learning and the ability to use electronic systems employed by the academy.

We believe that the ability for students to engage with an iPad as an integral tool for their studies will enable them to be more motivated, more independent and achieve greater rates of progress. The iPad is fully synchronised with our wireless network within college in addition to being fully operational at home.

Having good ICT skills has become a basic requirement of any employer. Students need to be prepared for an increasingly digital world and this project will give them a unique opportunity to be highly skilled ahead of many other students.

“Teaching is consistently good”
OFSTED March 2017
**Student Support**

Students benefit from having a personal tutor whose primary role is to develop and maintain a safe and confidential relationship with their tutees and provide advice and support in relation to academic work and personal development. They are a key point of contact for students and are integral in helping to monitor attendance, punctuality and progress.

We also have a Welfare Department who can offer confidential advice and support on a wide variety of non-academic issues, relationships or issues relating to your general welfare.

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**Recreational Opportunities**

Sport and physical recreation opportunities exist including football, badminton and fencing to name but a few. For the more competitive, there are a range of representative sports teams. The Duke of Edinburgh scheme enables students to develop life skills and have fun while securing a prestigious award. We have links with many local clubs and there are opportunities to get recognised coaching qualifications. Our students have undertaken a wide range of coaching courses.
Playing a Positive Role in our Community

Our students enjoy volunteering and helping in the community. Through these activities they develop valuable skills, overcome challenges and enjoy the satisfaction of helping others.

Students undertake a diverse range of projects within the community. Being that within the academy, the local community, the national community and even the international community. In doing so they help contribute towards community cohesion and see the massive impact their endeavours can bring. The Senior Citizens’ Christmas Dinner, Comic Relief, Strictly Come Dancing are just some of the projects that our Post-16s have been instrumental in developing.

Aside from the intrinsic satisfaction of being involved in community projects, participation in these activities show our students to be well rounded, altruistic young people who stand out in their interviews and personal statements. Involvement in these activities has swung applications in our students’ favour and shown them to be, not only well educated, but well balanced young people who will play a positive role in their community.

"The academic and vocational curriculum is well supported by a strong extra-curricular programme."

OFSTED March 2017

Student Union

The CTC Kingshurst Academy recognises the importance of the Student Union and the leadership role they play. We believe that listening to our students, and developing them as leaders, is at the heart of enabling our students to achieve to their full potential.

The student union represent and speak on behalf of the student body - it is an opportunity for students to actively express their opinions and be partners in the decision making of the academy regarding the planning, implementation and evaluation of their educational experience. The student union meet weekly and are actively involved in gathering the opinion of Post-16 students on whole school issues; acting as the main body of communication between Post-16 students, the Post-16 team and Senior Leadership Team. It is their duty to take responsibility for communicating the needs, ideas and feedback from their fellow students and they play a real part in helping us to continually evolve and enable our students to see the value of a democratic process. The student union ultimately contributes to the positive development of Post-16 and are a valuable part of the CTC Kingshurst Academy. They are an integral part of a successfully functioning Post-16.

All student union members are nominated by the students themselves and represent the interests of both our BTEC and A level students. In such a short period of time, our student union have been instrumental in the development of our common room facilities and reappraisal of the Post-16 dress code, in addition to being outstanding ambassadors of the academy.

We expect our student union members to be committed and passionate learners who are willing to be role models to all academy students.
Volunteering

We are delighted to work in partnership with Lions International so that the energy of our students can be harnessed for volunteering through the internationally recognised Young Leaders In Service Award. Through the YLiS, our youngsters can develop into caring, well rounded young adults who can play a positive role in society.

We provide a blueprint for volunteering that can be emulated globally in schools to help youngsters flourish and help contribute to creating a better community and improve life chances for all.

The awards recognise young people who provide significant levels of service to their communities. There are two award levels:

The Silver Seal Award
• 50 hours of service to their community during a 12 month period
The Gold Seal
• 100 hours of service during a 12 month period

Young Leaders In Service have gone on to become Young Ambassadors of the 21st Century. Previous academy students Liam Barrett and Ashleigh Woodall have been Young Leaders In Service and achieved the accolade of being made ‘West Midlands Young Ambassadors of the 21st Century’ in recognition of their voluntary work. Both Liam and Ashleigh have said how their involvement with Lions has helped them in securing places at University and in broadening their horizons. Liam studied Medicine at The University of Birmingham and Ashleigh studied Psychology at Aston University.

We also work closely with the FA and Post-16 students who volunteer to assist with football and are able to gain accreditation through the “Football Futures” programme and access an extensive range of FA courses.
Post-16 Scholarship

The CTC Kingshurst Academy offers scholarships to recognise academic, artistic, musical, sporting and all round talent to students at Post-16. Students in Year 11 applying to study at the academy from September are welcome to submit an additional application for a Post-16 Scholarship.

Students awarded a Post-16 Scholarship will receive a total of £300 during Year 12 (in three instalments). The aim of the scholarships is to provide students with the financial support to assist them in their studies. This scholarship is a separate and an additional source of funding (subject to eligibility) to the Student Bursary Scheme.

Students interested in applying for a scholarship are required to complete an online ‘Post-16 Scholarship’ application form. This application is separate and in addition to the Post-16 application.

Post-16 Scholarship Student

I studied Biology, English History, Maths and Psychology. I chose these subjects because I was very unsure at the start of Post-16 of what my future plans were. My future plans are now to teach History, to achieve a degree at university and then subsequently a PGCE for secondary school teaching and to also teach music grades for the drums as I’m currently on my grade 6 with Rock School. I applied for the scholarship because this would be beneficial financially for purchasing necessary school equipment including revision guides. This is how I used the money to purchase school equipment to help with my studies.

