

STUDY PROGRAMME POLICY

Role responsible:	Vice Principal, Pastoral
Author:	Pastoral Directors
Approved by:	Policy Review Group
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<i>This policy reflects legislation at the time it was last reviewed. If there is a conflict between legislation and the policy, legislation will take precedence over anything printed in the policy.</i>	
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Version:	Sep26

Study Programme Policy

1. Purpose:

This policy sets out the framework for study programmes at Wyke Sixth Form College, including the definition of a full-time programme. The aim is to ensure all students follow a coherent, ambitious and personalised programme of study that supports progression to higher education, apprenticeships, or employment.

This policy also outlines the circumstances under which a student's study programme may be reviewed and amended. Any amendments will be made in the best interests of the student, ensuring that the programme remains appropriate, aspirational, and aligned with their planned progression.

The College is committed to operating this policy in accordance with the Equality Act 2010. All decisions relating to study programmes, course changes, progression, and continuation will be made in a way that is fair, non-discriminatory, and inclusive of all protected characteristics. Where appropriate, reasonable adjustments will be made to ensure that no student is placed at a substantial disadvantage.

2. Part A: Study Programmes

2.1 Definition of a study programme:

In line with Department for Education guidance, all students at Wyke are enrolled on a study programme with a clearly defined core aim, combining both qualifications and non-qualification activity tailored to individual needs and progression goals.

All students must enrol on a full-time study programme. This is defined as:

- a. A programme comprising of a minimum of 620 planned hours per academic year;
- b. A study programme is equivalent to three Level 3 qualifications, Personal Development sessions, and 30 hours of Wyke Experience (which includes Enrichment, Curriculum Support, Additional Learning Support, Pastoral Support);
- c. Must include English and/or Maths if a student has not already Level 2 in these subjects;
- d. Attendance at Personal Development sessions, which includes, but is not limited to, personal, social and health education, employability skills, and preparation for progression to higher education or employment;
- e. Expectation that students also undertake other enrichment activities.
- f. Students are expected to fully participate in all elements of their study programme, including taught sessions, assessments, personal development, and any required enrichment or work-related activity. All elements of the study programme are compulsory unless otherwise agreed. Failure to engage with core components may result in a review of the student's programme.

2.2 Study pathways:

A student's core programme may comprise of:

- a. A Level based programme (3 A Levels);
- b. Mixed programme (combination of A Levels + Vocational);
- c. Vocational programme;
- d. T Level.

The College offers a wide range of enrichment opportunities, which students may select during enrolment or at the College's Enrichment Fair at the start of the academic year. While most enrichment activities are optional and non-qualification based, a small number lead to recognised examination board qualifications. Where a student chooses to undertake such a qualification, including the Extended Project Qualification (EPQ) and/or Core Maths, this will form part of their study programme and be added to their timetable. As with all core elements of their programme, students are expected to attend regularly, engage fully, and complete the qualification once they have committed to it.

Programmes are tailored to a student's prior attainment and progression goals. They are designed to:

- Reflect individual starting points;
- Support progression to aspirational destinations.

The College will meet its responsibilities under the SEND Code of Practice, ensuring that students with identified or emerging additional needs receive appropriate support and that study programmes are adapted where necessary. For students with an Education, Health and Care Plan (EHCP), study programmes will be designed and reviewed in line with the outcomes and provision specified within the plan.

It must be noted that experience does show that a reduction in learning time resulting from the dropping, rather than changing, of a subject course does not assist students in the remainder of their studies. This is because, in the majority of cases, the desire to drop a subject is indicative of more fundamental difficulties in attitude, study habits, commitment, or personal circumstances. Pursuing ways of addressing these should be given priority.

3. Part B: Programme Review, Course Changes and Amendments:

All students are enrolled onto a full-time study programme following a sustained period of information, advice and guidance, which includes (but is not limited to):

- a. Open evenings and transition events (including Wyke Start);
- b. Formal application and interview processes;
- c. Applicant information evenings;
- d. Enrolment guidance and course counselling.

