



EPSOM
COLLEGE



Careers *bulletin*

SUMMER 2024

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Results Day

Thursday August 15th

HAVE EVERYTHING READY

- Results day can be stressful, so make sure you know how it works. I have sent students and parents a letter explaining what to expect. Read this carefully, and then re-read the letter immediately in advance of Results Day.
- Have your UCAS sign-in details handy and update your contact details in your account in the UCAS Hub if you need to, before UCAS closes down your access for updating in late July (see letter for full details).
- Make sure you're available on Results Day, because UCAS and universities can't speak to anyone else about your application details unless you give someone nominated access to speak on your behalf.
- Advice will be available from the Careers team in school, once exam results are released. Timings for the day have been outlined in the letter to parents and students.



WHAT HAPPENS?

Hopefully you'll get the exam grades you need, but if you just miss out:

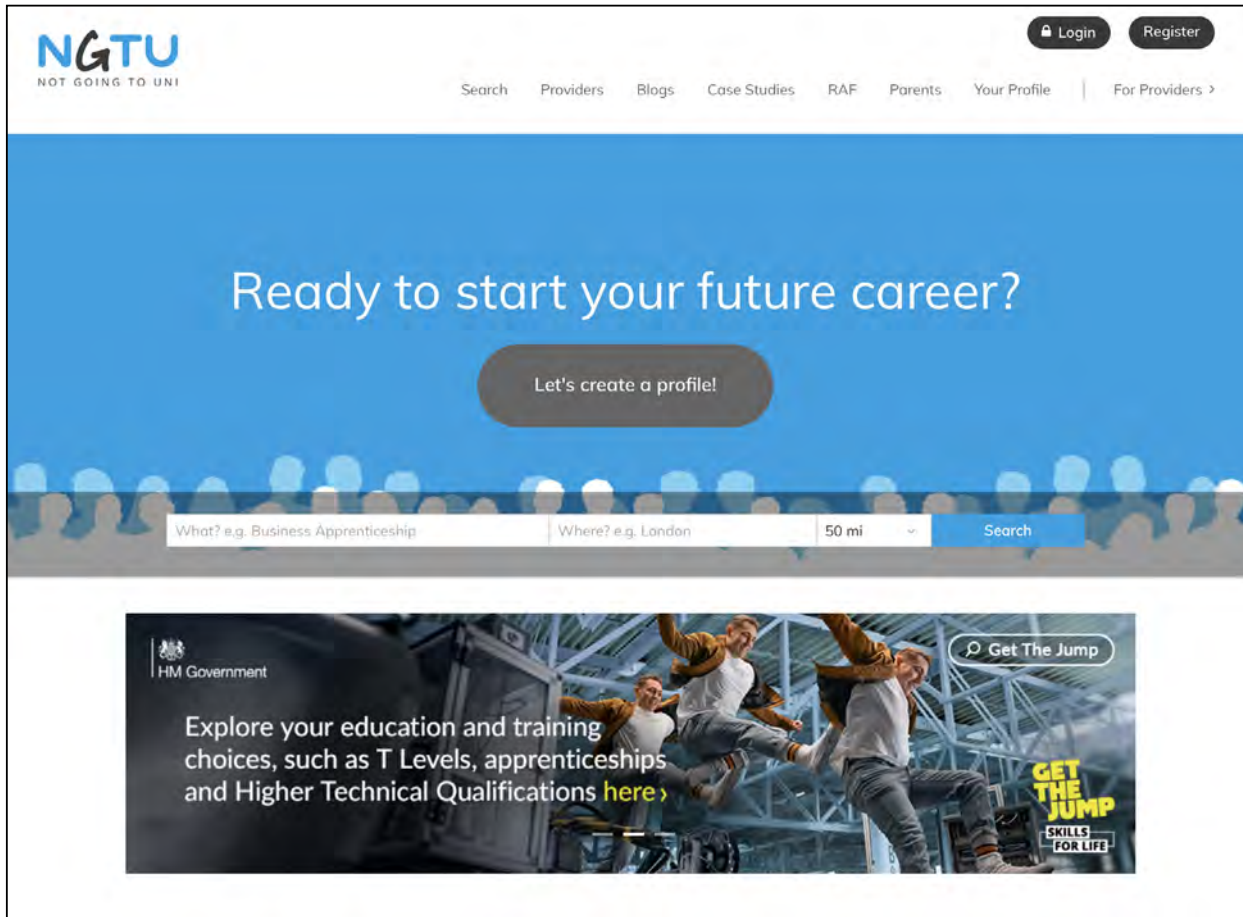
- You might still get a place on either your firm or insurance choice anyway, if you're close enough to satisfy either university.
- You might be offered an alternative by the university/college, a 'changed course offer' (which you'll need to accept or decline).
- You might not get a place, but you can search through the UCAS Clearing service to see what courses still have vacancies.
- If no decisions are showing in your account (and every year there is a small handful of students still waiting on university decisions first thing in the morning), give your universities or colleges a call to find out more.

It's not too late for students to apply for student finance for academic year 2024-5 although it might not be in place for September.

It's quick and easy to apply online at: www.gov.uk/student-finance

GAP YEAR OPTIONS

If you are rethinking university entirely and wanting to look at alternatives to university, this is a great place to start. Have a look at: www.notgoingtouni.co.uk/



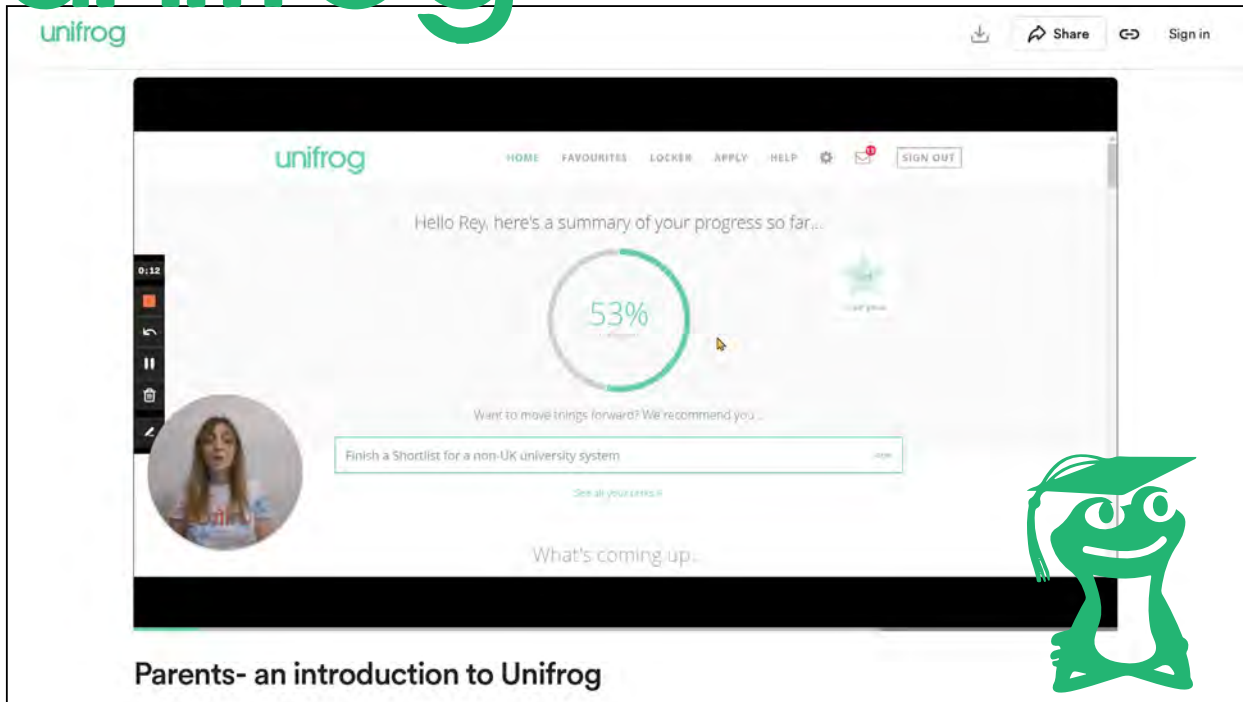
FIREFLY

I also keep tabs on a wide range of gap year materials and promotions, which can be browsed on Firefly [here](#).



Parental access to the *Unifrog Platform*

unifrog

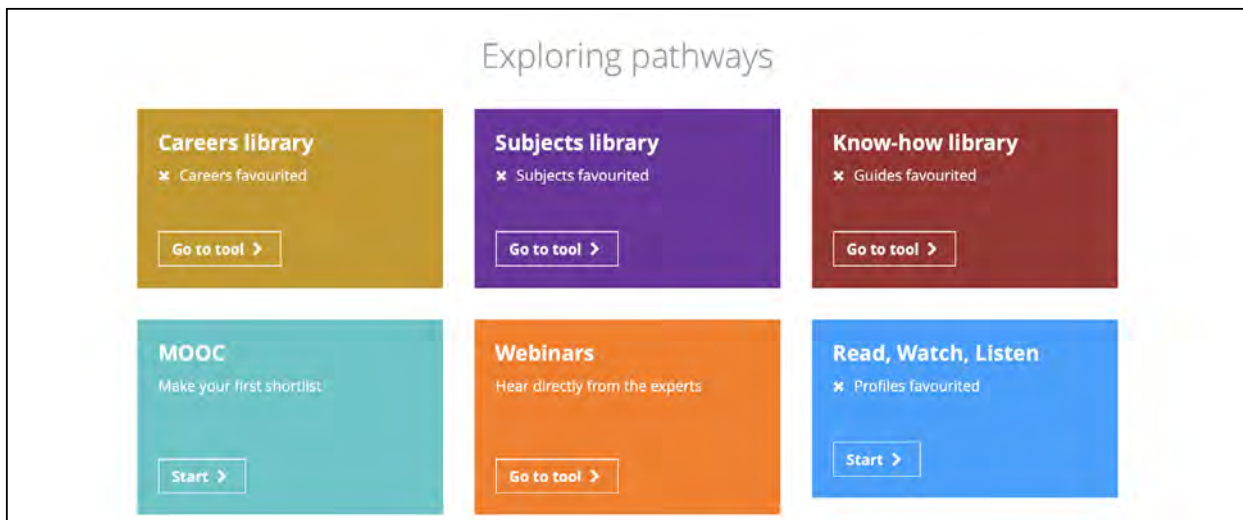


Parents- an introduction to Unifrog

Most year groups in the school make regular use of Unifrog as a careers platform, helping them develop a wider understanding of both the world of work, and the various pathways that lie ahead after school. Unifrog is invaluable in helping students make informed choices. Parents can view this short video to see how the platform works: [see video](#)

Parents can also create their own Unifrog account by following the instructions below:

1. Go to www.unifrog.org/code
2. Enter your details and a password you'll remember, along with the form code **EPCOParents**.
3. Now you are all signed in. To sign in in the future, simply go to www.unifrog.org/student and use the email and password you signed up with to sign in. To reset a forgotten password, simply go to www.unifrog.org/student/reset-password.