Bradley Hemming

Post-16 Scholarship Student

In Post-16 I was able to study to further my education in subjects I had studied for a long time as well as start new ones like psychology. Post-16 was very challenging it is good preparation for university and helped me develop new skills useful for later life. I intend to pursue a career in science. By taking a selection of subjects it gave me a wide range of options in case I changed my mind.

Upon applying for Post-16, I also applied for the schools scholarship programme as I thought the money would be beneficial for gaining all the supplies I would need for my exams. I used some of the money to buy revision guides for certain subjects and saved some of my scholarship money for university.

Laurie-Anne Kinsella
Level 3, BTEC Nationals

In order to gain entry to any of the Level 3, BTEC National Diploma (or equivalent BTEC) qualifications, students will be required to achieve:

At least five grade 4s or above or A*-C grades at GCSE or in an equivalent Level 2 qualification (e.g. BTEC First).

- It is desirable for students who are planning to progress into Post-16 within a subject that they already study at Key Stage 4 to achieve a grade 5 (or ‘good pass’), B grade or Level 2 Merit grade in contributing subject, and as such may feature as a condition of any offer given.

We very much hope that you are successful in securing at least a grade 4 or C grade in both GCSE English and Mathematics. For ALL students who do not meet this standard in one these GCSE subjects, you will be required to attend re-take lessons timetabled by the Academy in addition to that of your BTEC lessons in order to work towards achieving a grade 4 in English or Mathematics. Attendance within all of the required re-take lessons is one of the conditions of securing and maintaining a place within Post-16. We will not be able to accept students who do not possess both a grade 4 in GCSE English and Mathematics. Any student required to retake GCSE English or Mathematics will not be able to study an additional A-Level subject as a consequence of the retake component within their programme of study.

Please note that there may be additional, specific entry requirements for particular BTEC qualifications. For example, Children’s Play, Learning and Development (CPLD) requires all students to achieve a grade 4 or C grade in both GCSE English AND Mathematics as part of a governmental prescription for this vocational area. All such conditions will be stated clearly within any formal offer of place letter issued to students.

A Level

In order to gain entry a programme of A Level study, students will be required to achieve:

- At least five grade 5s or above or A*-C grades at GCSE or an equivalent Level 2 qualification.
- At least a grade 5 in BOTH GCSE English and Mathematics must be achieved.

Students are required to possess at least a grade 5 or B grade in their chosen A Level subjects proposed to be studied.

Please see the list below for subject specific requirements.

- Biology: The student MUST achieve a grade 6/B grade in GCSE Biology
- Chemistry: The student MUST achieve a grade 6/B grade in GCSE Chemistry and level 5 in Maths
- Maths: The student MUST achieve a grade 6/B grade in a GCSE Maths
- Psychology: The student MUST achieve a grade 6/B grade in a GCSE humanities subject or science

Note: A student achieving a grade 4 in either GCSE English or GCSE Mathematics may still be eligible to study other A Level subjects at the CTCKA if they are able to fulfil the other entry criteria published above.

Change in GCSE Grading Note relevant to both BTEC and A Level Applicants:

As a consequence of nationwide curriculum and assessment changes from 2017 by the Department for Education to GCSE Mathematics and GCSE English Language and GCSE English Literature, in addition to 20 further subjects in 2018, these subjects will cease to be graded in a traditional manner of awarding grades ranging from A*-G and instead will now be graded using a numerical system, from 9-1 (where grade 9 is the top grade, equivalent to an A* and grade 1 is equivalent to a grade G).

All other GCSE qualifications will continue to be graded using the ‘old’ A*-G grade system and will make the transition to a similar numerical system over the coming academic years.
Level 3 BTEC Diploma

What is a BTEC?

BTEC stands for Business and Technology Educational Council and is the leading provider of vocational qualifications within the education sector. The Level 3, Extended Diploma qualification is the largest and most respected of these qualifications and as such is equivalent to achieving 3 traditional A-levels and is graded on upon a Pass, Merit and Distinction criteria.

The BTEC can be used to gain entry into Higher Education or as a foundation to a career. All BTEC Extended Diploma qualifications have been classified by the Department of Education into one of two classifications of either ‘tech’ (or technical) level or ‘general applied’ qualifications, an overview of which has been given below.

- Tech level qualifications form the majority of our BTEC Extended Diploma qualifications (outlined below) and are seen as being suitable for students who wish to “specialise in a technical occupation or occupational group. They lead to recognised occupations, for example in engineering or IT”. In addition, they are also “recognised by a relevant trade or professional body” and can also be used as a means of progressing to university.
- Applied general qualifications are seen as those that “provide broad study of a vocational area.” These qualifications are recognised by universities “as fulfilling entry requirements to a range of HE courses, either in their own right or alongside other level 3 qualifications. Some employers and professional/trade bodies have also pledged support for Applied General qualifications.”

BTEC Level 3 Diploma Courses Offered:

- Children’s Play, Learning and Development
- Health and Social Care
- Information Technology
- Mechanical Engineering
- Sport
- Sport and Exercise Science
- Uniformed Services
- Travel and Tourism

Experience

The CTC Kingshurst Academy has the experience to deliver successful BTEC Extended Diploma qualifications, and has been doing so continuously for the last fifteen years, as a consequence to the Academy’s commitment to vocational learning and as such is taught by a vibrant range of experienced coordinators and motivated teachers.

Results

Last year 100% of our Level 3, BTEC students achieved a Level 3 qualification, with Extended Diploma students achieving on average, an exceptional final grade of Distinction*, Distinction, Distinction (D*DD).

Destinations

In 2017 a huge amount of our BTEC students progressed onto a range of university courses such as Costume Design and Production, Theology and Education Studies, Biomedical Science, Sports Studies and Physical Education, Law, Children’s Nursing, Media and Communication and Psychology and Criminology with destinations ranging from local universities such as Birmingham, Coventry, Aston, Derby and Staffordshire to universities further afield. Then the remaining students were equally successful progressing onto a range of employment and further training examples include apprenticeships in engineering such as Jaguar Land Rover, Network Rail and Arconic.

