



Information Handbook for Parents & Guardians

Academic Year
2009-2010

Introduction

Our aim at Wyke is for all students to achieve their potential. We encourage students to work hard throughout their courses; we set targets for achievement and teachers and tutors will review progress and keep parents informed. Below we give some information about these activities and processes: more detail is given in the extracts from the Student handbook. We believe the role of parents is of the utmost importance, and we will inform you of your son/daughter's progress. If there are problems, we will contact you concerning specific difficulties. Your support is valued by the college and we welcome any views you may have about your son/daughter's education at Wyke.

Contents

- 1. Reviews and Progress checks**
- 2. Key events timeline**
- 3. Grades used in Reviews**
- 4. Deadlines and Time Management**
- 5. The Importance of Being There**
- 6. Extracts from the Student Handbook**

1 Reviews and Progress checks

At set times of the year teachers and tutors review your son/daughter's progress. We call the first of these a Progress Check and it is largely an internal process in which departments meet to discuss any problems that students may be having. If we think it appropriate we will write to parents to express these concerns. However our approach is to work with students directly in the first instance. Later in the year we have College Reviews. These are one-to-one interviews in which teachers use a range of information to support discussions on achievement and effort. As part of the review each student is able to note actions for improvement and particular targets in their handbook.

2 Key events timeline

Date	Key events: including Reviews and Progress checks
September/ October 2009	<u>Progress check</u> College Departments meet to discuss student progress and to also to determine whether the student would benefit from additional learning support. Any particular problems are discussed with students and their (Personal) Tutors. Parents are contacted if appropriate.
October/ November	<u>Review 1</u> Students have one to one discussions with teachers about progress. For students on an advanced course, GCSE grades achieved in school are used to provide a 'minimum target grade' for each subject. Students use the discussions to plan their next steps for improvement. Parents will receive a copy of the Grade Collection information that is used in the subject discussions. Students will be discussing their overall progress at College with their (personal) Tutor.
26 November & 1 December 2009	Consultation Evenings. These are an opportunity to discuss the Student Review with your daughter/son's tutor and teachers. We encourage students to be present for these meetings.

January	Many students will have modular examinations
March 2009	<p><u>Review 2</u></p> <p>Subject teams meet to assess student progress. In some cases the results of the external examinations taken in January will become available and these too feed into the review process.</p> <p>Both subject and (personal) tutors discuss progress with students who then note targets and actions for improvement.</p>
23 and 25 March 2010	<p>Consultation Evenings. Again we welcome your presence at one of these to talk through any points that may help your son/daughter be successful.</p> <p>Students should have a revision timetable for exams or a plan for completing assignments in good time for the summer examinations.</p>
April 2010	Students on single year courses are interviewed about their aims for the following year. Students on Advanced courses indicate their preferred programme for their second year. This will be confirmed or revised in August after the results have been issued.
May/June	Examination season.
June	Parents' Information Evening for students planning to apply to university (how the process works and finance issues)

During the second year of an advanced programme:

<p>September/ October 2010</p>	<p>Subject teams review student progress at the beginning of the second year and take action to support students as they make the transition to their second year of study. Once again parents may be contacted if we have any particular concerns.</p> <p>Many students will be applying to University at this time and Tutors will be checking the final copy of their UCAS application or looking at progress on job search, CV and personal statements. The internal deadline for UCAS applications is mid October.</p> <p>Oxbridge applications must be submitted by the end of the first week in October.</p>
<p>November/ December 2010</p>	<p>Reviews and Consultation Evenings.</p>
<p>January 2011</p>	<p>Many students will have modular examinations</p>
<p>March 2011</p>	<p>Again, subject teams meet to assess student progress. In some cases the results of the external examinations taken in January will become available and these too feed into the review process</p> <p>Both subject and (personal) Tutors review progress and students note targets for improvement.</p> <p>Students should have a revision timetable for exams or a plan for completing assignments in good time for the summer examinations.</p>

3 Grades Used in Reviews

How we work out the Target Grade (level three students)

It is important that a target means something real to a student; otherwise it is simply something that we expect of them rather than it being a genuine target to which they aspire. We use two approaches in setting target grades: both of these use national databases which link final advanced level performance, to prior achievement at GCSE level. We set students a **minimum target grade**, but we expect them to set for themselves (with our guidance) their own target grade. This may well be (and should be) a more demanding grade. The grades used in the Review process are outlined below, (note the wording is directed at students as this section comes directly from their handbook):

MTG	<i>The minimum target grade (this is for level 3 courses) is the minimum grade you should be working towards. It is a challenging minimum. It is based on an analysis of students who have a similar set of GCSE (and BTEC) results to yours and who have set their sights high and worked hard to exceed this minimum. Grades used – A-E or P, M, D (Pass, Merit, Distinction) for some vocational courses.</i>
CG	<i>The current grade is the grade which, in the judgement of the teacher, will be obtained if you continue to work at the level that you are currently. It is a prediction: if you keep on working as now, and have been recently, you will probably get this grade.</i>
EG	<i>The effort grade is the teacher's judgement of the amount of effort you are putting into your studies. You will discuss this with your teacher. It is based on the evidence the teacher has of your involvement in lessons, and the time and energy you seem to be putting into homework etc. 1 Exceptionally high, 2 Above level expected, 3 As expected, 4 Below expected</i>
Avg GCSE	<i>Average GCSE points achieved by the student prior to starting course (A*=8 to G=1) BTEC First Diploma – Pass = CCCC, Merit = BBBB, Distinction = AAAA.</i>
TG	<i>The target grade is the grade that you set your sights on at each review during the year. The bottom line is the minimum target grade. From there you should raise your aim as you progress.</i>

4 Deadlines and Time Management

'Failing to plan is planning to fail'

Many of us need prompts if we are to keep on top of our work. And students are the same. One of the ways parents can help is to take an interest in their daughter/son's course and progress. It is very important that students organise themselves to complete work to given deadlines.

