

What's inside

Welcome - 4

The things that we are most proud of - 6

College values and success - 8

College life - 10

Moving on from college - 12

College application process - 14

Entry requirements - 16

Support at college - 19

Programme structure and timetable - 22

A Level programme - 26

Additional studies - 82

The advanced foundation programme (AFP) - 108

How to find us - 110

Key dates for your diary - 111

Page 4:

Welcome

Thank you for your interest in studying at the sixth form college from august 2027.

I'm delighted you're considering joining us for your sixth form studies.

You have important decisions to make about your next steps following GCSEs and it's important to consider all your options. But, if you're looking for an academic programme, with a range of subjects, the sixth form college Colchester is a great choice.

That's because we can offer you an excellent all-round sixth form experience, with dedicated, friendly, supportive teachers who will help you to achieve your academic potential. We're a big college, but you'll get the individual care and attention you need to thrive. And you'll have a phenomenal range of opportunities to take you beyond the curriculum. You'll be able to discover new interests, meet new people, develop new skills all of which will help get you ready for life beyond college.

I wish I'd had the opportunity to come to a place like this for my own sixth form studies (many years ago!). It's a great place to be and I'm very proud to be its principal. So, I look forward to welcoming you to college.

Quote from Jo Cadman, principal

Hi, my name is Olivia Okongwu, and I am the chair of the college council.

I always knew I wanted to attend Colchester sixth form college for many reasons. Firstly, the college has high academic standards, with teachers from many top universities who specialise in a wide range of subjects, from the arts and humanities to stem. The variety of subject choices meant I could study the subjects I enjoy most, whilst also having access to the many additional opportunities the college offers, including core maths, different committees, Pilates, football, pottery, and hundreds of other enrichment activities.

However, I think my favourite thing about the college is the opportunities and independence it has given me. The college regularly invites specialist guest speakers to talk about different careers, university pathways and current issues, giving students the chance to explore opportunities they may never have considered before. I have also built friendships that I know will last a lifetime, and being in the town centre means there is always somewhere to go after college, whether that is to study in a café, shop or simply spend time with friends.

The college also has an excellent support network, which I would definitely encourage you to make use of throughout your time here. A Levels are challenging and perhaps sometimes feel overwhelming for some, but you never have to face these alone. There are so many staff members who genuinely want to help you succeed and support you in achieving whatever you choose to do after college, whether that is university, an apprenticeship or employment.

Finally, make the most of your time at sixth form because it is a unique experience that goes by incredibly quickly. You will make lifelong friends, learn subjects that genuinely interest you and you will gain the independence that comes with becoming an adult, all whilst having the support of a caring college community. It really is a special time, so get involved, say yes to opportunities and enjoy every moment.

Page 5:

Image of a student in a lab coat in the middle of a chemistry experiment. Quote from Chantel, who joined us from the Gilberd school. The weekly specialist programme of support for those students pursuing careers in medicine has really helped me to refine my goals"

The things that we are most proud of

Our students

We've been established since 1987 and several generations of students have passed through our doors before moving onto a huge range of goals in life; some stayed local, some travelled to the far ends of the world. We think you'll find them in every university and in countless local businesses. They are our best ambassadors, please do ask them about their time with us. We are proud of them all.

Our students' achievements

We are a comprehensive institution; every student matters - from the ambitious Oxbridge applicants to those who fought hard to bring their grades over the line for college entry and every year students have repaid our faith with impressive exam results. We are proud to place every single result, in every single subject area, on our website each year.

Our teachers

These are people who teach A Level and very little else. The opportunity to teach your own specialist subject, to older teenagers who have chosen to study it, is highly valued in teaching, so we attract (and keep) good staff who are real experts in A Level teaching; you don't have to go far to find staff who have taught their subject for many years, and in many cases also mark the papers for the exam board. There's real expertise in every team.

Our range of A Level choices

We think we're almost certainly in the top three in the country here. You would have to go a long way to find anyone offering a comparable choice of A Levels (in fact we checked, it's 95 miles).

Our additional studies programme

College should be about more than grades; it should be a time young people use to develop a huge range of interests and skills. Please do look at our additional studies programme on page 82; we really do believe that it is a 'jewel in our crown' that, even if you go much further than 95 miles, you'll struggle to find anything like it elsewhere.