Commitment

All courses require full-time attendance. Some courses have a day release/block placement commitment as a mandatory requirement of the course. In addition, all students complete a period of work experience of up to two weeks.

Assessment

BTEC qualifications are both internally and externally assessed.

Internal Assessment: Students are prepared for internal assessments after which assignments are set for the student to complete and submit evidence of their work. The method of assessment will be varied according to the nature of the qualification being studied and will range from formal assignments being written to delivering a performance, a presentation or being observed. As a consequence BTEC require us to implement an Assessment Policy which places a strong emphasis on the ability of students to meet published deadlines in addition to requiring students to take greater ownership over their respective assignments.

External Assessment: Each external assessment is taken under specified conditions, then marked by BTEC and a grade awarded. The types of external assessment are:

Exam: all learners take the same assessment at the same time, to demonstrate their knowledge and understanding, normally with a written outcome

Task: learners take the same assessment during a defined window and demonstrate knowledge, skills and understanding through completion of a vocational task

Some external assessments include a period of preparation time using set information. Students must achieve all relevant external units at pass grade or above and can have one resit of the external assessment.
BTEC Children’s Play, Learning and Development

BTEC Level 3 National Extended Diploma in Children’s Play, Learning and Development (Early Years Educator)

Key Information
Type: Tech Level qualification
1080 Guided Learning Hours
Equivalent in size to three traditional A Levels.
Content: 21 units of which 11 are Mandatory and 3 are external.
  - Mandatory content (77%)
  - External assessment (33%)

The qualification is a two-year, full-time qualification designed for Post-16 learners with an interest in progressing to a career as an early years educator, for example as a nursery worker, childminder or nanny. It is also appropriate for those who wish to progress to higher education to specialise in a related field.

No prior study of the sector is needed, but learners will normally have a range of achievement at Level 2 in GCSEs or equivalent qualifications. **Learners will also need to achieve GCSEs in English and Maths at grade C or above to practice as an early years educator.**

The content of this qualification has been developed in consultation with employers and professional bodies to confirm that the content is appropriate for those interested in working in the sector.

Learners taking this qualification will study eleven mandatory units which cover the following topics:
  - children's development
  - keeping children safe
  - observation, assessment and planning
  - play and learning
  - reflective practice
  - research
  - supporting children's early learning
  - the Early Years Foundation Stage (EYFS)
  - working with parents and others

Optional units, selected by the Academy, have been designed to support progression to relevant occupational areas and to the range of sector-related courses in higher education. They cover content areas such as:
  - Working in a Montessori setting
  - children's development outdoors
  - working with children with additional needs

All learners taking this qualification will be required to engage with sector employers as part of their course. This includes 750 hours of mandatory work experience, and production of a Practical Evidence Portfolio (PEP), to record evidence of engagement in continuing professional development and reflective practice in different early year settings.
BTEC Health & Social Care

BTEC Level 3 National Diploma in Health and Social Care

Key Information
Type: Applied General qualification
720 Guided Learning Hours
Equivalent in size to two traditional A Levels.
Content: 8 units of which 6 are Mandatory and 4 are external.
• Mandatory content (83%)
• External assessment (46%)

The qualification is a two-year, full-time qualification designed for Post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the health and social care sector. (In conjunction with the study of an additional A level subject).

The content of this qualification has been developed in consultation with higher education to ensure it supports progression to higher study. Employers and professional bodies have also been involved in order to confirm that the content is also appropriate for those interested in working in the sector.

In addition to the knowledge, understanding and skills that underpin study of the health and social care sector, this qualification gives learners experience of the breadth and depth that will prepare them for further study in the sector. This includes the opportunity for learners to choose a health studies pathway with options reflecting the progression opportunities in health care. 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

To develop a better understanding of the demands of the sector to demonstrate their commitment and interest in the sector when applying for further study, learners are required to undertake work experience as part of the course and for learners. Learners will study five optional units (selected by the Academy) from the following pathway:

• Sociological Perspectives
• Psychological Perspectives
• Supporting Individuals with Additional Needs
• Nutritional Health
• Work Experience in Health and Social Care
• Physiological disorders and their care
BTEC Information Technology

BTEC Level 3 National Diploma in Information Technology

Key Information
Type: Applied General qualification
720 Guided Learning Hours
Equivalent in size to two traditional A Levels.
Content: 8 units of which 6 are mandatory and 3 are external.
  • Mandatory content (83%)
  • External assessment (46%)

The qualification is a two-year, full-time qualification designed for Post-16 learners where IT is the main interest of learners, but allows time in a study programme for a further BTEC Level 3 National Extended Certificate in Business to be taken alongside this.

The objective of this qualification is to give learners the opportunity to develop their knowledge and skills in IT. Learners study the relationship between hardware and software, managing and communicating information and data, and the principles of designing and developing digital technologies and processes to support organisations. The additional mandatory units that this qualification includes are Unit 9: IT Project Management and Unit 11: IT Cyber Security and Incident Management (synoptic).

This qualification also includes optional units (selected by the Academy), covering areas such as data modelling and analytics, mobile internet technologies, creative technologies and enterprise for IT.

This will allow progression to a variety of degrees when combined with the Level 3 National Extended Certificate in Business qualification.
BTEC Mechanical Engineering

The qualification is a two-year, full-time qualification designed for post-16 learners preparing for roles in mechanical engineering, for example mechanical engineering technician or mechanical fitter but allows time in a study programme for a further A Level subject to be studied alongside this.