There will be some 'pressure points' during a student's time at Wyke, perhaps when deadlines coincide or as examinations loom. It is important that students prepare for these through sensible planning and spread their workload to avoid leaving too much work to the last minute. Please note, if your son/daughter feels under pressure with too many deadlines at the same time, it is important that they talk to the subject teacher and personal tutor.

5 The Importance of Being There.

Students do need full attendance at College if they are to fulfil their potential. And, as many courses include coursework (up to 100% in some programmes) and almost all subjects include examination work, we think it vital that students have the maximum time with teaching staff. Any disruption to attendance should be kept to a minimum, (students should not take holidays in term time). We do not give study leave during the January exam period, and in the summer we continue lessons until as late as possible; right up to the examination for some subjects. We find this gives us the opportunity to give students assistance with revision.

Advanced level students must return to college at the end of first year exams. During the final few weeks of the summer term teachers will be preparing for the second year. In addition our Higher Education preparation programme will be providing students with essential information to help with UCAS applications.

It is important therefore that students do not arrange to go on holiday until after Thursday 15 July 2010.

PLEASE NOTE

If you have any concerns about your son/daughter's progress at college you can make an appointment with their Personal Tutor at any time. If you are dissatisfied in any way with the college please contact the Principal, Dr Richard Smith

For further information contact:

Your son/daughter's Personal Tutor

Debbie Crowe - Student Guidance Manager

Your son/daughter's Division Head

Ian Taylor - Vice Principal

During the course of your son/daughter's stay at Wyke, we would expect to keep you informed by way of the following means of communication:

- Principal's letter at the start of the year
- College newsletters – produced each term
- Invitation to Consultation Evenings – twice a year
- Information relating to Aimhigher and HE/Careers events as required
- Individual letters of concern regarding progress check, subject review or attendance
- Copies of letters sent to students regarding changes to timetables, appointments with Division Heads
- Corporation parent nominations and voting
- Meeting for parents of new students
- Details of trips/visits

Extracts from the Student Handbook

Timetable Structure

Dates for 2009-10

Contact Details

Welcome from the Principal

Getting the Most from Wyke

Reviews & Target-Setting

Student Guidance Service

Careers Education & Guidance

Learning Support

Frequently Asked Questions

Financial Support

EMA & ALG

Attendance Guidelines

Examination Entries

Useful Organisations & Resources

Who's Who

Higher Education Preparation Programme

Equal Opportunities

College Charter

Disciplinary Procedure

TIMETABLE STRUCTURE 2009 - 2010

	Monday	Tuesday	Wednesday	Thursday	Friday	
08.45	Briefing	Briefing	Briefing	Briefing	Briefing	08.45
09.00	C2	A1	D1	E1	B1	09.00
10.00				Support (E)		10.00
10.15	Support (C)	Support (A)	Support (D)	Support (F)	Support (B)	10.15
10.30	A2	B1	C1	F1	A1	10.30
11.00						11.00
11.15						11.15
11.30	B2	F1	E2	D2	E1	11.30
11.45						11.45
12.15						12.15
12.30						12.30
12.45	Lunch	Lunch	Lunch	Lunch	Lunch	12.45
13.00						13.00
13.15						13.15
13.45	F2	D1	F2	A2	C2	13.45
14.00						14.00
		C1			D2	
15.00	E2			B2		15.00
15.15			Activities			15.15
15.30						15.30
16.00						16.00

The thin grey bar between lessons indicates a five minute time allowance for travelling from one room to another.

A WELCOME FROM THE PRINCIPAL

Your College,

You have decided to make Wyke your college. I want your life to be enriched by that decision. I also hope – in fact, I trust that the college will be the better because you attend here.



But how do you make the place feel like it belongs to you? After all, you are new and the staff and some of the students know the place better – at the moment. The Student Association, who produce this handbook with the staff, is one important way of making the college yours. Get involved. Through it you can get social activity going; you can have your influence on the running of the college; you can debate the issues and join in with making the decisions.

The key to making Wyke belong to you and to make yourself belong to Wyke is to trust yourself to it. Be friendly to all the new people you meet – you will find that they will return that friendship. (If they can't then they're having some temporary problems with trusting themselves. They may be fearful of new situations. Give them time.) Get to know your tutor, the others in your tutor group, and all the people in your classes. Don't let any first impressions become barriers that stay up for the rest of your time here.

Trust yourself and your potential. Imagine. Go the extra step, do the extra reading, expect to do well and to understand. Get into sport, drama, music. Volunteer. Contribute. Lead.

This is a place of learning. It's good to know things.

Each day you should assure yourself that this is your college. In committing yourself to it you are committing to your future.

Dick Smith

A handwritten signature in black ink that reads "Dick Smith". The signature is written in a cursive, flowing style.

Principal
July 2009

GETTING THE MOST FROM WYKE

Wyke is a place for learning. The work you do will be demanding but you are following the courses you have chosen and we hope you enjoy them. We will help you through your studies. The atmosphere here is a friendly one and our expectations, like yours, are high. There is little need for rules because we expect students to be self-disciplined. Relationships are adult: people are reasonable and respect each other.