Notes from the Nottingham & Birmingham University *Conference, June 2024*

Many Epsom student apply to one or other of these institutions, so this annual summer conference acts as an important touchstone for developments in the sector, useful therefore for both L6th, U6th and parents.

It was pleasing to note that, after a year of cautious offer-making 2022-23, universities are confident that a new “post-Covid norm” has been established in the sector. Between 2020-22, three cohorts’ results tended to have been inflated, skewing university offer-making algorithms and creating “bulge” years – the universities believe that this has worked its way through the system, broadly, and offer-making in some regards will be more akin to the 2019 norm. That said, as I have previously written, a widening access agenda and the existence of more 18 years olds in the country has made the marketplace more competitive at the top end where our students are tending to apply.

As last year, both universities indicated that Clearing at their two universities would be a mixed bag, with less flexibility in Law, MechEng, CompSci and Pharmacy, but more opportunity in the Humanities, MFL and Civil Engineering. It will very much depend on your course, in short.

I attended some very engaging break-out sessions from a range of subject specialists (an interesting take-away was the £2 million grant awarded to Nottingham’s Chemical Engineering department to test various adhesives to improve the “dunkability” of biscuits – who knew?), whilst Nottingham also made a strong case for their international university partnerships, allowing students to study for a year abroad as part of a four year programme. One such science student is enjoying a 3rd year in Australia doing Marine Biology – and it is noteworthy that this student only pays maintenance alongside a nominal £1500 tuition fee for the year. So, not a vastly costly undertaking in the grand scheme of things. Such international third years may not be that expensive, in other words – something for 6th form students to explore.

Possibly the most interesting and immediately useful session actually referenced a development within the UCAS platform. Hitherto, advisers and referees (myself, tutors and HMMs) have had access to historic entry data for university entrance. This data is now accessible to applicants. The data is divided into four quadrants (see the image of an example, looking at History at KCL). Top left is the reference to where the data comes from, bottom left is the success rate of applicants in terms of their entry, and top right is the spread of grades of students who attended, with reference to top and bottom grades, as well as the most common grade profile. Finally, bottom right, the applicants can enter their likely grades (either predictions or EOs) and assess their chances, if already in receipt of an offer, on Results Day (this is useful to see what historic leeway there has been for this course at this university).

There are quite a number of caveats!



UNIVERSITY OF
BIRMINGHAM

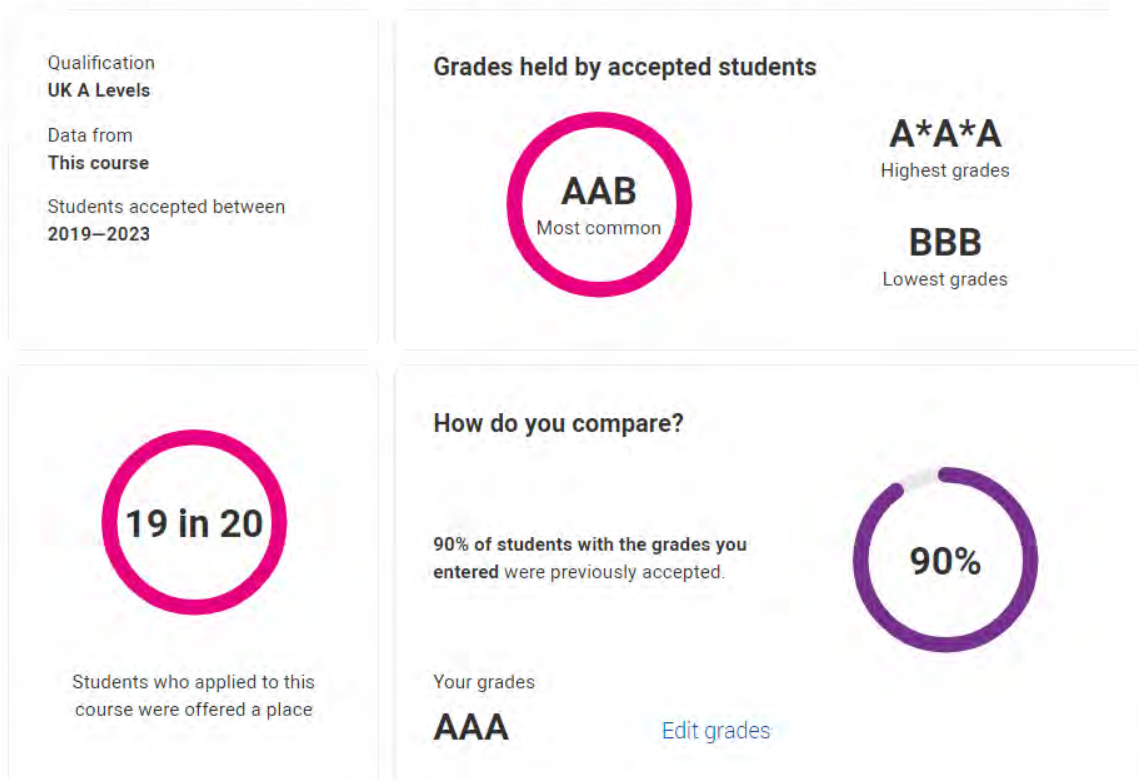


The University of
Nottingham

- This data is 2019-2023, so is skewed given inflated grades 2020-22 (although some providers may only provide 2023 data which, possibly, is a better indication).
- BTEC courses are not yet so widely woven into this analysis (sorry), but this will come.
- This data is for the whole cohort, so masks lower grade for widening access applicants and/or different grades for international applicants, which may well vary from course to course.
- Not all courses are yet accessible on this platform, and many (84%) courses, certainly all those with fewer than 50 accepted applicants, are aggregated with other similar, but not identical courses.

So, in short, this should NOT be the key driver of decision-making. But it might be useful to look at, both when shortlisting and comparing courses before application, and certainly when narrowing down the selection of firm and insurance choices once offers are in. I do think it quite a useful tool to compare courses, even if data from year to year will change.

This section shows the range of grades students were previously accepted with ([learn more](#)). It is designed to support your research but does not guarantee whether you will or won't get a place. Admissions teams consider various factors, including interviews, subject requirements, and entrance tests. Check **all** course entry requirements for eligibility.



Last word goes to Birmingham, whose website has an offer-making calculator (which they insist is better than this, as it looks specifically at the current situation), whereby an applicant can enter their course, predicted grades, and Birmingham will give them immediate feedback on their chances of receiving an offer: www.birmingham.ac.uk/personal-page

Next Steps for *Lower Sixth*

CAREERS AND HIGHER EDUCATION WORKSHOPS AND UNIVERSITY FAIR

Throughout the year, the L6th have been invited to a range of events, some online and some in person, to help them make informed decisions. For events after half-term (listed below), please could L6th parents read the separate letter (already sent) which includes further detail.

THURSDAY 20TH JUNE: HIGHER EDUCATION CONFERENCE

- 11.10am: Applying through UCAS
- 12.30pm: Writing Personal Statements (Surrey University)
- 1.30pm: Applying to Scottish Universities (Glasgow University – L6 parents also welcome)
- 2.00pm: Comparison of different medical schools (various OE medical students)
- 2.15pm: Gap Year workshop by OEs (L6 parents also welcome)
- 4.00pm (Cr, C, F, Fa, H, M, Rn) and 4.45pm (G, P, Rv, W, R, Wh): entrance to the University Fair for students and parents

FRIDAY 21ST JUNE, 4.00-5.00PM: APPRENTICESHIP WORKSHOP

(Main Hall – L6th parents also welcome)

MONDAY 24TH JUNE, 6.30-9.30PM: NETWORKING EVENING

– all L6th expected to attend (Mr Russell to send details)

Some of these events will be recorded, as well as earlier talks this term on applying to competitive universities (Mike Nicholson) and applying to European universities, and these can be accessed by students [here](#).

UCAS PARENTS

Parents can sign up for a regular newsletter from UCAS by visiting the UCAS parent hub at [here](#). UCAS has also produced a Parent Guide pdf which can be downloaded [here](#).