Type: Tech Level Qualification
720 Guided Learning Hours (985 TQT)
Equivalent in size to two traditional A Levels.
Content: 10 units of which 5 are mandatory and 2 of which are externally assessed.
• Mandatory content (58%)
• External assessment (33%)

Engineering covers a broad variety of roles and it involves the application of scientific principles and practical knowledge to transform ideas and materials into products and systems safely and support them during their lifetime. This qualification has a focus on a broad range of engineering specialist areas including electrical and electronic, mechanical, and others for example manufacturing.

Learners study seven mandatory units including the following topics:
• Engineering principles and mathematics
• Health and safety, team work and interpreting and creating computer-aided engineering drawings
• Microcontroller systems design and programming
• Calculus to solve engineering problems.

Through the optional units, learners will study a mix of electrical/electronic, mechanical and other engineering specialist areas. They could include: electronic devices and circuits, electronic measurement and testing of circuits, behaviour of metallic materials, maintenance of mechanical systems, programmable logic controllers, secondary machining processes.

The content of this qualification has been developed in consultation with employers and professional bodies to ensure relevance to current industry practice in engineering occupational disciplines. In addition, academics have been consulted on the content development to ensure that the qualification supports progression directly on to an apprenticeship or employment as an engineering technician, or can choose to progress to higher education to study for an engineering degree (or specialist engineering subject such as aeronautical engineering).
Kingshurst Academy is working with Solihull Moors Football Club in providing the Football Academy. This initiative began in September 2017 and it has proved to be highly successful. Most students who wish to join the scheme will study a Level 3 BTEC in Sport or Sport and Exercise Science or a suite of A-Level qualifications. Other students may be able to study a variety of Level 3 BTEC qualifications ranging from Extended Diplomas to Certificates dependent upon timetable constraints. These lessons will take place during the mornings leaving the afternoons free so that the high level coaching from Moors’ strong team of coaches can take place on the extensive and impressive sports facilities at the Academy. Solihull Moors Football Club will ensure that each student is part of one of a number of squads playing weekly, competitive fixtures. Students will also be provided with individualised nutritional programmes and there will also be the opportunity for them to develop their fitness levels through the provision of gym and swim passes. Everything is being geared towards the youngsters being highly successful both in the classroom and on the football pitch. The Academy is extremely proud of its Post 16 academic results that are always impressive.

All students wishing to join the Football Academy will need to apply to take an academic course at CTC Kingshurst Academy and also take part in the practical football trials which take place during the Spring Term. Working with such a successful and local football club will only enhance the opportunities available to the youngsters.

Josh Endell, photographed on the Academy’s 3G football pitch. Josh played for Solihull Moors’ first team this season at the age of 16 Years before joining the Football Academy in September 2017. He has subsequently been signed by Coventry City Football Club.
BTEC Sport and Exercise Science

The qualification is a two-year, full-time qualification designed for post-16 learners who want to continue their education through applied learning, and who aim to progress to higher education and ultimately to employment, possibly in the sport and exercise science sector and may be delivered for some students in conjunction with the Solihull Moors Football Club Academy.

Key Information
Type: Applied General Qualification
1080 Guided Learning Hours
Equivalent in size to three traditional A Levels.
13 units of which 7 are mandatory and 4 are externally assessed.
• Mandatory content (67%)
• External assessment (42%)

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers and professional bodies have also been involved and consulted to confirm that the content is appropriate and consistent with current practice for learners choosing to enter employment in the sport and exercise science sector.

The qualification gives learners the knowledge, understanding and skills that underpin study of the sport and exercise science sector, and gives learners additional breadth and depth to prepare them fully for further study or training. This includes the opportunity for learners to study several topics from a selection of options (determined by the Academy) reflecting progression in sport and exercise science. Learners will study seven mandatory content areas. These are:
• Applied Research Methods in Sport and Exercise Science
• Applied Sport and Exercise Psychology
• Coaching for Performance and Fitness
• Field and Laboratory-based Fitness Testing
• Functional Anatomy
• Nutrition for Sport and Exercise Performance
• Sport and Exercise Physiology

The final third of the qualification comprises of units have been designed to support progression to sport and exercise science courses in higher education, and again, are determined by the Academy. The additional content areas may include:
• Research Project in Sport and Exercise Science
• Physical Activity for Individual and Group-based Exercise
• Sociocultural Issues in Sport and Exercise
• Specialised Fitness Training
• Sports Injury and Assessment
• Sports Massage
• Technology in Sport and Exercise Science.
BTEC Sport

The qualification is a two-year, full-time qualification designed for post-16 learners, to be delivered in conjunction with either the Solihull Moors Football Club Academy or an additional A Level subject of study. For students who study an additional subject, the qualification is aimed at learners looking to progress to higher education in this sector.

Key Information
Type: Applied General Qualification
720 Guided Learning Hours
Equivalent in size to two traditional A Levels.
Content: 9 units of which 6 are mandatory and 3 are externally assessed.
• Mandatory content (75%)
• External assessment (45%)

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education (when delivered alongside an additional A Level). Employers and professional bodies have also been involved and consulted to confirm that the content is appropriate and consistent with current practice for learners who may choose to enter employment directly in the sport sector.

The mandatory content allows students to concentrate on the development of their practical skills and the broad knowledge required for entrance into higher education programmes in sport.

Learners will study six mandatory units:
• Unit 1: Anatomy and Physiology
• Unit 2: Fitness Training and Programming for Health, Sport and Well-being
• Unit 3: Professional Development in the Sports Industry
• Unit 4: Sports Leadership
• Unit 22: Investigating Business in the Sport and Active Leisure Industry
• Unit 23: Skill Acquisition in Sport.

In addition, learners will then study three further units from a range of optional units (selected by the Academy) that have been designed to support progression to a variety of sport courses in higher education and to link with relevant occupational areas. These may include:
• Sports Psychology
• Practical Sports Performance
• Coaching for Performance
• Sports Event Organisation
• Sports Performance Analysis
BTEC Travel and Tourism

BTEC Level 3 National Diploma in Travel and Tourism and designated one day per week of high quality work experience at The Hilton Metropole Hotel, NEC.