Wyke is a community. Like all communities, it has ways of working. Your essential everyday-activities, as part of this, are:

- Attend all lessons including tutorial and support sessions.
- Work to the best of your ability.
- Meet your deadlines.

GUIDANCE

Tutor Groups

You'll find 20 or more other students in your group. Your tutor keeps track of your progress, supports and guides you. You also have a Division Head who guides about a quarter of the students in the College. You visit them for further support, particularly if there are difficulties. You'll meet your Division Head early on. Keep a note of their name.

Learning Support and Mentors

These are people who can help you succeed at Wyke. They may help you to overcome difficulties that you have in studying or to help you organise your time better.

Monitoring Your Progress

Your tutor is a key support in assisting your progress and you should feel free to ask for guidance and help from yours. If you encounter difficulties your tutor may help by contacting others who can help such as Connexions, Mentors and your parents.

Careers and University

We have an excellent programme of guidance to steer you through applications of all kinds. We have staff who co-ordinate our careers and work experience programme and can provide direct assistance as well as liaising with our Connexions team; these are specialist advisers for post-16 students. Book appointments with the Connexions team, they can make a real difference!

Many of our students apply to University. We have an established programme that will guide you through this process and details are given in the Higher Education section. Any questions? See the Careers Co-ordinator.

GETTING THE MOST FROM WYKE

THINGS TO AVOID

- 1 **Absence**
Dental appointments, driving lessons etc can easily be made outside lesson times.
- 2 **Holidays in Term-Time**
Do not take holidays in term-time. Students who miss large chunks of work cannot make up the loss effectively.
- 3 **Lateness**
This will hinder your progress – it would not be acceptable in a job and it is not acceptable at College.
- 4 **Smoking**
The college is smoke free, inside and out. This includes vehicles parked in the college. The **only** place for smoking near the College is within the boundary of the rose garden. Smoking on site outside of this area will be considered to be a breach of your learner agreement.
- 5 **Alcohol and Recreational Drugs**
You will not be surprised to learn that we have strict policies on these which are available on request. In summary they say that you must not possess or be under the influence of either whilst on the college site. Your place at Wyke may be forfeit.
- 6 **Too much paid work**
We recognise that earning your own money has advantages, but we find that more than 8 hours a week of paid employment directly affects the grades you leave with. You certainly should not be taking paid employment during the College day.
- 7 **Inviting friends into the college**
The College is where students come to learn. Please do not invite friends onto the college site.
- 8 **Interruptions to Lessons**
This includes things like MP3 players and mobile phones: please ensure yours are turned off during lessons and study periods.
- 9 **Inappropriate behaviour**
Wyke has a friendly and constructive learning atmosphere, please help to keep it so.

Specific policies on college procedures are available on request.

GETTING THE MOST FROM WYKE

Your Timetable

We expect all of our students to be following full-time programmes of study. This enables you to have a structure to your day that provides the right mix of lessons, support and study periods to help you make the most of your ability. We will tell you if we think you are not spending enough time on your programme of study and help you to choose additional courses if appropriate.

Study Time

This is the time when you do not have a lesson. Use it to go to the library and use IT rooms and complete assignments and homework.

Homework

You should expect to spend roughly the same amount of time on homework as you have been timetabled for your lessons. A course that gives you four and a half hours in lessons needs four and a half hours of homework! Sometimes such work means doing what you know you should do rather than just doing what you have been set!

Finish what you start

We know it is important for you to enrol on the courses that are right for you: so once you have begun them we expect you to complete them. Your programme of study includes examined courses of many types along with tutorial sessions and enrichment courses. When you sign your enrolment form you are confirming that you will see them through to completion.

Celebration

We like to celebrate the success of our students: so when you have been successful in

- Your studies
- Sport
- Music
- Drama
- Community work

or in any other endeavour, we like to celebrate with you. We may do this in a number of ways: perhaps at our Awards Evening or through a lunchtime meeting with the Principal; maybe at the Sports Presentation night, or other event. Please be aware of these events and don't be surprised when we invite you!

DIARY & PLANNER

Key Dates for 2009-10

Autumn Term

Enrolment takes place from Tuesday 1 September 2009

New students start Wednesday 9 September 2009

Second year timetable starts Thursday 10 September 2009

Half Term

Close 4.00 pm Friday 23 October 2009

Return 9.00 am Monday 2 November 2009

Christmas Holidays

Close 4.00 pm Friday 18 December 2009

Return 9.00 am Monday 4 January 2010

Spring Term Monday 4 January – Friday 26 March 2010

Half Term

Close 4.00 pm Friday 12 February 2010

Return 9.00 am Monday 22 February 2010

Easter Holidays

Close 4.00 pm Friday 26 March 2010

Return 9.00 am Monday 12 April 2010

Summer Term Monday 12 April – Thursday 15 July 2010

May Day – Closed 3 May 2010

Half Term

Close 4.00 pm Friday 28 May 2010

Return 9.00 am Monday 7 June 2010

Close for summer vacation Thursday 15 July 2010

STUDENT GUIDANCE SERVICE

Sources of Help & Information

There are several different types of support available to students at Wyke. Whether for a straightforward query or a more complex personal issue. The following sections will guide you towards the staff that are available to help you overcome difficulties that you may have with your studies or in aspects of your personal life.

In addition to the staff within College, there are links to local organisations that can help with more specific support such as advice for young parents, students living independently or health worries. This information is available in the handbook or from your tutor or learning mentor.