SUMMER PLANS



Students should look to complete most aspects of their UCAS application form over the summer, even if finalising the five universities may take longer. Indeed, Mike Nicholson (Cambridge Admissions) endorsed our encouragement for students to submit their complete UCAS application before the October half-term, so as to be able to focus primarily on A level success for most of the U6th year. A few things to consider:

- If you are applying for different courses (for example, PPE at one university and Politics at others, or Chemistry at one and Natural Sciences at the others), how do you write your personal statement? A very few university departments, especially in unusual joint honours courses, will accept a separate personal statement by e-mail alongside a mainstream PS on the UCAS online application. Contact the university department to ask whether this would be possible. For the vast majority of you however, you need to assume that you only have ONE personal statement, so you need to focus selecting five courses that are the same or closely related to enable a coherent personal statement.
- Whether attending Open Days in July, or making private visits over the summer, in the webinar earlier this month, Mike Nicholson and I discussed the importance of asking a range of questions on your university visits that go way beyond the course: looking deeply into accommodation, mental health/welfare/learning support, the careers service and career outcomes, internship opportunities and links with employers for example.
- If you have special educational needs – for example you have extra time or need to type – make sure you complete the relevant part of the UCAS application (under the question heading “any disability”) so that the university can ensure they make plans for your education if you go ahead and attend that institution. I would also advise contacting the university IN ADVANCE of applying to enquire about their academic support arrangements. You WILL NOT be discriminated against for making use of this section; instead, it enables universities to support you properly if you move on to that institution.
- If you are planning a gap year, make sure the university department accepts deferred applications
- Check very carefully on what each university degree course requires. Every year, many thousands of applications fall at the first hurdle because students have not researched carefully what is required – this is the student’s responsibility. This might be minimum standards in GCSE Maths and English, the choice of A level subjects or what additional qualifications are required (for example, some Law courses require a student to take the LNAT – see note below).
- For students considering the apprenticeship route (typically completed alongside UCAS), see the apprenticeship news section later in this edition.

Just as a reminder, Unifrog remains an intuitive platform to investigate university courses and to make and revise shortlists, which can be created using the students Expected Outcome report grades and their provisional UCAS Predicted Grades. It also offers some specific assistance to students in developing their competitive edge when applying. Visit the “Read, watch, listen” section which offers suggestions to develop your interest in your chosen subject, and giving you ammunition for a personal statement. Look at the MOOCs Library if you have the time and ambition to develop your subject-specific learning and impress university staff with your interest and academic appetite. “Special Opportunities” outlines scholarships, bursaries, taster days, virtual work experience and other opportunities. The “Know-How” section also offers various articles across a broad range of HE issues. The Apprenticeship tool can help students create shortlists, just as with universities. Separately, the application deadlines for many of the essay competitions I have advertised in the Monday email circulars fall in July, so there might still be time to achieve a podium finish! For example, the Ukrainian Historical Essay competition has the deadline 19th July. This is suitable for any 6th formers looking at History/IR, and wanting to impress. Explore [here](#).

Lower Sixth students ought to using the summer to complete their portfolio of experiences to enable them to write persuasive personal statements for university application. This might include wider reading, further work experience, course-related lectures, MOOCs and university visits and open days. Virtual visits are a good alternative to attending open days; explore [here](#).

CONSIDERING APPLYING TO CAMBRIDGE?

Churchill College has a rolling programme of webinars for aspiring applicants. The list is below, and all can be signed up for via the Churchill College website at this link:

www.chu.cam.ac.uk/study-us/undergraduates/schools-and-colleges-liaison/



<p>Monday 1st July 5pm-6pm</p> <p>ADMISSIONS Q&A (for any year group)</p>	<p>Tuesday 16th July 5pm-6pm</p> <p>MAKING COMPETITIVE UNIVERSITY APPLICATIONS (for L6th)</p>	<p>Thursday 18th July 5pm-6pm</p> <p>PERSONAL STATEMENT WORKSHOP (for L6th)</p>	<p>Wednesday 4th Sept 5pm-6pm</p> <p>PERSONAL STATEMENT WORKSHOP (for U6th)</p>
<p>Tuesday 10th Oct 5pm-6pm</p> <p>ADMISSIONS Q&A (for any year group)</p>	<p>Thursday 17th Oct 5pm-6pm</p> <p>INTERVIEW WORKSHOP: AHSS SUBJECTS (for U6th)</p>	<p>Tuesday 22nd Oct 5pm-6pm</p> <p>INTERVIEW WORKSHOP: STEM SUBJECTS (for U6th)</p>	 <p>UNIVERSITY OF CAMBRIDGE</p>



INSIGHT INTO UNIVERSITY

Previously known as Headstart & Inspire, this is a comprehensive platform allowing students to experience STEM studies at university and the career opportunities that these subjects lead to. It will provide access to information on university and student life, STEM projects and activities set by leading UK universities and global STEM companies, first year undergraduate lectures, and live interactive sessions with academics, admissions tutors, employers and current students. They are currently advertising their excellent in-person summer courses held at various universities, which will be snapped up by ambitious STEM students. [Investigate here.](#)

Home About Us Industrial Cadets Programmes STEAMstars News/Case studies

Virtual Insight into University

Insight into University (previously known as Headstart) is a comprehensive virtual experience allowing students to explore STEM studies at university and the career opportunities that these subjects lead to. It provides access to information on university and student life, STEM projects and activities set by leading UK universities and global STEM companies, first year undergraduate lectures, live interactive sessions with academics, admissions tutors, employers and current students.

Every year EDT partner up with leading Universities across the UK including Cambridge, Sheffield, Lancaster, Abertay, UCL, Oxford, Liverpool, Edinburgh, Birmingham, Warwick, Kingston, Nottingham, Strathclyde, Plymouth University to give students an insight into STEM courses. Whether you are interested in life sciences, chemistry, biomedical, forensic science, robotics, food science, electronics, engineering, physics, computer science, sustainability, materials science, aerospace, built environment, tech or maths, we have something for you!

There are also fantastic workshops and careers guidance from organisations such as Innovate UK, GSK, GE, Tech Partnership, Rolls Royce...and more!

The unique feature of this course is that students are able to access content from a diverse range of STEM subjects and will be able to tailor a course that suits their interest.

L6th could also browse the “opportunities for all” section

Note on the *LNAT*

Earlier this year, I attended a webinar on the LNat and thought it might be pertinent to note the thoughts of the presenters here. Some Law courses require a student to score well in the LNat, so make sure, as a provisional law student, you understand whether a given university requires the test, and what they are looking for in terms of performance. The exam itself is 2 ¼ hours long, comprising 95 minutes of multiple choice questions based on challenging passages that need careful comprehension; followed by 40 minutes to write an essay, from a choice of three. Students can register from 1st August, but would need to be sat before the Oxbridge deadline if applying as an early applicant; and by 31st December if applying to LSE. For up to date 2024-25 deadlines, check individual university requirements and deadlines [here](#).

TOPTIPS ON ORGANISATION: The presenters advised booking early, to ensure you can take the test at a convenient centre. If you require access arrangements, there is a time-consuming form to be completed, so don't leave this until the last minute. Students **MUST** use the name as it appears on their passport, which must also be identical to the name used on the UCAS form. When registering, tick EVERY university on the list that you think you might apply to, so that Pearson shares the results with all relevant universities (don't worry if you don't actually apply to each of these universities in the end). Plan the day of the test well! If you are late, you won't be admitted. Ensure you have the correct photo ID. If anything goes wrong on the day of the test, ensure you don't leave without an incident number.

Using past data, using Oxford as an example: it is worth inspecting the previous year's stats on offer-making and the m/c scores. For example, for 2023 places at Oxford, the m/c score average was 24.2, the average score for those shortlisted was 28.8, and the average score for offer-making was 30. Universities will publish this information on the previous year's cohort, or will make this available on request. Such investigation might even inform which universities a student chooses to apply to, if the test is taken early enough. It is worth investigating with individual university law departments how they make use of the LNat. Some might give additional weight to the essay, or the m/c, which might sway a student's university choices given their individual strengths.

Tips on preparation from a current Oxford student: "Do prepare for the m/c questions – practice will help. There are 13 extracts, each with 3-4 questions. I would suggest the first practice you do is NOT time-based; rather you are trying to get it right and understand how to do it. Nearer the time, organise timed practice. Allow 7 minutes per extract, with 12 extracts in 95 minutes, giving around 10 minutes at the end to return to problem questions. Actively read the passages, distinguishing between fact/opinion and identifying double negatives; avoid assumptions, and pay attention to grammar/meaning. Some applicants look at the questions before the passage – this might work for you. For the essay, ensure that you plan: it is only maybe 600-750 words, so there is planning time. Use clear expression and be careful about over-elaborate language. Focus on clarity. The essay needs evidence, but do state any assumptions that you make. Do link your arguments to big societal ideas and structural ideas – libertarianism, utilitarianism, etc - so in advance, do research societal concepts.

There are two LNat practice tests posted by Pearson – maybe best to use these as the end for the timed practice. In the preparation stage, you could access material from the Oxford Law Faculty website, the Law Society portal and [LNAT Preparation Online | Practice Tests and Essays | Arbitio](#). Or you could purchase LNat practice books from Amazon."

ARBITIO LNAT ONLINE COURSE OXFORD INTERVIEW FEATURES TESTIMONIALS PRICING CONTACT GUIDES LOGIN/REGISTER

28 is the average score of our Students in last year's LNat

That's top 15% of the cohort and the average score of a successful Oxford Law applicant for 2022 entry

- 1300+ Questions: 16 Mock Tests in LNat Simulator and 17 Article Digests**
Prepare with the most extensive set of Tests that truly challenge
- 20+ Essays with Model Answers and Marking**
Practise the right topics and learn to impress admissions tutors
- Trusted by 1000+ Students last year alone**
Loved for our In-depth Solutions and Performance Analytics
- Online Tutor Support - Community**
Arbitio Tutors are a comment away to help and lend advice on LNat or Law Admissions