Our care for individual students

Students aren't herded into lecture theatres. If you're doing biology, you're in a lab, four times a week, with your biology teacher (or maybe teachers). You have a personal tutor just like at school. People know who you are, you know who to ask for help and there's a whole team around you to support you.

Our adult ethos

We are moving young people into university and the workplace. It's an adult environment; like most workplaces, you have to wear a lanyard, but beyond that what you wear, where you study, how you move around the building, even how we all talk to each other, in lessons and in the corridors, is much more like a small university. Every year countless students join us very much ready to step up to this next stage of the journey.

Our OFSTED 'outstanding' judgement our supportive community

We're a genuine community and that's important. Life can be hard at times for all sorts of reasons, and many students have welcomed the support offered by our tutors, our wellbeing team, and college nurse. Most importantly, they appreciate the support that they receive from each other; we are a tolerant, supportive community and we're proud that so many of our students embrace these values.

Our approach to lessons

It's a lot like school: you're in a class, probably a lot smaller than the ones you were in at school, with a teacher doing the sort of things that you are very much used to - homework, mocks, groupwork and so on - but in an environment that is very different in tone (see below).

Our site

We're lucky: we have a specialist A Level site, right in the heart of historic Colchester, fully focused on the needs of our students; we don't have to share it with anyone else, rub along besides younger year groups or bus students around to access their choices of course.

Our adult ethos

We are moving young people into university and the workplace. It's an adult environment; like most workplaces, you have to wear a lanyard, but beyond that what you wear, where you study, how you move around the building, even how we all talk to each other, in lessons and in the corridors, is much more like a small university. Every year countless students join us very much ready to step up to this next stage of the journey.

Our OFSTED 'outstanding' judgment

For us, as with our students, it's not just about chasing grades; but we were of course very proud to receive an OFSTED outstanding grade in every category in our last inspection - a real recognition of the hard work of our students and staff.

Page 8:

What does the college offer?

One of the widest ranges of A Level courses in the country, taught by specialist teachers on a single specialist site, alongside a huge range of additional opportunities.

A young adult environment that builds upon the study done at school but is much more like a small university in style and tone.

The sixth form college, Colchester is a specialist academic college for 16-19-year-olds. Everything here - the curriculum, the campus, the timetable and the support systems - is designed around serious sixth-form study. Students also study on one purpose-built site in the heart of Colchester, with specialist facilities for all subjects and easy movement between lessons, study areas and social spaces. Teaching is delivered by subject specialists who focus exclusively on post-16 education.

Students also have access to a wide range of additional opportunities - cultural activities, sport, enrichment, volunteering and academic extension - creating a demanding but supportive environment that prepares students well for future study and adult life.

To complement its broad offer, the college also provides structured guidance and extension for students with high academic potential and ambitious plans, fully integrated into college life. Alongside academic ambition, the college places a high priority on student wellbeing and safety. Clear expectations, strong pastoral systems and a culture of mutual respect underpin daily college life, ensuring students can enjoy increasing independence within a secure and well-supported environment.

Is the college successful?

Judged as 'outstanding' in every category by OFSTED.

A real emphasis upon individual success for everybody, wherever they start from or plan to go.

The college has been judged outstanding by OFSTED in every category, reflecting the quality of teaching, leadership, support and outcomes.

As one of the largest and most established specialist sixth-form colleges in the country, the college combines scale with a strong sense of community and individual support. While many students

Achieve the highest grades and progress to the most competitive universities and courses in the UK and beyond, success at the college is defined more broadly. Students arrive with different starting points and ambitions, and the college is committed to supporting strong progress and high achievement for every single individual, whatever their plans.

How well do students achieve?

Each year, a substantial cohort of college students secure places on the most competitive degree courses in the country, including oxford, Cambridge and other highly selective universities.

At the same time, outcomes across the full student body consistently place the college among the strongest academic sixth-form providers nationally, with students progressing successfully to a wide range of high-level destinations.

We're so proud to see our students achieve so well, whatever their starting point. As an example, last year, our top 100 students achieved at least AAA - indeed altogether we had 186 a*s and 576 a grades; but we were just as proud to see those students who joined us without key GCSEs in maths and English achieve at A Level a whopping three times higher than the national pass rate for students this age.