Students Guidance Service & Learning Mentors

The Guidance Desk is open during College timetable hours, Monday to Friday and is located at the rear of the study centre. Student Advisers, EMA, MIS & Exams staff all work closely together to provide the Guidance Service. Listed below are some of the many things that the Guidance staff can help you with:

Timetables & Courses, Attendance/EMA queries, Counselling - it is possible to make an appointment with the College Counsellor through the Guidance Desk, Finance, Transport - timetables for College and local service buses are available, exam entries & timetables, Confirmation of Place letters.

Learning Mentors

Mentors provide a friendly face when you need someone to talk to and can help provide support on any of the following:

Personal problems, Attendance problems, Homework, Coursework, Time management, Revision

They are based in L1a on the first floor of the admin building and are available Monday to Friday between 8.45 and 3.30pm

LEARNING SUPPORT

The Learning Support Department offers support to all students who would like or need, extra help with their studies. Students are invited to see Margaret Cordeaux, Learning Support Manager, to discuss what we can offer you.

If you are a student who had support at your previous school we need to know what was provided for you to ensure that the support we give you at college is comparable. Do come and see us – you'll be glad you did!

The Learning Support Department offers support for students with disabilities or learning difficulties or any student who might need extra help with their studies whether referred by a teacher or self-referred. We can screen for dyslexia on site and have experience of supporting D/deaf students and students with visual impairment, as well as those who have a physical disability.

How have we supported students in the past? We have provided the following support and/or resources to past students based on an assessment of their individual requirements:

- Support tutorials for study and revision skills
- Laptop loan
- BSL signer
- Specialist software
- Notetaker in classes
- A variety of resources for students with dyslexia
- Dictaphone loan
- Help with revision
- Access arrangements for examinations in conjunction with the Exams office

This list is not exhaustive. For more information contact Margaret Cordeaux.

FREQUENTLY ASKED QUESTIONS

How do I get a copy of my timetable?

You will automatically be given a copy of your timetable when you start your courses. If you lose it, you can view your timetable on screen via the intranet.

How do I make an appointment with the counsellor?

You can do this at the Guidance Desk or leave a note for the Counsellor to contact you (see Counselling service section).

Where can I find out about financial assistance?

If you are worried about money, talk to your tutor. The Guidance Desk can also provide you with information, including details of individuals in College who can help or organisations that may be able to offer support.

How do I apply for an EMA?

Ask at the Guidance Desk for an application form or see the website www.direct.gov.uk/EMA (see EMA section).

How do I join the library?

The library is on the first floor, through the door in reception (see Library section).

How do I get an NUS card?

See the students in the Student Association office in the Crampton Room – there will be a notice on the door indicating when they are available. You will need a photograph for your NUS "Democracy" student identity card. However, this year the NUS are also introducing a new "Extra" card, which will provide proof of NUS membership **and will offer a range of discounts**. If you would like one of these, the cost is £10 and a photograph will be required.

How do I make a careers appointment?

Sign up on the appointment sheets on the Advice & Support notice board in the Study Centre (see Connexions section).

If I'm worried about the course that I'm studying, what do I do?

Talk to your subject teachers and your tutor – they will be able to advise you.

How do I get a copy of my attendance report?

Your tutor will be given a weekly summary of your attendance, which you can check during tutorial. You can view your attendance on screen via the intranet.

If I have a problem with my EMA payment/attendance – what do I do?

Check that you have explained any absences from College, checked your e-mail, then talk to the EMA staff at the Guidance Desk.

Do I need a parking permit?

If you are bringing a moped onto the College site, you will need to complete a parking permit form, available from the Guidance Desk. There is no charge. Car parking for students is only available on the streets around the college, there is no on-site parking.

FINANCIAL SUPPORT

The main form of financial support to students is the EMA. EMAs are available to all eligible students joining the college from year 11, whether you live in Hull or the East Riding. You can receive up to £30 a week depending on parents' income. This money is then paid directly into your bank account.

To receive your EMA the following also applies:

- You need to be a full time student
- Achieve 100% attendance
- Make good progress in your courses
- Demonstrate satisfactory behaviour and level of effort in lessons.

See the EMA section for more detailed information.

Hull Compact

Compact offers a small number of College Bursaries to Hull students, but they also provide a significant number of awards to students who enter Higher Education. Further details on the Hull Compact Scheme are available from the Guidance Desk.

College Access Fund

The Access Fund is mainly to assist with travel costs and is not usually available to students in receipt of an EMA who are usually eligible for assistance with travel costs from their LEA. We may be able to offer some support with travel costs to students living outside the Hull area who are travelling some distance and who are not in receipt of EMA.

Hardship Fund

If you are finding it very difficult to attend college or take part in college activities because of your financial situation, then you may be eligible for support from the hardship fund.

This particular fund is available to all students but it can only provide small sums of money on a short term basis.

FINANCIAL SUPPORT

State Benefits

The whole area of eligibility for benefits is complex and relates to an individual's circumstances. It is best to seek advice and clarification from the relevant agency as different criteria will be used in assessment. Specifically, some benefit allowances change when a student reaches 19 so you may need to keep this in mind if you reach your 19th birthday while at college.

Michelle Bamford, Connexions Personal Adviser is available to help you with issues around money/benefits queries and will bring in support from relevant agencies as appropriate. You can also speak to your tutor or the College Counsellor for assistance.

Please contact the Guidance Desk to make an appointment with Michelle or the counsellor.