Key Information
Type: Applied General qualification
720 Guided Learning Hours
Equivalent in size to two traditional A Levels (successful students will have the opportunity to complete the one traditional A Level in Year 13 when completing a work placement at the Hilton Hotel).
Content: 8 units of which 6 are mandatory and 3 are external.
- Mandatory content (83%)
- External assessment (45%)

The qualification is a one-year, full-time qualification designed for Post-16 learners who want to progress to employment and can support application to related programme at higher education. The content of this qualification relates directly to the skills and understanding needed for further study in travel and tourism and has been developed in consultation with higher education, in addition to employers and professional bodies in order to confirm that the content is appropriate and consistent with current practice. The opportunity to spend one day per week at the Hilton Hotel greatly enhances the vocational quality of the course. Students will work in a variety of departments within the hotel. Students who are successful in Year 12 will then have the opportunities to potentially:

a) Gain full-time employment at The Hilton Hotel
b) Join an Apprenticeship at the Hilton Hotel
c) Complete the Extended Diploma (three traditional A-Level equivalent) by studying for a further year at CTC Kingshurst Academy for one day per week.

The qualification studied during Year 12 includes six mandatory units, in part covering the following content areas.

- The travel and tourism industry – the travel and tourism industry in the UK is growing and is of major importance to the economy. Learners will develop the skills needed to examine, interpret and analyse a variety of statistics that measure the importance of tourism to the UK.
- Different types of destinations and their importance – learners will investigate the features and appeal of global destinations.
- Customer service – learners will explore and apply ways of managing internal and external customer experience to support organisational success and develop their customer service skills.

This qualification also includes optional units (selected by the Academy), covering areas such as marketing in travel and tourism, events, conferences and exhibitions and work experience in Travel and Tourism.
What will I study?

The BTEC Diploma in Uniformed Services is targeted at learners who would like to gain employment in the uniformed public services sector. It is suitable for individuals who would like to enter employment in either an operational role or in an office-based role supporting these services. This qualification gives learners the skills they need to understand the uniformed public services sector. The qualifications can also contribute towards applications for higher education (alongside an additional A level) anwhere learners can pursue public services or specialist public service qualifications, for example a foundation degree or degree-level qualifications.

Core Units may include:
- Governments, policies and the Public Services
- Team Leadership in the Public Services
- Citizenship, Contemporary Society and the Public Services
- Team Development in Public Services
- Understanding Discipline within the Uniformed Public Services
- Diversity and the Public Services
- Physical Preparation and Fitness for the Uniformed Services
- International Perspectives for the Uniformed Public Services

Specialist Units may include:
- Outdoor and Adventurous Expeditions
- Skills for Land-based Outdoor and Adventurous Activities
- Skills for Water-based Outdoor and Adventurous Activities
- Crime and its Effects on Society
- Command and Control in the Uniformed Public Services
- The Planning for and Management of Major Incidents
- Responding to Emergency Service Incidents
- Uniformed Public Services Employment
- Understanding the Criminal Justice System and Police Powers

Further qualifications can be gained while attending the academy which will support future aspirations and personal development. This past year students have managed to gain a First Aid qualification, Food Hygiene certificates, Health and Safety certification and various other National Governing Body Award.

How will I be assessed?

All assessment is internally assessed by a teacher through a portfolio of work produce by the student for each unit that they study. The method of assessment will be varied according to the nature of the qualification being studied and will range from formal assignments, to delivering a presentation or being observed. There are no exams.

Case study

Sam Tranter achieved a DDM grade for Uniformed Services in 2013. This grade has enabled him to fulfil one of his ambitions of joining the Royal Navy.
A Level General

Things you need to know before making your final A level choices
Whether you’ve already decided your A levels for next year or you’re struggling to decide, here is some useful advice to help you make the right A level choices.

1. A levels are a lot harder than GCSEs

The reason you take a particular subject at A level will come down to one (or more) of these three scenarios (usually):
• you need it to pursue a particular career
• it’s a subject you enjoy and are good at
• it’s a subject you’ve not studied before but you think will suit you

Either way, be prepared for a big jump in the level of difficulty when you transition from GCSE to A level (or any other Advanced level qualification for that matter). You’ll also see differences in the way you’re taught and in what is expected of you.

2. Taking certain ‘facilitating’ subjects at A level will open up more university course options
Want to go to university but don’t know what you’ll want to study? You’re not alone!

Keep your future options wide open when choosing your A levels by selecting a smart mix of the most commonly asked-for subjects in university entry requirements, known as ‘facilitating’ subjects. These subjects are:

• Biology
• Chemistry
• English
• Geography
• History
• Maths
• Modern and classical languages

The more of these you choose, the more courses at university will be open to you!
3. Certain university courses will look for specific A levels

This is really important if you have a particular degree in mind. You won’t be able to apply to some degree courses without having taken some specific A levels (and achieving the right grades in them too, of course).

Below are a few examples to give you an idea of what to expect

- Pharmacy must have: chemistry, plus at least one from biology, maths and physics
- English must have: usually English literature, maybe English literature and language or English language
- Geology / earth sciences must have: at least two from maths, physics, chemistry and biology
- Economics sometimes need: maths, very rarely do you need economics

For more guidance on what to study at A level to go on to particular degree subjects log on to www.ucas.com. UCAS stands for the “Universities and Colleges Admissions Service” – it is the organisation responsible for managing applications to higher education courses in the UK.

Tip: Check out the full entry requirement details for a handful of courses across different universities to make sure you’re ticking all the boxes with your subject choices.