Opportunities for *Aspiring Medics*

WORK EXPERIENCE ADVICE FOR 2025 HEALTH SCIENCES APPLICANTS

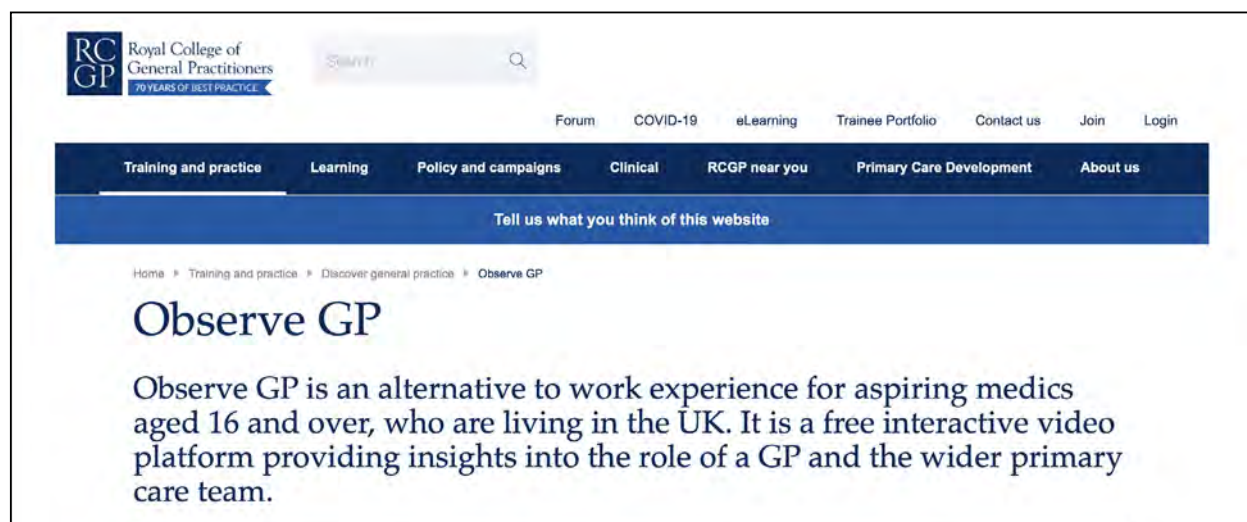
As in previous years, we understand that students are concerned about being unable to undertake work experience placements ahead of applying to study Medicine. There are a number of online work experience schemes that students can participate in to develop their insights and demonstrate their motivation for their chosen course area:

Brighton and Sussex Medical School offers a virtual work experience scheme.

See: <https://bsmsoutreach.thinkific.com/courses/VWE>



Observe GP is a free interactive video platform created by the Royal College of General Practitioners for aspiring medics aged 16+. It provides insights into medicine through videos and activities. Explore: [here](#).



The University of Southampton is offering Live virtual work experience delivered via Microsoft Teams. Dates confirmed for August 28th /29th 2024. More details: [here](#).

OTHER PAYABLE OPPORTUNITIES

Live, virtual NHS work experience programmes across the next few months, delivered by **Allied Healthcare Mentor**. View [here](#).

The screenshot shows the website for Allied Healthcare Mentor. The header includes the logo, navigation links (Home, About, Conferences, Virtual Work Experience, Refunds, Contact), and a 'Send A Message' button. The main content area features the title 'Live Virtual NHS Healthcare Careers Work Experience Programme' and a detailed description of the program, including options for one-day or five-month experiences and the benefits of the high-fidelity simulation suite.

PremedProjects is offering one and two week summer holiday projects. Explore opportunities: [here](#).

The screenshot displays the PremedProjects website. The navigation bar includes 'HOME', 'IN-PERSON COURSES', 'ONLINE COURSES', 'REVIEWS', 'FREE GUIDES', 'PRICES & DATES', and an 'APPLY NOW' button. The main heading is 'PREMED PROJECTS | HOSPITAL WORK EXPERIENCE COURSES FOR FUTURE DOCTORS, NURSES, MIDWIVES & DENTISTS AGED 14-21.' Below this, there is a paragraph describing the courses and two buttons: 'VIEW IN-PERSON COURSES' and 'VIEW ONLINE COURSES'. The background image shows a group of students in white PremedProjects t-shirts looking at a whiteboard.



DoctorsLive offers a relatively inexpensive “Deadly Diseases” programme every Wednesday throughout August. Explore See: <https://doctorslive.co.uk/deadlydiseases/>

The screenshot shows the top navigation bar with links for Home, About Us, SurgeryLive, MedicineLive, Anatomy Club, DeadlyDiseases (highlighted), and Contact Us. A purple 'Enroll' button is in the top right. The main banner features a laboratory background with a scientist in a white lab coat and safety glasses. The text reads: 'Deadly Diseases Summer School' in large white font. Below it, a smaller line of text says: 'For secondary school students of all ages passionate about gaining an insight into the world of Medicine, Healthcare, and STEM. Delivered by Doctors to inspire the next generation of Healthcare Professionals.' A red 'Enroll Now' button is centered at the bottom of the banner.

Medic Mind Medicine work experience over the summer. Explore: [here](#).

The screenshot shows the Medic Mind website. The navigation bar includes links for Interview, Work Exp., UCAT, Full App., UCAS, GAMSAT, Tests, Uni, Blog, Reviews, Contact Us, About, Newsletter, and Log In. The main heading is 'Medicine Work Experience: Get Your First Practical Skills!'. Below this are four bullet points: 'Run by Doctors & Medics', 'Gain Practical Medical Skills', 'Certificate Provided', and 'Trusted by 36 Schools & NHS'. A counter shows '10321 Successful Medic Mind Students'. A calendar widget displays dates for 2024: JUL 1 (LIMITED SPACES), JUL 8 (LIMITED SPACES), JUL 15 (LIMITED SPACES), JUL 22 (SPACES LEFT), JUL 29 (LIMITED SPACES), AUG 5 (SPACES LEFT), and AUG 12 (LIMITED SPACES). A yellow 'BUY NOW' button is at the bottom of the calendar.

In the 5th form and *considering applying to USA?*

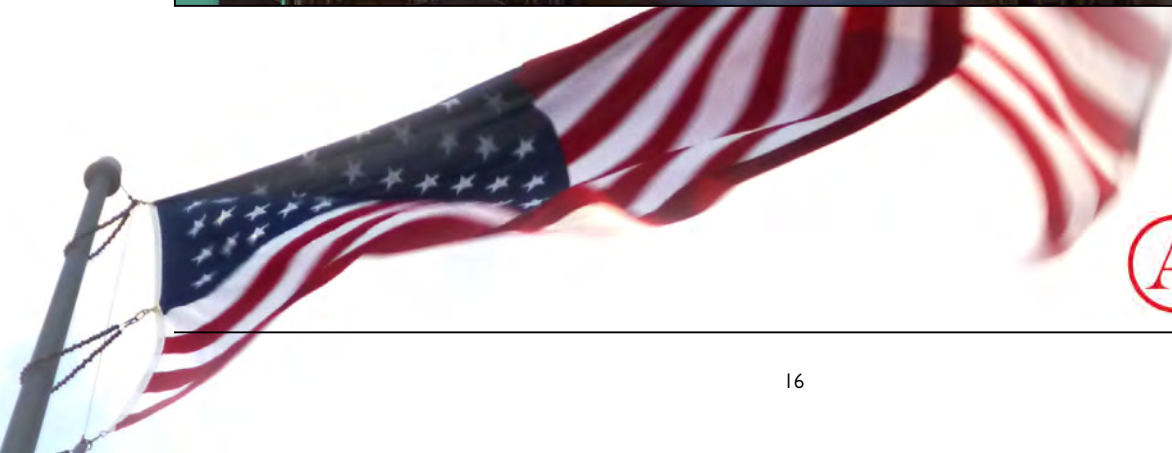
Paz Pitarque is a visiting educational consultant who supports our students who choose to apply to US and Canadian Universities. Most of this support occurs during the 6th form, but it is important that students and parents understand the nature of the road ahead, as applying to US Universities and Colleges is a complex business, requiring careful preparation and time commitment. I have therefore organised a Teams webinar for interested 5th form and parents immediately after the completion of GCSE exams, led by Paz, when she will be talking about making productive use of the long summer vacation. I have written to students and parents with fuller information and a link to the meeting, but you can also join by clicking: [here](#)

We will begin the programme more formally and in person, one evening early next term in September, outlining the 6th form journey ahead, hopefully with visiting US Colleges also presenting. Whilst students who join the group in September are in no sense absolutely committed to applying to US Universities and can withdraw from the programme at any time, it is considerably more challenging for students to join belatedly, as there will be much to catch up, possibly too much.

Whilst most universities remain “test-optional”, we advise that our students do undertake SATs or ACTs, as this might offer a point of difference in their application. Most years, Epsom does offer a programme to support this during the L6th year, specifically for SATs, if there is sufficient demand (we have done so over the last number of years). However, it is well worth considering additional tutoring in advance. Therefore, parents could investigate boot camps over the summer holiday to kickstart preparation. For example, see A List’s offering here: www.alisteducation.co.uk/sat-act-bootcamp-courses/

I have written to 5th form parents shortly with details of the 26th June webinar, with information on our tuition offer (via A List: <https://alisteducation.co.uk/>), and will communicate further with details of the September visit by our consultants.