EMA & ALG

EMA - Education Maintenance Allowance is a weekly payment of £10, £20 or £30 for students aged 16-19 studying full time at the College. The amount payable is dependent on parents' income or the student's own income if living independently, and is paid directly into the student's bank account. A bank account should be set up before applying. Students must achieve 100% attendance for a weekly payment to be authorised and from September 2009, satisfactory behaviour and level of effort during lessons will also be taken into account. There are also two bonuses of £100 based on progression, fulfilment of learning goals, attendance, punctuality, behaviour and attendance at examinations. These are paid in January and July.

All students aged 16, 17 or 18 at the start of the academic year, can apply from April prior to enrolment.

- Students must maintain at least 12 hours of guided learning on their timetable to qualify. If it falls below this, payments will stop.
NB Students at Wyke will normally be doing well above these hours.
- The end dates for EMA payments vary according to which course is being studied and if you are taking external examinations.
- 100% attendance includes authorised absences. Absences should be notified to the college in advance wherever possible, and suitable evidence provided, e.g. for a hospital appointment, a college absence slip should be completed, signed by student and tutor, and a copy of the appointment card or letter attached. Students can self certify short periods of illness but there is a limit to the number of times such absences can be authorised.
- Full details of the college policy on absences will be given to students during enrolment.
- Full weeks of absence, even if due to an authorised reason will not qualify for payment of EMA.
- All absences, which have not been authorised in advance, should be authorised within three weeks of the absence in order to qualify for a reinstated payment.

EMA & ALG

ALG - Adult Learning Grant is a scheme providing a weekly payment of £10, £20, or £30 for students aged over 19, studying for their first full level 2 or level 3 qualifications. The amount payable is based on the student's own income level and that of any co-habiting partner. It is similar to EMA in that weekly payments are based on full attendance (including authorised absence) and are paid directly into the student's bank account, although the criteria for eligibility are different from EMA. From September 2009, satisfactory behaviour and level of effort during lessons will also be taken into account when making weekly payment decisions.

Level 2 (for ALG purposes) is: -

- 5 or more GCSEs at grades A-C or
- One full A level (A2) or
- 2 or 3 AS levels

Level 3 (for ALG purposes) is:

- 2 or more full A levels (A2) or
- 4 or more AS levels
- Students need to be studying for at least 450 guided learning hours per year. This is equivalent to an average of 12 hours per week.
- The college will apply the same rules for absence reporting and authorisation to all students whether or not in receipt of ALG or EMA.

It is your responsibility to ensure that reasons for any absences are adequately reported on the forms available from the student guidance desk. Remember that the EMA/ALG rules require not just 100% attendance but also satisfactory work and conduct – ie these factors will also affect payment.

The Vice-Principal responsible for EMA reporting each week is Mike Rogerson.

ATTENDANCE GUIDELINES

You have just enrolled or re-registered on a number of examination courses at the college. The college staff will provide you with teaching and support for your studies and, with hard work you should achieve success, gaining the qualifications that you require.

The basis for your success will be your attendance at each of your timetabled lessons and tutorials. Attendance and punctuality is therefore monitored on a regular basis and the college will issue letters of concern to students if attendance falls below an acceptable level without satisfactory explanation. These letters are also copied to parents/guardians.

The college operates an electronic attendance system for each and every lesson and tutorial, which records your marks on a central computer. This system, which is often referred to by the supplier's name 'Bromcom', is able to produce detailed reports not only on the lessons at which you were present but also the reasons that you provide for any absence that occurs and the extent of any lateness. These absences are placed into two groups, Authorised and Unauthorised, just as in schools, but the rules are more appropriate for students approaching adulthood and in fact are very similar to those that you might expect to find once you are in employment.

If you are absent from college with sickness absence lasting **more than 7 college days** you will be required to provide a Doctor's Certificate – just as all of us in employment must do. If you have a period of sickness absence that lasts **less than 5 college days**, then you can **self-certify** on an absence form. However, so that this type of absence is kept to a reasonable level, we limit self-certified absence to a maximum of three times in a term and a maximum of 10 days in the year*. If it goes above this limit, due to persistent ongoing illness then you will require a Doctor's Certificate for it to be Authorised otherwise it will be counted as Unauthorised.

* For periods of 5-7 days (inclusive), we will require a parental letter to verify illness. Authorisation will take into consideration total levels of previous self-certified illness. Parental letters cannot be used to authorise periods of absence under 5 days where the limit of self certified absence has already been reached.

Where possible, absence should be reported in advance, providing evidence where necessary. All other absences should be reported to college by phone between 8.30am and 10am on the first day. The number to ring is 01482-346-347.

Please note that absences requiring evidence will not be authorised until the evidence is provided.

If your individual circumstances lead to extended periods of absence, for example due to accident, illness or maternity, we will endeavour to continue to support you in your studies. Should such issues arise, the first person to talk is your tutor who can advise you further.

ATTENDANCE GUIDELINES

Other examples of Authorised Absence include:

Driving Test	Court/Probation meeting
Hospital Appointment	
Religious Observation Limited number of occasions 3 days per year	Doctor's/Dentist's Appointment - for urgent/non-routine treatment (evidence is required to support the absence).
HE Interview	
Job Interview	
All the above will require written evidence in advance where possible.	
College/School activity e.g. Fieldwork	Study Leave
Funeral of close family member	Work Experience (unpaid) if arranged or authorised by the College.

These events are similar in that you have little control over when they occur hence they are classified as Authorised and will be counted with your present marks when the college reports on your progress to you and your parents.