Furthermore, our students keep on achieving really well long after they leave us. Data from the higher education statistics agency (HESA) shows that our former students, once they go onto university, consistently outperform their peers nationally, achieving a higher proportion of first and upper second class degrees than students from both the state and independent sectors.

What are the college values?

You will study in a college that places a high value on academic seriousness, personal development and mutual respect. The aim is to provide a high-quality education in a supportive and inclusive environment, where you are encouraged to achieve your best and prepare confidently for life beyond college.

You will be part of a community that values your contribution and takes pride in student achievement. You are expected to work hard, take responsibility and engage fully with your studies, while also developing confidence, independence and respect for others.

At the same time, the college places strong emphasis on care, wellbeing and belonging, so you can grow not only academically, but as a capable and thoughtful young adult.

Page 9:

Images of sixth form college Colchester students who have received their A Levels in 2026.

Theo, who joined us from st benedict's college, gained impressive a* grades in history and religious studies, alongside an a in French, and is now reading history at Sidney Sussex college Cambridge.

Kaina came to us from the Colne community school and is now at the University of Nottingham studying politics and international relations, having achieved a* grades in law and art, and an a grade in English language.

Milly, who joined us from the Gilberd school, achieved an a* grade in English literature, alongside an a* in chemistry and an a in biology. She is now pursuing a full- time job with an insurance broker and is very much looking forward to growing her career in the industry.

Lily, who joined us from Colchester county high school for girls, will next year progress to st Andrew's to study comparative literature and German, taking with her an a* and two a grades - but she's taking a well-earned gap year first.

Isaac joined us from Tendring technology college; he's now at university college London studying natural sciences, taking with him three a* grades and an a at A Level!

Jayden, also from the Gilberd school, achieved three a* grades in psychology, history and politics and is now studying history at the university of Kent.

Page 10:

What will lessons be like?

Lessons are similar in many ways to the lessons at school, but have a much more adult atmosphere, and class sizes are much smaller than most students are used to.

Lessons might be a lot like those at school, but study times outside lessons are a lot more like university.

Lessons will feel familiar in structure, but very different in tone. Classes are often smaller than school, discussion is central, and students are expected to attend consistently and make an active contribution. Independent study outside lessons is essential, with time managed much more like university.

For students with high academic aspirations, lessons are deliberately challenging and encourage wide reading, independent thought and intellectual confidence.

How will I work with my personal tutor?

Pastoral care and wellbeing are central to daily college life, not separate from it. You will belong to a tutor group and see your personal tutor regularly, providing you with a consistent point of contact who knows you well and supports you both academically and personally.

Once a week, you'll also have a longer tutorial session. These sessions cover the essentials you need while you're here and beyond. You'll get practical guidance on staying safe, building healthy relationships, managing exam stress, and improving your revision and study skills. You'll also discuss real-world issues such as equality, culture, history and politics.

A key focus is your next step. You'll get support and advice on applications for university, apprenticeships or employment. You'll have regular one-to-one meetings with your tutor to review your progress, set targets and plan what to do next. You're expected to attend and take part. When you do, you'll get the most out of it and you'll build a strong sense of community with your tutor group through shared discussion and support.

Tutors regularly review progress and attendance, help students reflect on their learning, and act quickly if concerns arise. Tutors are supported by a wider pastoral structure, including senior tutors and specialist wellbeing staff, ensuring that students can access the right level of support when needed. Wellbeing support is proactive as well as responsive, helping students balance academic demands with their wider lives and develop the resilience and self-management skills needed for future study and adult life.

How do I choose my courses and what if I want to change them later?

Use careers events in school and college open evenings, as well as online guidance to 'get it as near as you can' during your interview - at this point every choice is normally open to you.

Work to refine things later - when you visit induction, when your GCSE results come out, maybe even a few weeks into your course but be aware that some popular courses may be full during this process.

Course choice is a process, not a one-off decision. Initial choices are discussed at interview, drawing on advice, careers guidance and subject interests. At this stage, almost all options remain available. Refinements happen later - at induction in June, after GCSE results in August and occasionally in the early weeks of teaching. While the college works hard to be flexible, some popular subjects do fill early, making informed initial decisions important.