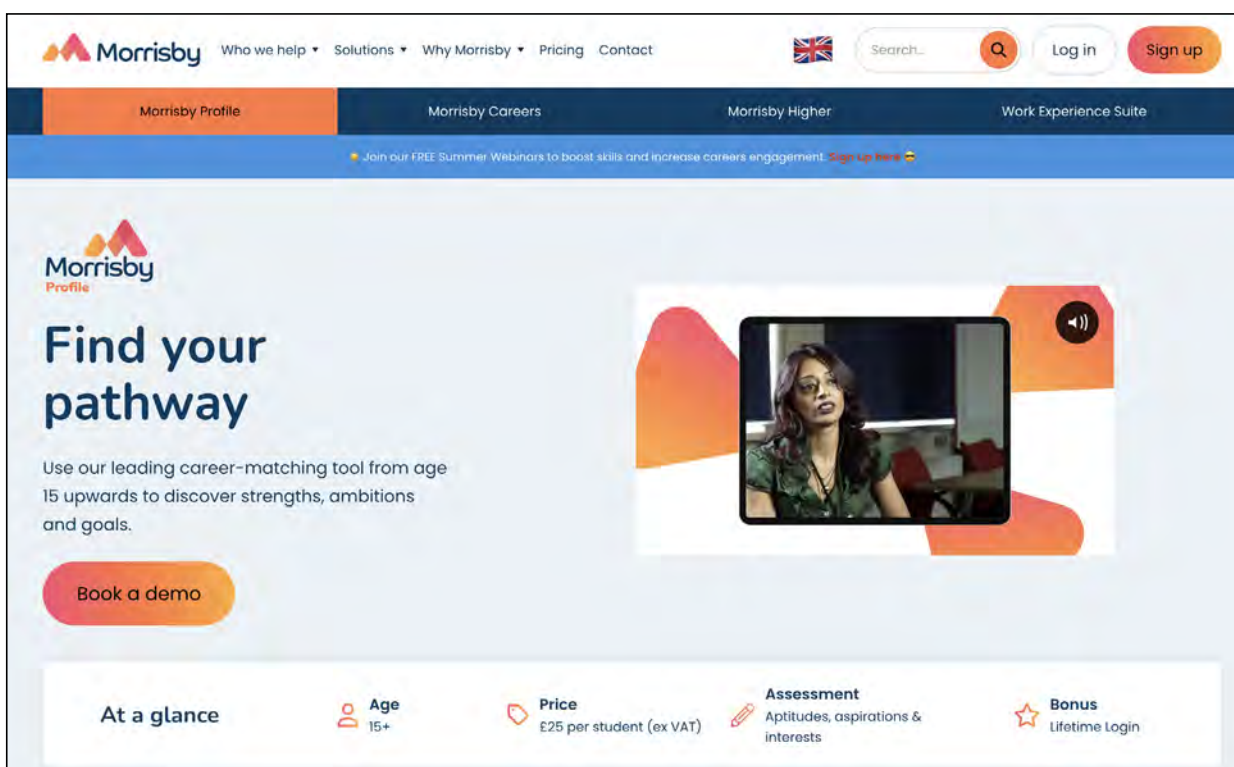
Finally, on College Day between 27th and 28th September, a very wide range of US institutions will be visiting the UK in a London Fair. It would be a good idea for students and families to book in to attend this event. Parents or students can sign up to a mailing list which will alert you when tickets become bookable. Explore [here](#). Please pick the exact Saturday, rather than missing any Friday school.



Next Steps for *U4th*

MORRISBY TESTING AND DECISION-MAKING

On Friday 9th June after their summer exams, the U4th undertook their Morrisby psychometric testing. By assessing students across a range of skills and aptitudes, alongside quizzing them on their individual interests and aspirations, students receive an immediate report that reflects their individual skillset and offers some food for thought with regards to the suitability of specific A level subjects and also possible future careers. Students can invite their parents onto the platform to view the report, which might inform a useful conversation over the summer. Tutors will also have access, to assist in future 1-2-1s. On their return in September, all students will have an interview with a visiting careers adviser to help them think about next steps – interview notes will be added to the Morrisby platform which will help in their decision-making over the next 12 months or so. I will write to parents separately but, if interested, you can view the Morrisby platform [here](#).



EMPLOYABILITY

Whilst this testing and the follow up interviews will all help students prepare for the next stages of their decision-making, part of their PSD course this year has seen U4th students working on their employability skills, crafting a first version of their CV. Before the end of term, I hope to challenge them to adapt this first version of their document to a mock job application. I will ask them, as a summer holiday task, to polish their CV and write a letter of application for this post. On their return in September, all U4th students will receive a mock interview.

When the time comes for them to apply for work experience later in the 5th form year, I hope this experience will help arm them and give them the confidence to reach out to possible employers.

Summer Opportunities and enrichment *for all*

SPRINGPOD

Springpod is a platform that specifically offers a VAST array of different virtual work experience (and some in-person opportunities on occasion). See www.springpod.com/virtual-work-experience



WORK EXPERIENCE PROGRAMMES

Find the right career path for you, in your own time!

Navigating the world of work can be daunting and stressful. We understand, we've been through it with thousands of students, we feel your pain. Complete our experiences around your studies and begin your career now.

[Find work experience](#)

Connect with industry experts, complete mini-activities, and get noticed by employers

- SPRINGPOD PROVIDE**
In-depth, interactive and informative virtual work experiences from industry experts in the world's leading employers. 1
- TO HELP YOU**
Understand industries and the world's best employers as if you were already working there. 2
- SO THAT YOU CAN**
Choose the right career path and boost your CV at this critical stage of your career. 3

PFIZER

Pfizer, the pharmaceuticals firm, is offering a free virtual work experience opportunity. Explore [here](#).



INVESTIN ONLINE CAREER EXPERIENCES

Epsom College is a partner school with InvestIN, a company that offers career and degree-oriented experiences for students aged 12-18. Epsom students can use the discount code EPSOM10. They are now offering both online and live careers experiences.

See : <https://investin.org/pages/choose-your-career>

The screenshot displays the InvestIN website interface. At the top, there is a navigation bar with a menu icon on the left, the 'INVESTIN' logo in the center, and a shopping cart icon on the right. Below the navigation bar is a large blue banner with the text 'OUR PROGRAMMES' and a sub-headline: 'Life-changing, immersive career programmes for ages 12-18. Choose your career, maximise your potential.' Underneath the banner are three filters: 'ALL CAREERS' with a dropdown arrow, 'ALL AGES' with a dropdown arrow, and a red 'SEARCH' button. The main content area features a grid of eight program cards, each with a representative image and a title: 'Young Doctor Summer Experience' (surgery), 'Young Investment Banker Summer Experience' (city skyline), 'Young Engineer Summer Experience' (microscope and tablet), 'Young Lawyer Summer Experience' (gavel), 'Young Psychologist Summer Experience' (brain scan), 'Young Architect Summer Experience' (blueprints), 'Young Artist Summer Experience' (painting), and 'Young Dentist Summer Experience' (dentist tools).

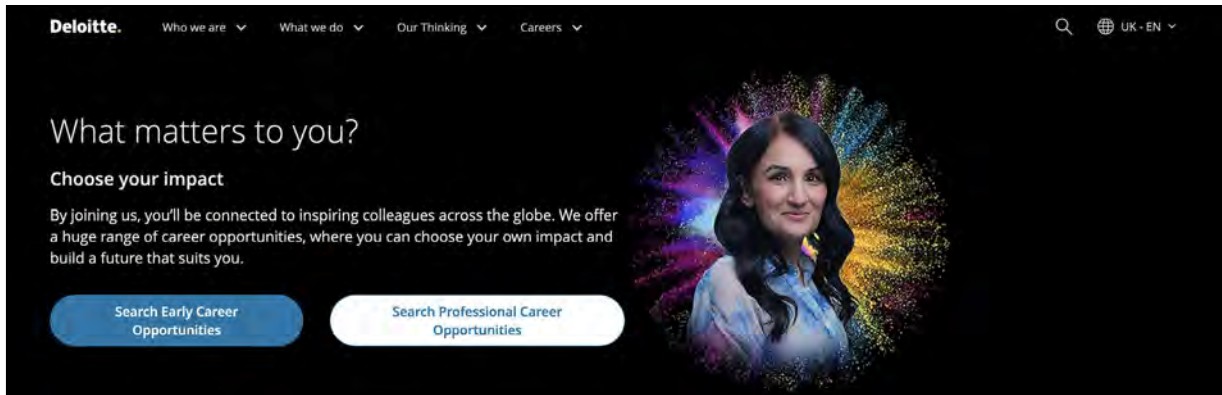
DEBATE CHAMBER

Debate chamber offers academic and career-oriented experiences for students in the Summer. Explore [here](#).



THE DELOITTE CAREER SHAPERS PROGRAMME

The Deloitte Career Shapers programme offers U4 and 5th form students an insight into a career in professional services – a career similar to that of Oskar Giles (OE) who presented on his degree apprenticeship route to U4th and L6th in October. The programme is virtual, is scheduled for 5-6th August and students can apply [here](#).



ALLEN AND OVERY

Allen and Overy is offering virtual legal work experience that can be accessed at any time. Explore [here](#).



NHS HEALTHCARE CAREERS

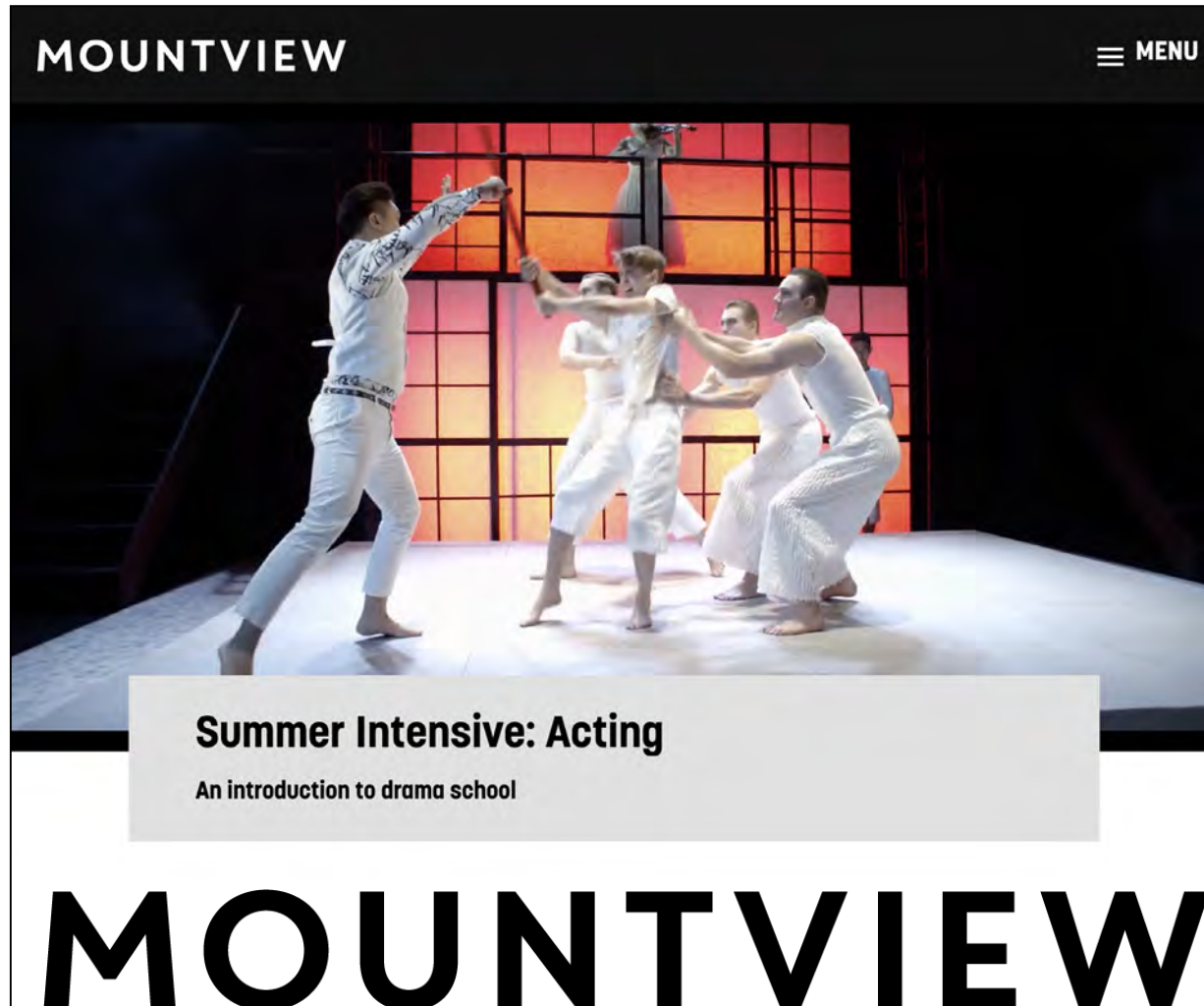
Investigate the live virtual NHS healthcare Careers work experience program which follows patients from admission to discharge. This is NOT for medics but rather the wider healthcare professions. Click [here](#) to sign up.