Examples of Unauthorised Absence include:

Driving Lesson	Doctor's/Dentist's Appointment - routine/non-urgent
Job Training	Optician's Appointment
Holiday during term-time	Lateness of more than 10 minutes without satisfactory explanation
	Looking after siblings
	House-sitting to let in tradesmen
<i>These are all events over which the student has some control.</i>	

These are events over which you have some control and you should avoid them interfering with your studies.

The inclusion of family holidays in this category is a direct consequence of the Government's attendance rules for the Educational Maintenance Allowances (EMAs) that are being paid to many of our students.

Attendance Guidelines

We expect full attendance of all our students. Should your attendance fall to an unsatisfactory figure, we will take appropriate action and your place at Wyke will be reviewed.

EXAMINATION ENTRIES

You will be entered for those exams linked to the courses you are enrolled on, subject to satisfactory attendance and production of the necessary coursework throughout the course.

- ❖ The main exam sessions take place in January and May/June, though many courses have short exams during the year at other times.
- ❖ If at any point you think that there may be a problem with your exam entry, or you are not sure about something, please ask your teacher, tutor or the Exams Manager as soon as possible. It is easier to sort out difficulties sooner rather than later.

Non-Taught Courses

Students who would like to be entered for examinations for which there is no teaching provided by the College (eg Arabic, Urdu, Chinese) need to obtain an Exam Entry Form and return it, completed by 10 November. Ask at the Guidance Desk for more information.

Special Exam Arrangements

If you have had any special arrangements for examinations at your previous school (eg up to 25% extra time) or feel that you have a specific learning difficulty or a medical condition that may warrant special arrangements, then you must see Margaret Cordeaux in Learning Support or the Exams Manager before the end of September. Modular exams may mean that your first exam will take place in your first term and permission needs to be obtained from the Exam Boards, so this is extremely urgent.

Re-Sits

Students are expected to pay the entry fee for re-sitting a module. This applies to AS, A2, and GCSE courses. These fees must be paid in advance, and an entry will not be made with out payment. Details of these fees are available from the Exams Manager in Student Guidance.

EXAMINATION ENTRIES

Language Dictionaries

If English is not your first language, you may want to use a dictionary in some of your exams. Permission has to be sought from the Exam Boards, so please see the Exams Manager as soon as possible and no later than the end of September. You would be expected to provide your own dictionary.

Contracts

The college operates an exam control policy, which means that the college will pay your examination entry fees for all your courses provided that you are attending adequately and have completed any obligatory coursework. However, if your attendance has been below 90% or you are not keeping up to date with your work, you will only be entered on the basis of a Contract Payment. This means that you will have to pay for your own exam entry – but this may be refunded if your work and/or attendance improves to the level required by the College. The fees for contracts are those charged to the college by the examination boards and are available from the Exams Manager in Student Guidance.

The contract system is only used for those students who are failing to attend or complete work on time – it is not applied if you are working hard.

Results

Results are issued to you in person on the dates specified by the exam boards. These dates are always shown on the College calendar. Your subject teacher will also have the information but it is important that you remember to collect your results slips so that you have a record for future use. You will also be given details of any deadlines relating to queries about or appeals on results.

USEFUL ORGANISATIONS AND RESOURCES

Aimhigher	www.aimhigher.ac.uk
Alcohol & Drug Service (ADS)	(01482) 320 606
ALG Helpline	0800 121 89 89
Benefits Agency (Britannia House)	(01482) 584444
Bereavement - Cruse Bereavement Care	0870 167 1677 Local Office (01482) 565565
Care to Learn – Childcare for Young Learners	Booklet produced by DfES www.dfes.gov.uk/caretolearn or www.direct.gov.uk/caretolearn Copies available from Guidance Desk
Childline	0800 1111
Citizens Advice Bureau – Hull	(01482) 224608
Conifer House Hull (Contraception)	(01482) 336336
Connexions (Hull)	(01482) 223081 www.connexions-humber.co.uk
Debt - National Debt helpline	0808 808 4000
Drug Problems	Hull CDP (01482) 225868 East Riding (01405) 767780
East Riding Council	Student Support (transport) (01482) 394680
EMA Helpline	0800 121 89 89 www.direct.gov.uk/ema
Friend Humberside (Lesbian, Gay, Bisexual helpline)	(01482) 851010
HEROS website – local support agencies	www.heros.org.uk

USEFUL ORGANISATIONS AND RESOURCES

Hull City Council	01482 615221 / 615222 - Student Awards
Mental Health Problems NHS/Social Services	(01482) 335790
MIND	(01482) 240200 www.Mind.org.uk
Need Financial Help?	Booklet produced by DfES www.dfes.gov.uk/financial http://moneytolearn.direct.gov.uk
NHS Direct	0845 4647
Rape Crisis	(01482) 329990
Samaritans	08457 909090 (National) (01482) 323456 (Local)
Teenage Pregnancy Support Service (Hull)	(01482) 336379
Teenage Pregnancy Support Service (East Riding) (Connexions)	(01482) 862741
The Warren	(01482) 218115
UCAS (Universities & College Admissions Service)	0870 1122211
Young People's Support Service (Housing help etc)	(01482) 331000

WHO'S WHO?