This process is designed to ensure that each student begins a programme that is appropriate, ambitious and aligned to their prior attainment and future aspirations. However, the College recognises that, in some circumstances, it may be in a student's best interests for their

programme of study to be reviewed and amended once formally enrolled. Programme reviews may also take place where there is evidence that the initial programme is not appropriate, including where a student has been incorrectly placed or where new information becomes available.

Students returning following a break in learning may have their study programme reviewed to ensure it remains appropriate and achievable.

3.1 Course changes:

Requests to change individual courses will normally only be considered within the first half term of study. All potential course changes must be:

- a. Academically appropriate;
- b. Supported and approved by relevant teaching and pastoral staff;
- c. Conditional upon the student meeting the entry criteria for the proposed course and pathway.

Following the first half term, any subsequent course changes must be approved by Vice Principal (Curriculum).

3.1.1 Approval is not guaranteed and will depend on:

- a. Availability of places within the receiving course;
- b. Curriculum planning, group size considerations, timetable compatibility;
- c. The student's suitability for, and ability to meet the academic demands of, the proposed course. This includes meeting all entry requirements;
- d. Any proposed programme changes will also take account of awarding body requirements and external assessment constraints.

The College reserves the right to decline course change requests where any of these factors cannot be satisfactorily met.

3.2 Roles and Responsibilities in Course Changes:

The process of reviewing and approving course changes is supported by clear roles and responsibilities to ensure that decisions are consistent, appropriate, and in the best interests of the student.

Vice Principal (Curriculum):

- a. Provides final authorisation for all course change decisions, post first half term when student is in year 1, and provides final authorisation for all year 2 course changes;
- b. Ensures that any approved changes: are educationally appropriate, maintain the integrity of the student's study programme, comply with curriculum planning and funding requirements;

Pastoral Directors:

- c. Approve course changes in the first half term;
- d. Provide initial consideration and authorisation of course change requests post first half term;

- e. Ensure that the rationale for change is valid and evidence-based, and the proposed programme remains coherent and appropriate;

Progress Tutors:

- f. Maintain a holistic overview of the student's study programme;
- g. Consider whether the conditions for a course change are met, and the proposed change is viable within the wider programme;
- h. Provide informed recommendations based on student progress, engagement, and wellbeing;
- i. Raises course change requests using programme amendment system;
- j. Communicate with parents/carers regarding proposed changes, where appropriate;

Curriculum Staff:

- k. Provide subject-specific advice and guidance;
- l. Assess the student's suitability for their current course and potential to succeed in proposed alternative;
- m. Inform decisions through professional judgement on academic ability, progress, and course demands.

3.3 Programme Amendments and Reductions:

In exceptional circumstances, a student's overall study programme may be amended or reduced where it is considered to be in their best interests.

This may include:

- a. Reduction in the number of subjects studied;
- b. Adjustment to the type of qualification;
- c. Adaptation of the study programme to support individual needs;

3.3.1 Such amendments will only be considered where there is clear and evidenced justification, for example:

- i. Medical or health-related reasons;
- ii. Significant pastoral or wellbeing concerns;
- iii. Exceptional adverse personal circumstances;
- iv. Where one course becomes untenable due to student's behaviour or mismanagement of their programme, and therefore a course reduction could be considered to avoid a full exclusion.

3.3.2 Consideration will also be given to students who have any additional learning needs or meet any other inclusion factors.

All programme amendments or reductions will:

- i. Be discussed with the student and, where appropriate, parents/carers;
- ii. Be informed by relevant evidence (e.g. medical documentation, progress data, professional recommendations);

- iii. Require approval from appropriate senior staff.

3.3.3 The College will ensure that any revised programme remains:

- i. Meaningful and coherent;
- ii. Aligned to realistic progression outcomes;
- iii. As aspirational as possible given the student's circumstances.

Such programme amendments may also be made through the College's Health, Wellbeing and Fitness to Study policy, or through the Behaviour Management Policy.

3.4 Course changes- enrichment qualifications:

Where a student has enrolled on an enrichment activity that leads to a recognised qualification, such as the Extended Project Qualification (EPQ) or Core Maths, this forms part of their study programme. Any request to withdraw from one of these qualifications must be considered through the formal course change process.