4. Some courses and unis have lists of subjects they don’t accept

Particular courses – take, for instance, an architecture course at the University of Bath – will view certain A levels as less effective preparation for university studies than others. Similarly, some universities – such as the University of Sheffield – actually list which A level subjects they prefer. Others, like the London School of Economics and Political Science (LSE), have ‘non-preferred’ subject lists.

If your subject choices do not match up, you should not necessarily discount the course, or be put off from taking a creative or vocational A level subject you’re really interested in.

Taking a subject such as history of art, economics, geology, government and politics, media studies, psychology, religious studies and sociology in conjunction with at least one (ideally two) of the ‘facilitating’ subjects listed above should not be an issue, if you get the grades.
5. Research your options - know myth from reality

Do not take everything you hear at face value – the reality might be quite different.

Say you’ve heard that you have no chance of getting on to an ultra-competitive law course at the University of Durham because it doesn’t accept psychology A level. Well, Durham Law School proactively states on its website that ‘we do not make offers in respect of critical thinking or general studies, but we are otherwise unconcerned by the subjects you take.’ Couple that with a closer look at what A-levels current students on the course took – in this case you’ll find that 14% of students studying law at Durham arrived with A-level psychology! It’s always worth investigating things yourself so you get the full picture.

A university may view you differently from another candidate based on other factors such as extra-curricular interests or your portfolio. Don’t rely on pre-conceived assumptions or what you hear through someone else from their experience. Double check your facts!

6. Many unis and courses will consider you whatever you choose

Question: Accountancy, anthropology, archaeology, banking, business studies, classical civilisations, hospitality, information science, law, management, marketing, media studies, philosophy, politics, psychology, public relations, religious studies/theology, retail management, social work, sociology, surveying, television, travel and tourism… What do these subjects have in common?

Answer: They will all consider a very wide range of A level choices and do not normally have essential subject requirements! So don’t get too bogged down in essential A levels you have to take.

Remember...keep in mind that the structure of A levels has been changing in the last two years. Under the new system being introduced, all A level exams will take place at the end of Year 13, with no marks from AS levels (if you take these) contributing to the overall final grade.

Across the board, there will also be less coursework and fewer practical assessments under the new system - making that exam revision all the more important. Grades will continue to be awarded on an A*-E scale.

We will be offering the following A levels.

- English Literature
- Mathematics
- Biology
- Chemistry
- Geography
- History
- Spanish
- French
- Art
- Psychology
- Textiles and Fashion
- PE
- Media
- Business

* Please note that inevitably there are some timetable constraints and as such not all combinations of subjects are possible. We will however do our best to accommodate the majority of individual needs.
Destinations & UCAS Tariffs for all courses

Students achieve ‘UCAS points’ as a result of completing their respective BTEC Extended Diploma or A level qualifications. The amount of ‘points’ that are achieved depend upon the overall grade secured by the individual. A ‘tariff’ is published by UCAS to ensure that students, parents and carers are made aware of the how well they are required to perform in order to achieve a given amount of ‘points’.

In order to familiarise you with the tariff points that can be achieved via the BTEC Extended Diploma and A level qualifications that we offer an overview has been provided below. In addition to this information, we have taken the liberty of comparing this to equivalent points that could be achieved through a 3 A level pathway in order for the relative worth of our qualifications to be fully determined.

<table>
<thead>
<tr>
<th>BTEC Grade</th>
<th>Tariff points</th>
<th>Equivalent to achieving the following Tariff points at A-level</th>
</tr>
</thead>
<tbody>
<tr>
<td>D<em>D</em>D*</td>
<td>168</td>
<td>A<em>A</em>A* (168 Tariff points)</td>
</tr>
<tr>
<td>D<em>D</em>D</td>
<td>160</td>
<td>A<em>A</em>A (160 Tariff points)</td>
</tr>
<tr>
<td>D*DD</td>
<td>152</td>
<td>A*AA (152 Tariff points)</td>
</tr>
<tr>
<td>DDD</td>
<td>144</td>
<td>AAA (144 Tariff points)</td>
</tr>
<tr>
<td>DDM</td>
<td>128</td>
<td>ABB (128 Tariff points)</td>
</tr>
<tr>
<td>DMM</td>
<td>112</td>
<td>BBC (112 Tariff points)</td>
</tr>
<tr>
<td>MMM</td>
<td>96</td>
<td>CCC (96 Tariff points)</td>
</tr>
<tr>
<td>MMP</td>
<td>80</td>
<td>CDD (80 Tariff points)</td>
</tr>
<tr>
<td>MPP</td>
<td>64</td>
<td>DDE (64 Tariff points)</td>
</tr>
<tr>
<td>PPP</td>
<td>48</td>
<td>EEE (48 Tariff points)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A-level</th>
<th>Tariff points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>56</td>
</tr>
<tr>
<td>A</td>
<td>48</td>
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<tr>
<td>B</td>
<td>40</td>
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<tr>
<td>C</td>
<td>32</td>
</tr>
<tr>
<td>D</td>
<td>24</td>
</tr>
<tr>
<td>E</td>
<td>16</td>
</tr>
</tbody>
</table>

“students consistently make good progress.” OFSTED March 2017
Careers

At CTC Kingshurst Academy we are determined that all of our students are able to access advice and guidance regarding their career pathway throughout their time in Post-16.

We are committed to ensuring all of our students make the appropriate choices in Year 13 so that they move on with a suitable place at university, employment or further training.

As part of this commitment our careers information and guidance support begins with AGI activities, talks in assemblies and events.

Approximately 60% of our Post-16 students apply to higher education and the process of looking at routes after Post-16 begins in February of Year 12 with our Futures Day. This is followed up in the Summer Term with a Your Future event aimed at Parents and Students. There are talks from local universities and apprenticeships organisations at this event.