Careers Advice	Lesley May (Careers Co-ordinator) and Connexions Advisers	L3 (near Library)
Catering	Alan Woodcock Director of Resources	L4
Confidential problems	Justine Wilkinson College Counsellor	L2 (in the Library) or via Guidance Desk
Dance & Performance	Chris Gruca Head of Performing Arts	Performing Arts
EMA issues	Val Chappell EMA Administrator	Guidance Desk
Examinations	Sue Ellison Examinations Manager	Guidance Desk
Health & Safety	Alan Woodcock Director of Resources	L4
Hull Compact	Debbie Crowe Guidance Manager	via Guidance Desk
IT User Accounts	IT Help Desk	Study Centre
Learning Support	Margaret Cordeaux	D6 Admin corridor
Library	Keith Mawer Librarian	Library 1st floor
Locker Keys	Student Association	Crampton Room
Money, housing, health, relationship worries	Connexions Adviser	via Guidance Desk
Music	Gareth Reaks Head of Music	Music block
Playing Sport	Ben Wallis Acting Head of PE	D13 Gym Corridor
Timetable queries	Guidance staff	Guidance Desk
UCAS + HE applications	Emily Peach UCAS Coordinator	L3 (near Library)
Work Experience	Lesley May Careers Co-ordinator	L3 (near Library)

Your tutor should be the first point of contact for queries or problems. Guidance staff are also available to help you with information and advice.

HIGHER EDUCATION PREPARATION PROGRAMME

The following events will help students, parents and carers to make informed choices about Higher Education as a possible 'next step' after Wyke College.

General Advice

- College Tutors will be able to guide students through the application procedure.
- Wyke College Library contains most university prospectuses and lots of information and tips about applying for HE
- Whenever students require additional help (universities, jobs, work experience etc.) they can arrange to see Emily Peach (UCAS Coordinator) Lesley May (Careers Coordinator) or a Connexions PA.
- Financial assistance can be provided to enable students to visit university open days, interviews, auditions or courses. The Student Support Application form is available from Guidance to apply for re-imbursment of expenses incurred whilst visiting a university.
- Look on university and UCAS websites: (www.ucas.com). Don't be afraid of contacting departments
- Pay attention to information given out in tutorials.

FirstYear cohort	
January	Register for UCAS Cards
February	Oxford/Cambridge Applications talk
April	Higher Education Convention
June	HE tutorials and UCAS Group Sessions to help students find out more about applying to university
June	Parents' Information Evening, including input on application and student finance
June	University of Hull Masterclasses
June / July	UCAS Convention and visits to higher education institutions
June / July	UCAS Apply sessions – for students to register for the online application system
Summer Vacation	Students carry out research, visit universities etc. Connexions PAs available at Connexions offices

HIGHER EDUCATION PREPARATION PROGRAMME

Second Year cohort	
September - Autumn half-term	Student University Applications UCAS forms will need to be completed and sent during this period. Advice and support continues to be available, and group sessions from the summer term repeated.
End of September	College deadline for Oxford and Cambridge Universities, Medicine, Dentistry and Veterinary Medicine/Science. Forms must be with UCAS by 15 October.
November/ December	Oxbridge interviews
Mid November	College deadline for UCAS applications. Forms must be with UCAS by 15 January (apart from some Art & Design applications).
January onwards	HE offers start to arrive Students will start to hear from their university choices about whether or not they have an offer.
February onwards	UCAS Extra Applications for a place at HE can be pursued via this service for those students who have not been successful in achieving an offer of a place.
August	Results and Clearing Examination results will be available during the middle of the month. After publication college staff/Connexions PAs will be available to help those students who have not been awarded their preferred choice of university.

EQUAL OPPORTUNITIES

It is a clear policy of the College that there should be no discrimination on grounds of gender, race, social class, sexual orientation, cultural background or religious beliefs, marital status, age or academic ability. Each student is unique, is deserving of respect, and should be treated according to their individual needs.

All students are encouraged to embrace this policy, and actively seek to promote respectful relationships within Wyke.

If a student feels that they have been the victim of discrimination by any member of the College – staff or student - they should pursue the matter by talking, in the first instance, with their Tutor. If a complaint needs to be made, this can be done through the guidance desk, or direct to the Vice Principal (Student & Staff Support). You could also speak to a member of the executive of the student association.

There is a group, the Opportunities Group, which comprises both students and staff, and which meets regularly to consider equal opportunities issues. You can make contact with this group, through the student executive or via Mike Betts (Head of Sociology) who chairs the group or Mike Rogerson, Vice Principal.

CHARTER



During your time at Wyke, staff will:

teach you well and guide your learning

and

advise and support you.

You are expected to:

be responsible for your progress in learning

and

respect everyone in the College community.

If you think the College is not doing what is said here in the charter,
tell us.

If you do not act and learn responsibly, respecting others and
yourself, we will tell you.

**Wyke Sixth Form College is a community of people
who learn.**

CHARTER

For you as a student, the College Staff will:

- Advise** you as you choose a programme of study that suits your needs.
- Introduce** you to your new programme of study.
- Help** you develop the skills you need to be successful.
- Make** the College a good place to learn.
- Ensure** that your agreed programme can be completed.
- Mark** work which is submitted by set deadlines and return it promptly.
- Offer** library, study, workshop and learning technology facilities, and work placement opportunities.
- Measure** your achievement and tell you about it, making clear how it is assessed.
- Agree** targets for your progress and ways to achieve them.
- Support** you if you have a disability or learning difficulty.
- Provide** access to advice, information and counselling on educational, personal or welfare matters.
- Give** specific help and advice on progression from College, including confidential references.
- Respond** quickly to any problem you tell us about and support you in confidence, where appropriate.
- Respect** the differences of all in our community, with regard to culture, social class, ability, race, age, sex, sexual orientation and religion in accordance with the College's policy of Equal Opportunity.
- Ask** you for your views on your experience of learning, the effectiveness of your teaching and the quality of other aspects of College life.