SUMMER HOLIDAY COURSES

There is a range of summer holiday courses and activities for creative and performing arts enthusiasts. Mountview is offering a summer acting bootcamp which can be explored [here](#), whilst UAL offers a range of summer creative opportunities – see [here](#).

The Guildhall School of Music and Drama also offers a range of summer performing arts courses on their website [here](#).




MOUNTVIEW MENU

Summer Intensive: Acting
An introduction to drama school

MOUNTVIEW

ual:
Learn by doing
Upcoming short courses




June short courses July short courses August short courses

JIMMY CHOO ACADEMY

Interested in a **career in fashion**? Consider the short courses, summer school programme and masterclasses on offer at the Jimmy Choo academy in London. Explore: [here](#).

JCA | LONDON FASHION ACADEMY

ACADEMY | INCUBATOR | COMMUNITY




FOUNDED BY CREATIVE DIRECTOR

Prof. Jimmy Choo OBE


The world famous pioneer of handmade luxury shoes and Creative Director of JCA | London Fashion Academy, Professor Jimmy Choo OBE, invites aspiring fashion design innovators to develop their own unique style at his brand new Academy and Incubator.

APPLY NOW




BA: Fashion Design, Branding & Entrepreneurship Open Days

EXPLORE



BA: Fashion Design & Accessories Open Days


EXPLORE



MA Fashion Open Days

EXPLORE

JCA | CREATIVE NETWORKS



Crafting a Creative Community

Creative Networks

EXPLORE

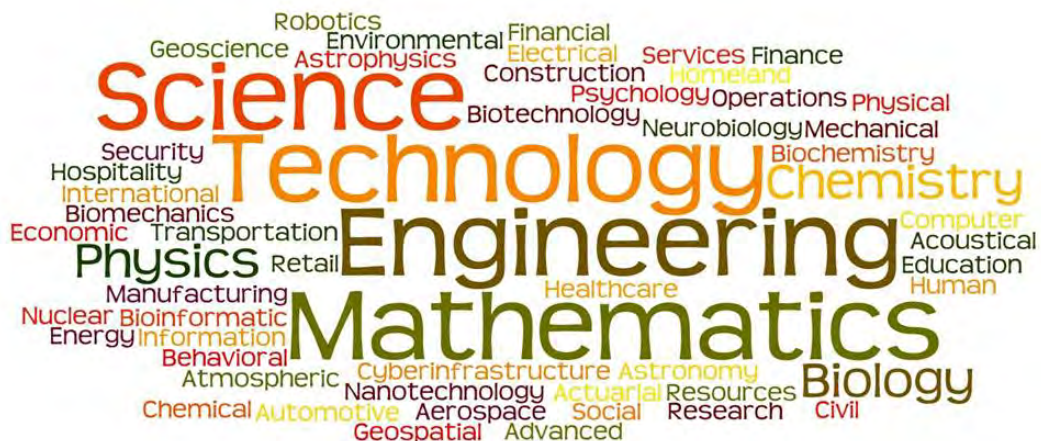
Summer School

EXPLORE

ROUTES INTO STEM EXPERIENCE, FOR M4 AND U4 STUDENTS

Are you enjoying your Tech, Design, Maths or Science subjects? Would like to know what exciting future these subjects could lead to? Join us on our Routes into STEM virtual experience this summer and find out all about **college, university, apprenticeships and careers in STEM**. The experience provides a guided learning for you to work through the content flexibly during the course dates, you will also have a selection of tailor-made STEM projects and activities at your fingertips. A variety of live sessions will give you an opportunity to ask questions to the panels of experts, students and apprentices. Although right now it may feel long way to go until summer holidays, the start date is next month.

So do not delay and **apply** today, this is an opportunity not to be missed! To find out more please visit our website: www.etrust.org.uk/routes-into-stem-read-more



MINDS UNDERGROUND

Minds Underground organises a range of summer school virtual programmes for ambitious students, all at some cost. Explore: [here](#).

UNIFROG

Unifrog is also offering a week of virtual work experience for any students U4th and upwards, from 1st-5th July. Whilst this is a virtual experience, much of it is live so will not be accessible at other times of the holiday. Chartered accountants, TESCO, the NHS and the BBC are offering a range of transferrable skills through the opportunity. Students can sign up [here](#).

PWC

PwC is hosting some interesting webinars on employability, on building your brand (4.30pm Tuesday 18th June: [register here](#)), PwC degree programmes at 4.30pm on Wednesday 10th July: [register here](#)) and apprenticeships on Wednesday 17th July at 4.30pm: [register here](#)).

FARNBOROUGH INTERNATIONAL AIRSHOW

Farnborough International Airshow, free for under-21s, is held on Friday 26th July for a dedicated STEM event focused on the aviation sector. Book [here](#).



Welcome to the online registration for Pioneers of Tomorrow 2024
Please select an option below to continue



STUDY MIND

Study Mind offers residential career-oriented weeks that also qualify for the residential DoE. Explore [here](#).



University News

HONESTY ON UNIVERSITY GRADES

Applicants are to be told for the first time the A-level grades that universities actually accept for courses, rather than just the formal entry requirement. Ucas want to increase transparency around admissions, and it is hoped the move will raise ambitions among poorer students and those deterred by universities asking for extremely high grades on popular courses. Nearly half of applicants who sat at least three A-levels were admitted with grades lower than the published entry requirements. The new system was recommended by a fair admissions review undertaken by UUK. Vivienne Stern, chief executive of UUK, said: “The university sector has made great strides towards expanding opportunity but there is much further to go.”

Ucas head, Dr Jo Saxton, said Ucas had spent months creating the new tool that will allow teachers and pupils to see what A-level or BTEC grades candidates had needed to achieve a place on any chosen course. It will later be widened to include other qualifications. Next year’s applicants will be able to see the average grades of those accepted, plus the lowest and highest, over the past five years.

INCREASE IN MEDICAL SCHOOL PLACES

The government has announced a further 350 funded medical school places for the 2025-2026 intake with the places allocated ‘to address disparities in the distribution of places and support under-doctored areas’. This includes an allocation of new graduate as well as undergraduate places. For information of the list of institutions and numbers allocated therein see:-

[350 extra medical school places allocated in NHS training boost - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

FUTURE ENGINEERS WANTED - THE LONDON ENGINEERING & DESIGN INSTITUTE

King’s College London, Arizona State University and UNSW Sydney are the three founding partners of The London Engineering and Design Institute (TEDI) based at Canada Water in London Docklands. TEDI offers a project based BEng/MEng Global Design Engineering degree, an interdisciplinary programme where students learn across the variety of engineering disciplines including mechanical, electrical and electronic, civil, environmental and product design. Course delivery is through practical workshops, masterclasses, group discussions and on-line learning. Applicants should be aspiring to obtain a minimum of 112-120 UCAS points or equivalent from their Level 3 qualifications. A point of difference with this institution is that they offer a short mathematics refresher course to those who haven’t studied A Level Mathematics or equivalent. This refresher includes a final test which must be passed before any offer of a place can be made. Applications via UCAS or directly to the institution. For more information see:-

[Learn | TEDI London \(tedi-london.ac.uk\)](https://tedi-london.ac.uk). TEDI will be attending our university fair in June.

SHOULD WE ABANDON LECTURES

Lecture attendance is now so low that some academics have started to question their future. The level of attendance has fallen sharply post Covid, with many students preferring to catch up remotely. This has been exacerbated by a cost-of-living crisis that has forced some students to prioritise paid work over attending classes. Rob Briner, professor of organisational psychology at Queen Mary University, recently had a single student show up for a class from a 70-strong master's cohort. He said, "That was extreme, but it's not uncommon to have 25% of a class attend, maybe less," he added that colleagues in other departments and institutions had noted similarly high levels of student no-shows. "There's definitely not the same feeling that you have to show up that once existed." While low attendance rates have often been attributed to students preferring to catch up online, Prof Briner said that this was not borne out by viewing figures. "Students might have the intention to do this, so they skip the lecture, but these lectures are rarely watched." He said that the poor audio and visual quality of captured lectures seldom made compelling viewing. He also said that "Many people are working part-time, even full-time, and that's having an impact."