Approval will only be granted following a review of the student's circumstances and the potential impact on their overall study programme. Until a course change has been formally approved, students are expected to continue attending and participating fully in all scheduled lessons and assessments.

4. Part C: Progression and Continuation of Study

All students are enrolled on a full-time, two-year programme. However, enrolment onto a two-year study programme does not create an automatic right to progression, on that same programme, to the second year of study.

The College is committed to supporting all students to succeed and endeavours to ensure those students that complete Year 1 of their studies progress into Year 2. However, there may be circumstances where it is not appropriate for a student to continue into Year 2 on their existing programme. In such cases, a review will be undertaken to determine the most appropriate progression pathway.

A change of programme may be considered where there are concerns relating to:

- a. Academic achievement, including a sustained lack of progress relative to course expectations;
- b. Behaviour and conduct, including adherence to college expectations and standards;
- c. Fitness to study, including wellbeing, or other factors impacting a student's ability to engage successfully with their current programme.

4.1 A student's study programme may be reviewed where there is a sustained lack of engagement with learning, including failure to complete independent study, coursework, or directed tasks, even where attendance is acceptable.

The College is clear that a student's place will not be withdrawn solely on the basis of academic attainment. Where progression on the current programme is not deemed appropriate, students will instead be supported to transition onto an alternative programme of study that better reflects their needs, potential, and likely progression outcomes.

All decisions regarding progression and programme change will:

- a. Be made following a thorough and evidence-based review process;
- b. Take into account the student's individual circumstances, including any relevant inclusion factors, additional learning needs, or personal circumstances;
- c. Involve appropriate staff and, where relevant, discussion with parents/carers;
- d. Aim to ensure that the student continues on a meaningful, aspirational, and achievable pathway.

4.2 All decisions will be clearly documented, with rationale recorded, including how equality, inclusion, and individual circumstances have been considered. The overarching principle is that all students are supported to remain in education and to progress positively, even where their original programme requires amendment. The final decision regarding a student's study programme rests with the College, taking into account professional judgement and the student's best interests.

Before any decision to prevent progression is made, the College will consider:

- a. Whether the student has a disability or additional learning need;
- b. Whether reasonable adjustments have been implemented;
- c. Whether additional support or alternative strategies could enable progression;
- d. Whether the decision would place the student at a disproportionate disadvantage.

Decisions will be evidence-based, proportionate, and aligned with the College's duties under the Equality Act 2010.

4.3 Progression Requirements:

Progress from Year 1 to Year 2 will be contingent on a number of factors. Dependent on student circumstances, a student may find themselves in one the following strands.

4.3.1 Strand A: Behaviour and Conduct

Students must follow the Learner Agreement, College Charter, and Behaviour Management Policy, and follow all behaviour expectations as outlined in these.

Behaviour That May Prevent Progression:

Progression to second year of study or continuation on programme may be refused if the student:

- a. Has an active formal written warning or College Contract;
- b. Has engaged in serious misconduct such as violence, harassment, drugs, or refusal to follow rules;
- c. Does not engage with behavioural support processes.

Where behaviour may be linked to a disability or additional need, the College will ensure this is considered as part of the decision-making process and that appropriate support strategies have been implemented.

The above must be read in conjunction with the College's Behaviour Management Policy, and the provisions within this policy continue to apply in full.

4.3.2 Strand B: Health, Wellbeing and Fitness / Ability to Study:

Students must be sufficiently well to participate safely and effectively in full-time education.

Minimum Expectations:

Students must:

- a. Attend regularly enough to make progress, taking into account any agreed support plans, reasonable adjustments, or individual circumstances;
- b. Engage in learning without presenting safety concerns;
- c. Work with support services if wellbeing concerns arise;

Circumstances That May Prevent Progression

Progression may be withheld if:

- d. The student is escalated to a Fit to Study Consultation, under the Health, Wellbeing and Fitness to Study Policy;
- e. Prolonged health-related absence has caused significant lost learning;
- f. The student is deemed unfit to study, or a break in learning is recommended;
- g. The student cannot safely engage in Year 2 study, even following the implementation and review of appropriate support strategies and reasonable adjustments.