All students in Year 12 are given the opportunity to attend the UCAS Convention in June to target suitable universities. Our Careers Co-ordinator oversees the UCAS process and talks to students individually and in small groups about their subject choice in order to identify an appropriate university course and specific entry requirements including references, interviews, additional tests and entry requirements.

For students who are interested in applying for Teaching, Nursing, Midwifery, Art and Fashion, Music, Oxford and Cambridge, Medicine, Veterinary Science, Dentistry and Law there are additional sessions for students to discuss the application process for these subjects.

In October of Year 13, Curriculum Day is dedicated to students finalising their UCAS forms and members of staff from local universities are on hand to give support with interview techniques. There are dedicated sessions for students seeking employment or apprenticeships which include applications, cv support and interviews.

For students who do not plan to go to university there is the opportunity for students to investigate employment routes, apprenticeships, gap years and volunteering with a careers interview with our careers advisor and our Careers Co-ordinator.

Careers education and guidance are effective in the sixth form. All students receive independent advice and individual support. OFSTED March 2017

Rowlands Trust Scholarship

Amarah Simms
BTEC Extended Diploma in Fashion & Clothing

I studied BTEC Fashion and Clothing. I really enjoyed the course and it definitely helped me prepare for university. I could not have achieved what I have without the support from the staff at the academy. They taught me everything I know and pushed me to be the best I could. Preparation lessons for university were given which really helped when it came to my interviews. I was even able to work with Birmingham City University students, as we did a joint textile art piece for Thinktank, this opportunity gave me an advantage when applying to universities as it showed I was able to work in a team and also work to a university standard.

I studied design at Birmingham City University and chose to specialise in embroidery. I really enjoyed the course and learnt lots of new techniques as well as finding out a lot about the textile industry. However I don’t think I would have been able to do this course to the best of my ability if it wasn’t for the Rowland Trust Fund, it helped me out a lot. Textile design is an expensive course due to buying good quality equipment, materials, printing money, as well as travel money to go back and forth. BCU also expect students to travel to London regularly to visit exhibitions so the Rowland trust money has helped to put towards all these things. I am really grateful that I was chosen to receive the fund.

Amarah Simms, Textile Design, Birmingham City University
I completed my studies in 2014, my favourite subjects were English, History and Psychology. Post-16 was challenging but it really prepared me for university. I find researching, referencing, writing essays and revising for exams a lot easier than others on my university course. I was supported a lot with my university application, from choosing universities to having valuable help with my personal statement. During my time at the academy I took part in the Student League of Nations in Geneva, which was an amazing experience.

I decided to study University of Gloucestershire studying Law. My first year was a lot easier than I thought it would be and I have Post-16 to thank for that.

The Rowland’s Trust money helped me buy a few essentials for university: text books, the latest Microsoft Office, all-in-one printer and cartridges and a TV license as well as travel expenses.

I have successfully completed my Law degree and am about to embark upon my career as a Civil Servant.

*Katie Griffiths, University of Gloucestershire – Faculty of Law Christmas Ball*
Student Perspective

The Post-16 at CTC Kingshurst Academy is made up of a wonderful community of students and teachers.

The academy’s modern facilities mean that you can truly get the most out of your course. Whether it’s spending time in one of the Apple Mac editing suites on the Creative Media Production course, or in a fully equipped workshop for use on the Mechanical Engineering course, there is something for whatever you choose to study. The academy is unique in the fact that it offers both BTEC and A Level qualifications, meaning that whatever your goal is, whether it be University or an apprenticeship, there is a course to suit you.

There are plenty of opportunities to get involved with extra-curricular activities, and the academy is excellent at facilitating these, and the academy encourages students to take part in a new experiences. In addition to this, the college’s connection to the Lions’ organisation also allows students to gain recognised qualifications and experiences through Young Leaders in Service and the Lions’ Young Ambassador of the 21st Century award. The encouragement from the academy to get involved with extra-curricular activities and volunteering give students a chance to expand their CVs and make their applications and personal statements stand out, as well as becoming more well-rounded individuals. Helping the community, within college and the surrounding area, develops valuable skills and can hone new interests. The satisfaction that comes with helping others is another great benefit. Those with ambition even have the opportunity to make a global difference, with trips to Zambia (to undertake voluntary work with a Zambian school that has links to the college) and Geneva, Switzerland (to participate in debates held by the Students’ League of Nations in the UN Building).

The support given to students, both academically and emotionally, is outstanding. Staff at the academy are approachable, and are happy to do everything they can to ensure that students are comfortable, content and coping with their studies. Student wellbeing is at the heart of the academy’s values, and the importance of physical and mental health is promoted, as well as the benefits of being a successful and independent learner.

The CTC Kinghurst Academy has a notable alumni, which expands year on year, as more students and ex-students reach their goals in the world of work and further study. Many of the ex-students attribute their success to the things they did whilst attending the academy, and that the experiences they had during college are what have helped to shape their future.

It is often said that you get out what you put in, and the academy is no exception. With the right attitude, the academy can open up so many doors for you, and can allow you to gain a wealth of skills and experiences. The academy rewards you for pushing yourself and reaching your full potential, to the point where it becomes second nature to seize every opportunity that you are given. As an ex-student myself, I can honestly say that studying at the academy has shaped who I am today, and made me even more determined to be the best person that I can be. I can think of no better place to spend your college years.

Phoebe Knowles
Studying Film and TV Production
University of York

Student Profiles

Chloe Griffiths
BTEC Health & Social Care

I studied the BTEC Extended Diploma in Health & Social Care. It was a challenging course which also incorporated ‘hands on’ work experience - this complimented the range of assignments that we covered in college and allowed me to put in to practice some of the things I had learnt in College. I achieved D*D*D*, the highest possible grade.