A survey in 2022 found that 76% of academics globally felt that class attendance was lower than before the pandemic. 29% said that between 41-60% of students typically turned up, while 26% put attendance at between 21-39%. More recently, US professors have relayed reports of 25% attendance in some lecture courses, while in Australia academics have discussed the difficulties of lecturing to empty theatres. Prof Briner said, "It does raise the question, 'What's the point of lectures?' Maybe they are redundant. People got used to a world in lockdown where they think it's fine to not show up in person, to contribute virtually and think, 'Why do I need to be there?' As someone interested in how organisations work, I have some sympathy for that view." He admitted that the experience of a student no-show had left him with feelings of "rejection", "bewilderment" and even "professional incompetence. We are always told to consider student well-being, but what impact is this having on staff?"

Liam McLoughlin, a lecturer in media and communication at Liverpool University said, "Making students feel that they are not just independently sitting in a class, but on a journey as a group, makes a difference." He said this "adds value to classes through the collegiate social interactions and peer-learning that come through stronger communities". "The proposition to students isn't that they can catch up if they don't attend, but that they'll miss out on that social learning if they stay at home." However, he accepted that some factors were outside the control of staff and students, "Student accommodation is eye-wateringly expensive, and students have told me the decision for them is either go to work or turn up to class unsure if they have enough money to eat and sleep. When students are in an economic system like that, there is little we can do in the classroom to make a difference."

Eric Mazur, Balkanski professor of physics and applied physics at Harvard University, who estimated in-person turnout was about 60%, said the fact that many students watched lectures on playback at one-and-a-half or double speed suggested they were not valued as a learning resource. He said, "The lecture gives the perfect illusion of learning for both students and lecturers, but it just doesn't intellectually engage students in a meaningful way. The lecture can sometimes inspire and stimulate, but it doesn't really educate. It's a format that was introduced into universities when there were no books, or printed ones, at least, and we should stop pretending that we're teaching in the Middle Ages."



Apprenticeships *news*

APPRENTICESHIP SUCCESS

This summer, we say goodbye to five U6th formers who, I hope, will act as trailblazers for younger students coming through. Lucy Martin (Rv) has won a place (with scholarship) at IE University in Madrid to read a course in Business Administration. We regularly promote European options as an alternative to a UK university education, and of course such a pathway enriches a young person's CV further down the line. There are a range of English-speaking courses offered across the continent.

I am particularly delighted by the degree apprenticeship offers that four current U6th, as well as one OE, have secured. Gracie Lappin (Rv) is very well placed, with a range of offers from the Big Four; Freya Johnson (Wh) has accepted a position with EY, Hector Buzzacott (C) with PwC, and a few days ago Sophie Messer secured a HR Learning and Development degree apprenticeship with L'Oreal. In addition, OE Verity Russell (R) has accepted an offer to study with PwC on their degree apprenticeship scheme. All will enjoy a university level education, but with work-place experience and a foot in the career door at the point of graduation, without the burden of student debt. Given the competitive nature of the field, and their wider Epsom commitments (not least A level study!) I am delighted for all of them, and sincerely hope that younger students will note their progression and give serious thought to this pathway as an excellent alternative to the more typical university route.



EPSOM
COLLEGE



From clockwise top left: Hector Buzzacott, Freya Johnson, Lucy Martin, Gracie Lappin



Sophie Messer

SUPPORT AT EPSOM

Current L6th students considering the apprenticeship route for 2025 entry, possibly alongside a university application through UCAS, will be supported next term with workshops on finding apprenticeships, CVs and interviews, and assessment centres. With Epsom applicants enjoying some success last year, it is worth noting that applying is a real challenge, in terms of time commitment (a single application to a firm, if one achieves success, might include an online application with tailored CV, a recorded interview, online psychometric testing, an assessment centre day and in-person interview – this runs to over 10 hours per application). Typically, we encourage applicants to apply widely, as many higher apprenticeships, and certainly degree apprenticeships, are very competitive. If a student applies to 10-15 separate companies therefore, a student needs to be fully conscious of the time commitment required, and this ought to have some bearing on their wider Epsom commitments. I would also strongly advise students to begin applying early. Many employers have rolling applications, but current U6th successful applicants felt that it was easier to get going with applications earlier (say, in Michaelmas), rather than in the Lent term (when prioritising A level success is the pressing issue for U6th). Obviously this will depend on when individual apprenticeships are advertised. It would be worth looking at the degree apprenticeship listings for the current academic year, 2023-24, to have a sense of likely opportunities for next year. View complete listing for November 2023 and February 2024 [here](#).

All L6th have been invited to explore the web platform shortlist.me and to experience the reality of an online automated interview, an increasingly common component of an application.



Any L6th considering the apprenticeship route ought to have tried out this platform – the more practice, the better. L6th have now all been given access to the “marketplace” on the platform, where they can access dozens of practice interviews, a good opportunity to develop their employability skills. Shortlist.me also has plans to include psychometric tests as part of its offering to students – watch this space. In the meantime, this blog takes readers through two of the popular tools used – MBTI and Cognitive Adaptive Testing – and offers ten tips on how to prepare:- [What is a Psychometric Test? Examples and How to Prepare | City Lit](#)



For students and parents wanting to understand more about the apprenticeship route, a good place to start would be a recording of a webinar organised by the ASK programme. It was very much worth a listen for students of any age, as well as for parents seeking to understand this route. Lamar is a level 7 (degree) Solicitor Apprentice with Norton Rose Fulbright, a six year course that includes the competitive training contract as part of the programme; Tash is a Level 6 (degree) Project Management Apprentice with AtkinsRealis, and Megan is a level 3 Business Digital Apprentice with Google. All three spoke very well on their experience, focusing on why they chose the apprenticeship route, the challenge of applying (they all made at least 10 applications, sourcing the roles via different platforms, had to demonstrate determination and resilience in the face of heavy competition and rejection, etc), describing a typical week (it turns out there is no such thing), and offering tips to aspiring apprentices. In the context of me repeatedly stressing to students that you can find transferable skills in everything that you do, it was instructive to hear Lamar describe how he referenced the skills gleaned from his soft play supervisor holiday work to his legal application! View the webinar [here](#).

- Alternatively this short guide from InvestIN offers a good preliminary survey of the landscape. Read the blog [here](#).
- The Apprenticeship Guide also offers guidance on various apprenticeship salaries, suggesting in which fields apprentices will be better off than graduates. View [here](#).
- Parents could also investigate the ASK programme’s resources for parents [here](#).
- There is also an apprenticeship fair in London on Friday 21st June that might be worth a visit, if interested in any of the employers. Explore [here](#).

BIG PAY FOR LEGAL DEGREE APPRENTICESHIPS IN THE CITY

Prospective solicitors who go onto apprenticeships at Norton Rose Fulbright are paid £28,000 in their first year, with that figure rising to £53,000 by the end of the six-year scheme. Pay for newly qualified solicitors in the City has risen dramatically over recent years, driven primarily by fierce competition from US firms. The highest-paid newly qualified solicitors are thought to be at Gibson Dunn, with salaries of £180,000 at the end of their two-year training contracts. The top 24 highest-paying City law firms for newly qualified lawyers are all based in the US. They are much higher than the five English ‘magic circle’ firms of Allen & Overy, Clifford Chance, Freshfields Bruckhaus Deringer, Linklaters and Slaughter and May, all of which pay their graduate lawyers starting salaries of £125,000. Slaughter and May have become the fourth of the elite group to launch an apprenticeship scheme, joining Allen & Overy, Freshfields and Linklaters. Of those, Allen & Overy and Linklaters reported first-year salaries of £25,000.

Apprenticeships in the legal profession were given a boost three years ago when regulators overhauled the qualification process by implementing the solicitors qualifying exam. The two-part exam was designed to expand diversity by creating a route to qualification for non-graduates. Aspiring solicitors must complete a period of authorised work experience, which includes apprenticeships, and then must pass the exam. The system replaces the legal practice course, more than 30 years old, on which only graduates could enrol.

SOME FINAL THOUGHTS ON THE IMPACT OF DEGREE APPRENTICESHIPS

A report, “Degree apprenticeships: voices from the frontline”, based on a survey of 1,073-degree apprentices, 148 employers and 248 teachers and trainers found that 82% of degree apprentices say their qualification “is facilitating their career progression”. However, it also found that 47% do not think that degree apprenticeships are held in the same esteem as non-apprenticeship courses, and 22% do not agree that their courses are valued within their workplace, with 65% of those who strongly disagree enrolled on the police constable degree apprenticeship.

Raheel Nawaz, lead researcher and pro VC for digital transformation at Staffordshire University, one of the largest providers of degree apprenticeships, said degree apprenticeships were a great British success story; “Canada want to adopt it, New Zealand want to adopt it, Spain want to adopt it, as well as Pakistan and Saudi Arabia. These are countries where I have personally been involved, helping them, either they have already started, or they are on the brink of adopting them.”

A key survey finding was that 67% of employers said they would discontinue their participation if the apprenticeship levy was not available. Labour has said that it would overhaul what Sir Keir Starmer called the “failed apprenticeships levy” to extend it to non-apprenticeship training. Prof Nawaz said: “There’s a very important message: don’t ruin something the world is adopting and adapting.” He highlighted the fact that 93% of surveyed employers agreed that degree apprenticeships “play a pivotal role in fostering the future growth of their organisation”. In addition, 84% said they contribute to workforce diversification. That diversity benefit was not just in gender and age, “but also socioeconomic background and ethnicity.” On the unhappiness among the police degree apprentices, having the apprenticeship or a degree is an entry requirement in most police forces, the report urges that “recognising the importance of student motivation, institutions must provide additional care and support to enhance motivation, especially when degree apprenticeships serve as the sole pathway to certain professions”.