Tasks for you:

Speak to as many people as possible-your teachers, the careers team, and other college staff-so that you can make well-informed choices about your next steps. Check the course details in this prospectus or online to ensure that you know the details regarding your choices.

Page 11:

Image of a student smiling as she is working on her laptop.

Teachers use their knowledge and skills to create calm and highly focused learning environments that support and enable students to learn very effectively.

OFSTED "outstanding" report spring '24

Page 12:

Where do students move onto after college?

A huge number of our students move onto university courses (including courses at some of the most prestigious universities, here and abroad); and when they get there, the data shows that they stay there and thrive.

We provide a wide range of support for all sorts of routes forward in life, including higher apprenticeships, work abroad, conservatoires, travel and volunteer opportunities.

Most students progress directly to university, while others move into apprenticeships, employment, specialist colleges, gap years or international opportunities.

Throughout their time at college, students receive structured guidance to help them plan and prepare for their next steps. This includes ongoing input from dedicated careers and progression staff, targeted events and talks, and individual support through the tutorial programme. Students are supported with researching options, making decisions, preparing applications and developing the skills required for competitive progression. Guidance covers a wide range of destinations - from highly selective universities to apprenticeships, specialist training and employment - and is designed to help students make informed, realistic and ambitious choices.

Progression data shows that students not only gain access to these routes but are well prepared to succeed once they arrive.

Tasks for you:

It's never too early to start your research regarding choices after college. Some university courses and employment routes (e.g. Vet or physio) will need you to make particular A Level choices, many other

routes will be far more flexible and happy to see a good range of A Level choices, whichever subjects you take.

What does the college do to support high-achieving and ambitious students?

The college provides structured, specialist support for students with high academic potential and ambitious plans, without separating them from the wider student body. Each year, several hundred students progress to the most selective universities, studying demanding courses such as medicine, law, mathematics, sciences, architecture and humanities. This success is the result of deliberate preparation and sustained support.

Many high-achieving students take part in the aspirations and vision (AV) programme, a structured programme of talks, lectures, guidance and academic extension designed to broaden horizons and support applications to the most competitive courses.

Dedicated specialist pathways support students aiming for Oxbridge, medicine, dentistry, veterinary science, law and other highly competitive fields. Guidance covers super-curricular development, personal statements, admissions tests and interview preparation.

Support is also available for university entrance tests such as STEP, UCAT and INAT, and for participation in prestigious national academic competitions.

It's best to think of each of these options as something like a weekly 'club' or support group, where you'll find the guidance and encouragement that you need.

High-achieving students are also encouraged to deepen and extend their programmes by taking four A Levels where appropriate and through the extended project qualification (EPQ), often shaped like a university-style dissertation. These experiences build independence, confidence and academic stamina, helping students thrive beyond A Level. It's never too early to start your research regarding choices after college. Some university courses and employment routes (e.g. Vet or physio) will need you to make particular A Level choices, many other routes will be far more flexible and happy to see a good range of A Level choices, whichever subjects you take.

Tasks for you:

If you have big plans, such as an ambitious or prestigious university route, it's never too early to start talking to people about this; for example, at interview or during enrolment. A lot of the planning and preparation that you'll need to do starts in your first year with us. Work with us at your interview and enrolment to determine where you should gain support, for example, by joining one of the specialist groups outlined above.

Page 13:

Picture of a student holding a plaque and trophy.

Nearly all students pass their qualifications, often with a* grades. Students develop confidence in their abilities and are well prepared for their next stage in learning or work including being well prepared for higher education.

OFSTED "outstanding" report spring '24

Page 14:

What if I'm unsure of what to do in life after school?

A Levels are a broad academic qualification, designed to give young people choices in life - even if they aren't yet completely sure what they want to do.

It's important that students make multiple applications in year 11 - look at every option and cover every eventuality.

It's entirely normal to be unsure about future plans at 15 or 16. A Levels are designed to keep options open. They develop knowledge, skills and ways of thinking that are valued across universities, professions and industries, even if a clear long-term goal has not yet been formed.