Where progression is not deemed appropriate under this strand, the College will ensure this decision is informed by appropriate professional evidence and that alternative pathways or re-engagement options are explored.

The above must be read in conjunction with the College's Health, Wellbeing, and Fitness to Study Policy, and the provisions within this policy continue to apply in full.

4.3.3 Strand C: Academic Progress and Achievement:

Students must demonstrate the academic capability to succeed at Level 3 in Year 2. This includes:

- a. Consistent attendance at lessons and subject activities to sustain learning, including subject intervention and support;
- b. Completion of all key internal assessments and checkpoints as timetabled, providing sufficient and reliable assessment evidence to allow teachers to judge understanding of Year 1 content;
- c. Meeting of coursework/non-exam assessment (NEA) requirements to an acceptable standard (where applicable), including completion and engagement with directed independent learning (DIL);

Academic Indicators Required for Progression on Current Programme of Study:

Progression will normally require that:

- d. There is sufficient valid assessment evidence to judge progress;
- e. The student shows the prerequisite knowledge needed to access Year 2 content;
- f. The student demonstrates the capacity to succeed in Year 2, with reasonable support;
- g. Key assessments and internal exams have been completed;
- h. Coursework/NEA components are completed to an acceptable standard, or on track for completion as directed by teacher;

Circumstances That May Prevent Progression on Current Programme of Study:

Progression on current programme may be refused where:

- i. The student has insufficient valid assessment evidence for teachers to judge readiness for Year 2 study;
- j. Essential content, knowledge, or skills from Year 1 have not been demonstrated, meaning the student cannot access Year 2 content;
- k. Teachers identify significant foundational gaps that compromise progression (e.g., missing core modules, lack of subject literacy or numeracy, missing key practical skills);
- l. The student's academic behaviours indicate that success in Year 2 is unlikely, even with support.

These decisions must be supported by clear evidence from teaching staff and documented using existing College systems.

Serious breaches of academic integrity, including malpractice in assessments, may result in a review of a student's study programme.

The College is clear that progression on a student's current programme does not depend on achieving a specific grade or target, but on demonstrated engagement, completion of work, and the knowledge and skills required to succeed in Year 2. It may be deemed that a programme amendment be in the student's best interest to ensure the student be successful at Level 3 study. The College reserves the right to make such an amendment when deemed appropriate.

Where programme amendments arise from concerns about academic achievement, the College will ensure that all inclusion factors are carefully considered, including SEND, wellbeing, and wider personal circumstances. All decisions will be made on a holistic basis, ensuring fairness, equity, and appropriate support for the individual student.

4.3.4 Strand D: Adverse Personal Circumstances:

The College also recognises that some students may experience significant adverse personal circumstances which, while not directly related to health, wellbeing, or disability, may nonetheless affect their ability to engage with learning, maintain attendance, and make expected progress.

Examples may include (but are not limited to):

- a. Bereavement;
- b. Family crisis, separation, or housing instability;
- c. Issues relating to safeguarding, including current or recent involvement with social care services;
- d. Caring responsibilities;
- e. Legal or financial difficulties;
- f. Serious disruption within the home environment;
- g. Other circumstances impacting attendance, concentration, or the ability to meet deadlines.

The College also acknowledges that external commitments or personal choices (e.g. extended holidays or employment) may, in some cases, lead to a sustained reduction in engagement and affect progress.

4.3.5 Consideration and Support:

All cases will be considered on an individual and proportionate basis. The College recognises that some adverse circumstances may intersect with protected characteristics or additional needs, and these will be considered carefully to ensure that decisions remain fair, proportionate and non-discriminatory.

All cases will be considered, taking into account:

- a. The nature and duration of the circumstances;
- b. The impact on learning and progress;
- c. The student's engagement with support and communication;

Decisions regarding progression and continuation will reflect a holistic review, including relevant inclusion factors and personal context. While appropriate flexibility and support will be provided, progression to Year 2 is not automatically guaranteed where a student's ability to succeed on their current programme has been significantly affected.