For parents, and those with parental responsibilities, the College will:

- Provide information about **progress** and **attainment**.
- Make invitations to **consultation evenings**.
- Provide information, and make invitations to events, concerning **Higher Education, Career** and other progression opportunities.
- Communicate news of and invitations to **events** and **activities** in College.
- Consult on **matters of significant concern**, such as under-achievement, failure to attend lessons or breaches of the student code of conduct.

The College has a Disciplinary Procedure

CHARTER

These are the responsibilities and rights of students
(they mirror those which exist in the contracts of staff)

- I am** .. responsible for my learning and my work
and have the right to the rewards of it
- .. responsible for the productive use of my study time
and have the right to be undisturbed in the use of it
- .. responsible for my future and will plan for it
and I expect guidance and advice concerning it
- I will** .. complete the work that I am set in the time agreed
and have the right to a response to it
- .. attend all lessons and meet all the commitments of my timetable
and expect the same of others
- .. keep the agreements and contracts that I sign
and expect to have them honoured by others
- .. seek help and advice when I need it
and expect to find it
- .. evaluate the quality of what is provided for me
and expect that what I offer will be heard

These responsibilities and rights apply for everyone in the College

- I will** .. treat people with respect
and have the right to respect in return
- .. be punctual
and expect that others will be punctual
- .. be co-operative and courteous
and expect co-operation and courtesy in return
- .. maintain the good name of the College
and share in that reputation
- .. be responsible for the safety of myself and others
and expect others to maintain my safety
- .. keep the College clean and healthy
and share in this clean and healthy environment
- .. be considerate
and expect consideration
- .. respect everyone, regardless of differences in culture, race, social class,
religion, sex, sexual orientation, age, ability or disability
and expect the same unconditional respect in return
- .. challenge anyone who does not honour these responsibilities, whether in word
or action
and accept and respond to such challenge myself

WHAT TO DO IF THINGS GO WRONG

As a College, we expect to keep the terms of this Charter. Occasionally things may go wrong, which is when we need your help to put things right or to improve something for the future.

How to Prepare

We will listen to you carefully and ask that you explain the problem clearly, fully and honestly. Bear in mind that any solution takes time.

Step One

Try to talk to the person most immediately concerned. If you are unsure of who this is, ask your Personal Tutor or a student adviser at the Guidance Desk. If a problem arises regarding learning, speak to the subject teacher. The Head of Subject is an alternative. On guidance and other matters, speak to your personal tutor. If you are unhappy with an external examination result, contact the College Examinations Officer. Specific complaints concerning the behaviour of an individual student, visitor or member of staff may be referred to the Vice Principal (Staff & Student Support).

If you are unsure about who to speak to, contact the Student Guidance Desk.

If you are an evening class student, make an appointment at reception to see the manager responsible.

Step Two

If the matter has not been resolved at Step One you should consider a more formal approach. This should be done by letter, outlining the facts as you see them and including the steps you have taken so far. Address your letter to:

The Principal, Wyke College, Grammar School Road, Hull, HU5 4NX.

In all cases your letter will be acknowledged within ten working days.

Finally

If the College's procedures have been exhausted you may contact the Learning and Skills Council. (They will only investigate a college as a corporate body and not complaints against individual college employees.) Correspondence in this case should be addressed to,

The Learning and Skills Council, The Maltings, Sylvester Street, Hull.

DISCIPLINARY PROCEDURE

Students of the college are expected to behave responsibly at all times in accordance with expectations outlined in the College Charter and Learner Agreement.

If a student does not follow their Learner Agreement, for instance through not completing set work or through poor attendance, the College will use referral processes to help the student to do so. The response is scaled according to the situation. Initially it is likely to involve discussions between the student and teaching staff and/or personal tutor: later, if there is insufficient improvement, then the relevant Division Head will take action and will also involve parents /guardians. Ultimately a Division Head may require a student to complete a College Contract. This is a re-statement of the Learner Agreement specific to the student. It must be signed by the student and parent/guardian. If the student does not meet the requirements of the contract they will lose their place at Wyke. (This process has clear stages and requires the agreement of all parties. As with the Disciplinary process students have the right of appeal, but only if the College has not followed its own procedures).

Cases of minor indiscipline are dealt with by the class teacher or personal tutor as appropriate. If the matter is more serious or an offence repeated it is likely that the Head of Subject and/or Division Head will be involved. At this stage, it is possible that a meeting involving teacher, tutor, student and parents will be called to try and resolve the situation. In cases of serious misconduct the issue can be referred immediately to the Vice Principal (Student & Staff Support).

If the situation cannot be resolved or the offence is repeated the student will be deemed to be in breach of their Learner Agreement, a further meeting involving the Division Head and Vice Principal will be called. At this stage the student will be given the opportunity to write an undertaking about their future conduct in accordance with the College Charter. Copies of this will be given to Parents/Guardians of the student if the student is aged under 18.

Any further breach of discipline will result in the student being interviewed by the Vice Principal.

The Vice Principal may;

- take no further action,
- warn the student,
- involve the parent or guardian,
- suspend the student for a limited period,
- suspend the student with a view to expulsion.

If expulsion is being considered, the decision of the Vice Principal will be made during a five day suspension, during which time books and property belonging to the College will be returned by the student. During this time the student (and if appropriate the parent/guardian) may make representation to the Vice Principal. If the student is allowed to return to the College, books and property will be reissued and there will be a period of probation. If the student is to leave College they will receive written confirmation of this and will be informed that an appeal may be made to the Principal within 5 working days.

The Principal's decision is final.