Students are actively encouraged to explore all post-16 options and to make multiple applications in year 11. Choosing well means gathering information, visiting providers, asking questions and keeping alternatives open.

Tasks for you:

Talk to everyone and keep every option open. There are fantastic educational opportunities in Colchester. If you're caught between two routes forward and you're not sure which way to go, please do feel confident in applying to college and talking to us about this at your interview.

How does the application process work?

Applications are made online.

Deadline for applications is end of January, for courses starting that September.

We will, in exceptional circumstances, consider late applications, although this is not guaranteed, so it is safest to meet the deadline.

The application process follows a clear annual cycle and is designed to support you at each stage as you prepare for sixth form study.

1. Explore your options (September - October)

You begin by reading the prospectus, exploring courses on the college website and attending an open evening, usually held in mid to late October. This gives you the chance to visit the college, meet staff and students, and decide which courses are right for you.

2. Submit your online application (October - January)

Applications open shortly after the open evenings, typically in late October, and are completed online. You apply for one main programme of study and include details of your current subjects and predicted grades. The application deadline is usually the end of January for entry the following September.

3. Interview and guidance (autumn/spring term)

After applying, you will be invited to an interview. This is an opportunity to talk through your subject choices, discuss your progress and future plans, and make any changes to your application with support from college staff.

4. Conditional offer and staying in touch (spring- summer)

If your interview is successful, you will receive a conditional offer based on your GCSE results. During this period, you are encouraged to keep the college informed of any significant changes to your circumstances or exam entries.

5. Induction and taster activities (summer term)

Before you start, you will be invited to induction taster sessions during the summer term. These help you get to know the college, your subjects and what to expect when you begin lessons in September.

6. Enrolment and confirmation (august)

After GCSE results are released in august, you attend enrolment to confirm your place and finalise your course choices, provided you have met the entry requirements. Once enrolled, you are fully registered and ready to start college at the end of the summer break.

Throughout the process, support is available to help you feel confident and well prepared for the move to college.

Tasks for you:

GCSEs are, of course, going to be the big priority for everyone in year 11, but at the same time, keep your eye on the deadlines above. As long as you apply before the end of January and then watch out for emails from our admissions team the rest of the process should proceed smoothly.

Page 15:

Picture of a smiling student playing the piano.

"archie is one of the most talented musicians we have had in our music department: he will go on to study piano performance at the world-renowned guildhall school of music and drama"

Archie who joined us from Tendring technology college.

Page 16:

What GCSE grades do I need to enrol on the A Level programme?

5 GCSE passes (at four or above) - including maths and English

Including:

A grade 5, in one or possibly two, "written" subjects (English language, English lit, sociology, re, citizenship)

But you may also need:

Grade 6 in maths and sciences - for example, to study many science A Levels

And in some cases:

A grade 7, or even an 8, in maths - to take A Level maths or further maths

Or you might need:

A particular grade in a specialist subject - such as art or technology (check each subject guide to be sure)

What do I need in order to secure a place?

The focus for our entry criteria is on achievement in GCSEs.

This prospectus will tell you exactly the GCSE grades that you need to achieve for each course.

Entry requirements are published clearly for every course and programme. Applicants should check these carefully and discuss them honestly at interview. The work that we do here at college builds clearly upon the skills required for success in GCSE exams - that's why we focus so much upon them in our entry criteria - they really are the best guide we have to further success at A Level. For this reason, whilst other qualifications are an important part of your cv, it's GCSE grades that will determine what

we can offer you. The grade 5 in a "written" subject is especially important: we can't offer you a place on A Level without these skills being in place.

Tasks for you:

Check carefully which grades you need, using the course outline pages in this prospectus. Make sure that your current studies match the grade requirements (are you, for example, sitting maths GCSE at higher or foundation level? This will matter for a number of maths and science subjects). Importantly, you'll need one or maybe two grade 5s in written subjects to get onto the A Level course, and some 6s or 7s to access areas such as maths and science.

Page 17:

Picture of two smiling students walking on the college campus.

"there's a really wide range of courses to choose from, including lots of additional studies.

My extra coaching qualification will really help me in the future, whether i decide to join the navy or to study sport at university" Emily, who joined us from Stanway school seen here with cousin Madeline.

Page 18:

What happens if I don't get the grades that I need?