After taking a gap year and working for Age Concern I finally decided that Adult Nursing was definitely my career choice. Post-16 still supported and advised me with my UCAS application and I was accepted for a January 2014 intake to study Adult Nursing at the University of Wolverhampton, Burton-on-Trent campus. The course is demanding but luckily the lecturers and Practice Team are as supportive as they were at the CTC Kingshurst Academy.

I felt confident when on my placements and I am sure that the valuable work experience I had to do as part of my BTEC and my time at Age Concern has helped. As a student nurse my placement opportunities included; Community & District nursing, Rehabilitation wards, Outpatients and Theatre and Orthopaedics.

I enjoyed being a student of the University of Wolverhampton and was made a member of the Professional Forum, where I attended meetings with the Director or Nursing, Matrons, Sisters and Staff Nurses to represent Student Nurses and voice our views and opinions. I feel that the academy and University of Wolverhampton both provided excellent learning opportunities and support, enabling their students to achieve their qualifications.

I have completed my adult nursing degree with first class honours and am currently working as a palliative care nurse.
Marinos Papageorgiou  
BTEC IT & Business with Biology

The main reason as to why I decided to do a BTEC was simple as I already knew that I would like to be involved with the business industry. The opportunity to study IT as well as Business was brilliant as all businesses rely upon computers so furthering my knowledge in computing/IT will certainly benefit me later on in life.

For my future, I am going to University to study a degree in Business Management. It is key to study and obtain your education in order be able to progress up the career ladder and secure a job in the sector that you like. Initially, doing a BTEC and an additional subject seemed to be very hard, it was a challenge to be able to focus on two different courses as my timetable did not always allow me to attend my biology lessons. However I was quickly able to combat this issue and worked harder in my free periods and outside of college to make up for it.

Overall, I coped very well with a BTEC and an extra subject as I managed my time effectively to ensure that I achieved the best possible results in my BTEC and also to do well in my Biology exams and coursework along with the help from my teachers. My time in post-16 was amazing and I thoroughly enjoyed it. I am happy that I made the choice to continue at the academy rather than going somewhere else; the help that I have had from my teachers has been exceptional and has helped me to achieve the best results.

Application Process

All students are required to complete and submit an online Post-16 Application Form. It is the students’ responsibility to ensure that the form is filled in correctly and must include their nominated referee. On receipt of their completed application form an online reference will be obtained from their referee.

What happens after I submit an online application to Post-16?

Your application form will be processed on receipt and you will be invited to attend an interview. You will be advised of your interview date and time via letter.

What happens next?

On completion of your interview you will be:

1. Issued a letter to formally offer you a place based upon meeting the entry requirements (refer to entry requirements).
2. Informed that you will be made a conditional offer for the course in which case you will receive your offer letter at the end of your interview or via post.
3. Informed that you have been unsuccessful in gaining a place.

www.ctckingshurst.academy/post-16/post-16-apply-online/
K2 development is a work based learning provision for the academy offering qualifications in Business Enterprise and construction as well as pre-apprenticeship programmes for Post-16 students. Courses offered include: Customer Services, Business Administration, Construction, Engineering, Warehousing and Storage, Hairdressing, Sport and Hospitality & Catering. Short courses include Health & Safety, Food Hygiene and First Aid.

Deliver quality | Support the journey | Believe in the dream

Getting to CTC Kingshurst Academy by bus

our services for pupils at CTC Kingshurst Academy:

- **55** buses up to every 7-8 minutes for pupils living in city centre | Saltley | Washwood Heath | Kendrick Avenue | Shard End
- **71** buses up to every 15 minutes for pupils living in Solihull | Sheldon | Garretts Green | Castle Vale | Sutton Coldfield
- **72** buses up to every 30 minutes for pupils living in Solihull | Sheldon | Garretts Green | Chelmsley Wood | Castle Bromwich | Bromford city centre
- **94** buses up to every 7-8 minutes for pupils living in city centre | Saltley | Fox & Goose | Castle Bromwich | Auckland Drive | Chelmsley Wood
- **97** buses up to every 4 minutes for pupils living in city centre | Bordesley Green | The Mackadown | Chelmsley Wood | Helmswood Drive
- **966** buses up to every 30 minutes for pupils living in Solihull | Chelmsley Wood | Castle Bromwich | Erdington
Closing statement

I hope you have enjoyed looking through our prospectus in order to find out a bit more about our Post-16, in addition to experience, facilities, opportunities and qualifications that we offer.

As a highly experienced and well established post-16 centre of over twenty years within the area, we take great pride in what we do and the experience that we offer to our students and are proud to deliver such well-respected and long-standing qualifications that contribute towards making us the largest school-based Post-16 in Solihull.

Our Post-16 students are a community of phenomenal individuals who continue to inspire both the lower school students in addition to myself with their respective achievements in securing places through an impressive range of university courses, gaining access to well recognised apprenticeships or indeed securing employment upon the completion of their qualification.

It is of little surprise that the student body as a whole, and in particular, the student union, have played an integral role in the design of their new Post-16 facilities within the academy that have recently seen them take ownership of an outstanding common room, equipped with its own serving area and flat screen TV, in addition to soft seating and leather sofas in order for our hard working students to relax amidst the more serious aspects of their related studies. Students have also benefitted through the acquisition of their own dedicated Post-16 study room and the continuation of the excellent iPad initiative that has empowered students to achieve within their qualifications in addition to becoming more effective independent learners.

When students complete their time here with us, not only do they progress and achieve well, they also possess the resilience and skills to ensure that they are fully prepared to face the rigours of the wider world.

I take great pleasure in inviting you to revisit this prospectus to affirm what the CTC Kingshurst Academy has to offer and extend a warm welcome to you to contact me directly should you require further clarification or support as you consider the very important next step in your education and journey towards fulfilling your aspirations. Whatever these may be, I am confident that the BTEC Extended Diploma or A Levels can play a significant role in enabling you to reach them.

John Bowers
Director of Post-16
Post-16

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