Careers

HARD TIMES FOR GRADUATE SCHEMES

Advertised graduate roles were down by a third in September compared with the previous year, whilst PwC has told its graduates they will have to stay on the scheme for another six months because there was not enough work for them to be promoted. Deloitte, at the end of last year, made 150 of them redundant. Research by Hesa found that a declining proportion of graduates believed their roles to be fulfilling, or to fit with their future plans for employment. For graduate schemes as a whole, retention is nearly the lowest it has ever been. In 2011, 79% of employees on graduate schemes were retained after three years. In 2022, the figure was 72%. In addition, the salaries of graduates have dropped in value to their lowest point in real terms during the past ten years, according to the Institute of Student Employers. Adjusted for the 2023 consumer price index, graduates earned the equivalent of £34,811 in 2015-2016. For the 2022 to 2023 cohort, they earned just £32,000.

Dr Peter Watt, from the management school at Lancaster University, said that graduate schemes often came with an “inflated” promise of what they could offer. He said, “If you look at the way these job advertisements are framed, they’re all about opportunity and development, and realising your potential. So, there’s this kind of inflated promise. Financially, it’s not viable to invest in things like training, and they’re often the first things that go in any organisation when things are tight financially.” Alice Martin, head of research at the Work Foundation at Lancaster University, said, “Our research shows that 16-24-year-olds are 2.2 times more likely than older workers (50-65) to be in severely insecure work. This is because work insecurity has risen more steeply among young people than other age groups in the two years since the pandemic which, together with a rise in youth unemployment, suggests an incredibly difficult job market for them. Being a well-qualified graduate is not necessarily a protective factor against these challenges.”

SPOTLIGHT ON THE LAW

Paralegal work is often the starting point of work in the legal sector for graduates not just apprentices. What does it entail and will it offer the progression I want? This resource from www.lawcareers.net takes us through the role and development opportunities:- [Paralegal work: a guide for future solicitors - Features \(lawcareers.net\)](#)

Go online and read the updated legal job profiles on the Prospects website. It’s more than becoming a Solicitor or Barrister; there’s future development roles for example as an Arbitrator or Company Secretary:- [Law job profiles | Prospects.ac.uk](#)

Be inspired by the success of two legal apprentices as they fulfil their dreams and qualify:-

[Two chartered legal apprentices celebrate new full-time law roles - The Apprenticeship Guide](#)

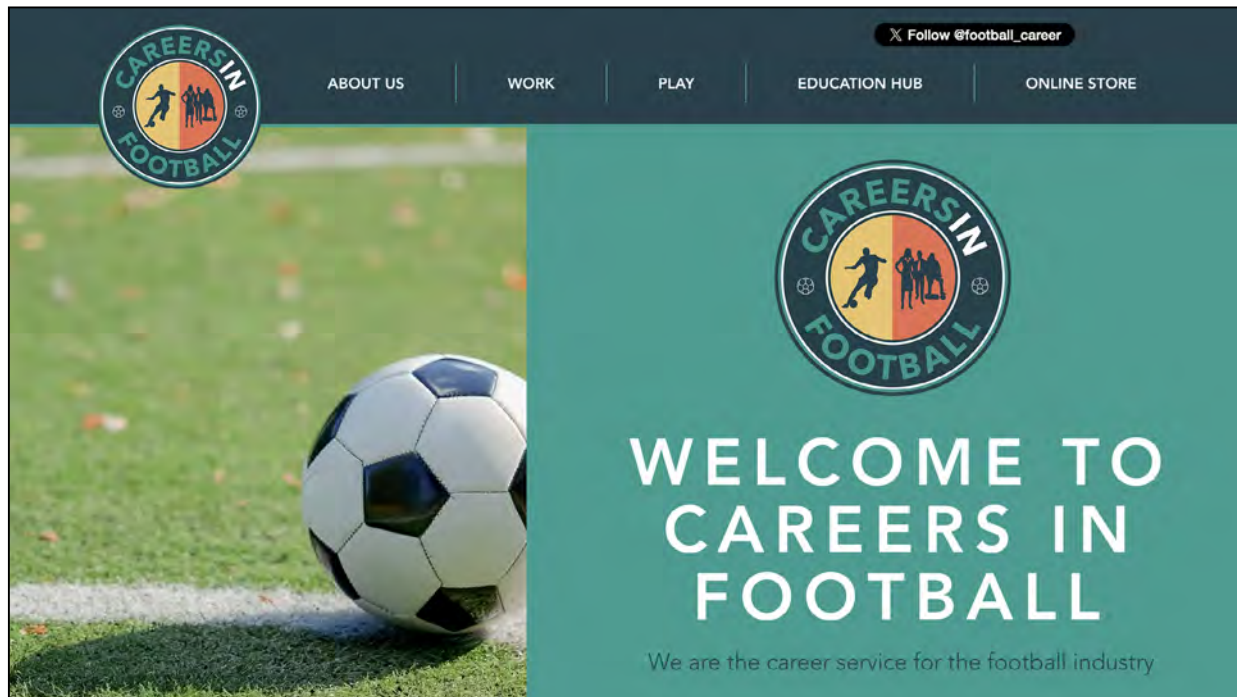
You could also browse this blog from the Student Room – 10 things new lawyers wish they’d known. Explore - [here](#)

The screenshot shows the top navigation bar of The Student Room website with a purple background. It includes the logo, a search bar, and buttons for 'Ask a question', 'Sign in', and 'Sign up'. Below the navigation bar is a breadcrumb trail: 'My TSR > University > University courses > Studying law'. The main content area features a large article header: '10 things new lawyers wish they'd known before studying law' with a sub-image of a man in a suit. To the right is a 'Latest' sidebar listing various exam results and news items, such as 'AQA A Level Spanish Paper 1 7692/1 - 7th June 2024 [Exam Chat]' and 'OCR GCSE Mathematics Paper 2 Higher (J560/05) - 3rd June 2024 [Exam Chat]'.

CAREERS IN FOOTBALL

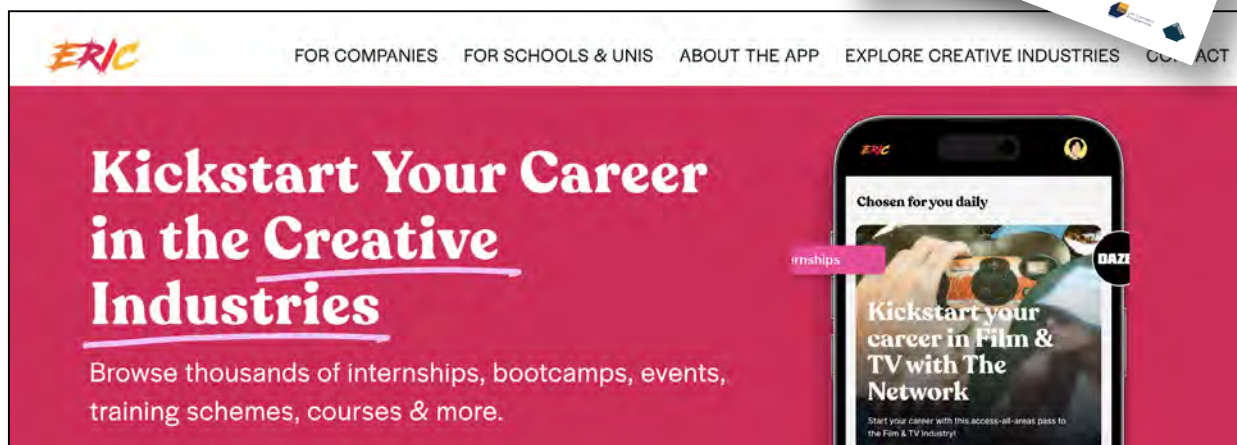
Many aspire but few make it as a professional footballer. However the industry offers far more than professional playing roles with opportunities in sports technology, media and promotions, finance and business management, coaching, player development, psychology and more. Comprehensive information can also be found on the 'Careers in Football' website:-

[Jobs In Football and Career Advice | Careersinfootball.com](https://www.careersinfootball.com)



INTERESTED IN A CREATIVE CAREER?

Recently released and a welcome update to resources focusing on creative art careers is the 'Creative HE Apply Guide' from the AccessHE division at London Higher working in collaboration with UK Arts and Design Institutions Association. Targeted at those considering a creative course and career at university and beyond, it explores the many reasons for wishing to study a creative subject, creative career choices, the variety of subjects on offer and application pathways including portfolios and interviews. All to be found at: [Creative HE Apply Guide - London Higher](#).



Alternatively, you could explore the Eric App. View: [ERIC | Creative Career App \(meet-eric.com\)](https://www.meet-eric.com)

MAKING SENSE OF DATA

We're in a world surrounded by data with a demand for talented individuals to build, analyse, interpret and model such information to support decision making in many settings including those in finance, medicine, engineering, I.T., business and the Civil Service. Career opportunities are to be found as Data Scientists, Data Analysts and Statisticians each with their different emphasis and skillset. This article from the University of Edinburgh explains the focus of each:-

[Data Science and statistics | The University of Edinburgh](#)

Also see the Government Statistical Job Profiles series:-

[Role profiles and career pathways – Government Analysis Function \(civilservice.gov.uk\)](#)

Further explore the opportunities including specialisms at:-

- [Statistician job profile | Prospects.ac.uk](#)
- [Data analyst job profile | Prospects.ac.uk](#)
- [Data scientist job profile | Prospects.ac.uk](#)
- [Government Statistical Service | Civil Service Careers \(civil-service-careers.gov.uk\)](#)
- [RSS - Medical statistician](#)
- [Pharmaceutical Statisticians:- Homepage \(psiweb.org\)](#)

Whilst many entrants come from degree or post graduate studies in subjects such as Computer Science, Data Science, Mathematics and Statistics, there are opportunities for entry via apprenticeships including:-

- [Data scientist \(integrated degree\) / Institute for Apprenticeships and Technical Education](#) (Level 6)
- [Data engineer / Institute for Apprenticeships and Technical Education](#) (Level 5)
- [Data analyst / Institute for Apprenticeships and Technical Education](#) (Level 4)
- [Intelligence analyst / Institute for Apprenticeships and Technical Education](#) (Level 4)