A full team of staff are available on results day. We'll always try to be flexible, but every student needs a plan b.

It is important that applicants have a clear understanding of the grades required, as the college will stick to these in making decisions about enrolments.

Senior staff and admissions specialists are available on GCSE results day to talk through options and advise where flexibility is possible.

However, published requirements are applied consistently, and all applicants are advised to maintain alternative plans. It's important to note that applicants who do not meet entry criteria will not automatically be transferred to the AFP programme (see page 82).

Tasks for you:

Have a scan or photo of your results ready on the day. If you need us, your first contact is via the website. Upload your results and we'll get back to you as soon as we can. Make sure that you, or someone who can make decisions on your behalf, is available by phone later on GCSE results day.

Does the college offer part-time or distance learning?

The college is proud to offer what is in many ways a very traditional sixth form experience: you see staff every day, working and studying alongside everyone else here onsite. The government does not expect us to offer part-time or distance learning; we very much believe it's about being here, being part of things, every day. This is something that you'll need to consider as part of your travel and other plans. You'll also need to be comfortable that the college is the right place for you and that you can work well within the rhythms and routines of a vibrant, city centre site, as we are unable to offer part-time or distance learning.

Tasks for you:

Please do come and visit or talk to our former students about the college; they are our best ambassadors. Carefully consider your options: the college offers an outstanding opportunity to step up into a vibrant, adult learning environment, but you need to ensure that it works for you. This includes a full-time timetable, a city centre campus, and a culture that expects organisation, independence, and commitment. Don't worry if it sounds daunting-our students make a great success of this every year.

Picture of three students smiling in our concourse in the main building.

Page 19:

Are there other courses available other than A Levels?

Alongside A Levels, a number of our students will take some form of alternative level 3 courses - normally as one of their three choices. These are best thought of as "coursework A Levels". They are the same size and shape as other A Levels, and work in the same way on the timetable, but the method of assessment is different: they are usually more modular and have a greater role for coursework.

Some of our most popular courses, such as health or criminology, are offered in this way.

Tasks for you:

Think carefully about your choices and how they fit in with your future plans. This is definitely an issue to discuss at interview. Remember that, in order to keep a balanced range of options, students are usually only permitted to sit one certificate course as part of their broader programme of study.

Does it cost money to go to college?

There are no tuition fees for enrolment at college (for those who meet the criteria outlined in the college admissions policy). As with any other state sector school or college, there are a number of

other costs that need to be considered (the figures below represent the current levels of charge and may be amended slightly for 2026):

Stationery is not provided, but textbooks, relevant equipment and apparatus are loaned for the duration of college courses without charge. A learning resource/information technology contribution of £50 is requested to cover insurance costs, printing and WIFI. Parents/carers are also invited to donate £10 to the college fund for one year, or £15 for two/three years. This fund is used throughout the year to support student facilities and activities at the college. Some courses will involve students providing appropriate materials. Please consult individual subject information details in this prospectus and on the college website for details of any additional expenses that may be involved when studying particular subjects.

Is there financial support available?

Government bursaries are often available to help with areas such as travel and food.

National guidelines link these bursaries to factors such as benefit status.

Financial support is available for eligible students (normally those whose family receive some kind of government benefit) through government-funded bursaries. Full details are provided on the college website.

Tasks for you:

Think carefully about the costs of college, including transport, and look on the finance and transport pages on our website. If you wish to claim for a bursary this can be done online, normally in the June / July before you start college.

How will the college help me if I have a learning support need?

The college has a dedicated learning support team based on site, offering support for a wide range of needs, including special educational needs and disabilities.

Support begins before you arrive - so please do talk the admission team if you feel you may have additional support needs, and please do raise it at your interview.

The college works closely with you, your family and your previous school, using information such as diagnostic reports, one plans or an education, health and care plan (EHCP) to plan appropriate provision.

Page 20:

Support is structured at different levels:

All students can access general study support and advice if required.

If you have identified needs, you may receive targeted support such as study skills development, academic monitoring and a personalised one plan.

If you have higher levels of need, including an EHCP or a significant history of support, you may be eligible to receive specialist provision. This could include one-to-one support in lessons, structured support during independent study, specialist teaching input and assessment for exam access arrangements.

Support is regularly reviewed and adjusted as you develop greater independence, and your study skills develop. The aim is to ensure that you can access your courses fully while building the confidence and skills needed for higher education, employment and adult life.

Tasks for you:

Please include detail of any learning support needs, exam access arrangements, medical or pastoral information in the relevant section of your online application and personal statement. This is important if we are to ensure that the support that you need is in place. It's especially important that you talk to us about exam arrangements. These are put in place after an assessment using JCQ guidelines, they don't always automatically "roll-over" from school and it's important that we examine these issues as soon as we can. There will be a chance to discuss these matters during your college interview - please be reassured this is to enable us to anticipate any support needs and get anything needed in place for you ready for when you start in September. If anything changes or you want to discuss things further, please do contact our admissions team who will help you.

How does the college work with parents and carers?

Personal tutors will email in the first week of teaching to establish a personal link with home.

Parents and carers are able to look online to see progress reports and daily updates on registers.

The college works closely with parents and carers while supporting students' growing independence. Personal tutors establish contact early, and online systems allow families to monitor attendance and progress; indeed, parents can log on and look at registers whenever they wish to. There are also written reports and parents evenings scheduled during the college year.

Where will I study? - buildings and facilities

Single, specialist campus in the centre of Colchester, designed specifically for sixth-form study.

Facilities include specialist science laboratories, visual arts studios and workshops, performance, music and drama spaces, language and ICT centres, a well-resourced library and study areas, and social and independent study spaces across the site.

Although many visitors recognise the iconic main building on north hill, the campus is larger and more varied than it first appears. Teaching takes place across a range of purpose-built buildings, each focused on academic learning and student life for 16-19-year-olds, without the distractions of younger or older age groups.

Students move easily between lessons, quiet study and social areas during the day. Some spaces are designed for silent work, others for group discussion or collaboration. All teaching, study and most enrichment activities take place on one site, giving the campus a strong academic focus while still feeling open, social and welcoming. Being based in the city centre brings practical advantages, with strong transport links and clear routines creating a focused and secure environment.

Tasks for you:

Come and have a look at our facilities - there are open evenings in late October every year.

Page 21:

Picture of students smiling in front of the college building.

Students are treated with respect by staff and encouraged to do their best. Students work diligently and make good use of the independent study areas available at college.

OFSTED "outstanding" report spring '24

Page 22:

Additional studies and wider opportunities

Academic study is central - but it is not the whole story.

All students take part in the additional studies programme or wider enrichment activities alongside their A Levels. These opportunities allow students to explore interests, develop skills and broaden their experience beyond the examination syllabus. Additional studies may be academically focused, creative or cultural, practical or wellbeing-focused, or linked to citizenship, volunteering or leadership. Courses usually require a short but regular weekly time commitment.

In addition to timetabled additional studies, students can also take part in clubs, societies, trips, performances, expeditions and student-led initiatives. The programme is deliberately wide-ranging.

Some students use it to stretch academically, others to try something completely new, and many to do both. Personal tutors help students choose options that fit well with their overall programme and ambitions.

Together with main academic study, additional studies play an important role in helping students grow into confident, capable and well-rounded young adults.

Tasks for you:

Have a look at the details included in the additional studies section of this prospectus. Please be ready to talk about additional studies at interview.

What will my timetable be like?

You will follow a five-day programme, combining your academic, a daily tutorial and any additional study or wider activities you choose. The college day runs from 9am to 4pm.

In each subject, you will usually have four double lessons per week. In total, this means around 17.5-22 hours of lessons, alongside a similar expectation for independent study. Your timetable is built around your subject choices, so it will be specific to you. During the day, you will also have some flexible time - this is an important part of sixth form life, giving you the space to work independently, manage your priorities and make the most of your time.

Because of this structure, you may not always start at 9am or stay until 4pm every day. This is part of the shift to a more adult style of study, where you are trusted to organise your time well and take responsibility for your own progress.

Page 23:

Picture of two smiling students in front of the college main reception.

"it's been great to be able to play so much basketball alongside my A Levels in psychology and sport. All of this of course will really help in my plan to study sports psychology at university"

Lola, who joined us from Thomas Lord Audley school