Student Expectations:

During periods of adverse circumstances, students must:

- d. Inform the College in a timely manner;
- e. Engage with agreed support and maintain communication;
- f. Attend and participate in learning as far as reasonably possible;
- g. Complete essential assessments, or agree appropriate alternatives;
- h. Demonstrate a commitment to re-engagement where circumstances improve.

A sustained lack of engagement or communication may limit the effectiveness of support and will be considered in any progression review.

Progression:

Where adverse circumstances have had a significant impact, progression decisions will be based on a holistic assessment of the student's capacity to succeed in Year 2. Where continuation on the existing programme is not appropriate, the College will support the student onto an alternative, meaningful and achievable pathway, ensuring decisions remain fair, inclusive, and focused on positive progression.

5. Right to Appeal:

The College will always seek to make decisions in partnership with the student, and where appropriate their parent/carer. In the vast majority of cases, any decision regarding a programme amendment is agreed by all parties as being in the student's best interests.

There is, however, the right to appeal any decision under this policy.

Appeals must be submitted within 5 working days to the Principal:

- a. A hearing will normally be held within 10 working days,
- b. Written outcomes provided within 5 working days.

EQUALITY IMPACT ASSESSMENT

Policy, procedure, practice, or strategy:	Study Programme Policy		
Role responsible:	Vice Principal; Pastoral and Pastoral Directors	Date:	September 2026
Briefly describe the aims, objectives & purpose of this policy, procedure, practice, or strategy.	The aim of this policy is to set out the framework for study programmes at Wyke College, ensuring that all students access a coherent, ambitious and personalised programme, which is aligned to their prior attainment and progression goals. It aims to ensure consistency and fairness in decision-making regarding possible study programme amendments and embeds inclusive practice by ensuring reasonable adjustments and support are in place where required. It ensures that decisions are evidence-based, taking into account individual circumstances.		
	Please ensure the following characteristics are considered when assessing the questions below along with any others you feel to be relevant: Gender, Sexuality, Transgenderism, Age, Race, Religion/belief, Disability, Marital/Civil partnership status, Pregnancy, or maternity. Responses may be based on learner and staff data, complaints, feedback, research, student/staff surveys and/or professional judgement.		
Is there potential, or opportunity that the proposed policy, procedure practice or strategy will affect any groups adversely (including possible discrimination)? Please include any equality concerns expressed during consultation.	It is possible certain groups could be disproportionately affected by the requirements around full-time hours and participation in all elements of a programme. This could include students with chronic illness, mental health needs, and neurodiversity, along with students who are at a socio-economic disadvantage, such as those with caring-responsibilities and unstable housing. Religious observance and cultural responsibilities could also impact attendance. There is no evidence of direct discrimination within the policy; however, there is potential for indirect disadvantage if flexibility, reasonable adjustments and individual circumstances are not consistently applied.		
Is there potential for, or evidence that the proposed policy, procedure, or practice either promotes or fails to promote equality of opportunity for all and good relations between different groups?	This policy actively promotes equality of opportunity by embedding a commitment to the Equality Act 2010 throughout. It requires study programmes are Individualised, based on the needs of students, including explicit consideration of SEND, wellbeing and adverse personal circumstances. The policy ensures that reasonable adjustments are considered, and that all decisions are holistic and evidence-based, avoiding progression decisions based solely on attainment grades. Overall, the policy is designed to support inclusion, reduce barriers to participation, and ensure all students are able to access meaningful and aspirational pathways.		

If any action is required as a result of this screening exercise, please note them, along with any mechanisms for reviewing the impact of the policy, procedure, or practice.	To ensure that the policy remains equitable in practice, progression and course changes will be monitored and analysed, looking at specific groups such as SEND and other disadvantage indicators. Staff involved in decision-making will understand their responsibilities under the Equality Act and apply reasonable adjustments consistently. Policy will be reviewed annually and updated if any disproportionate impact is identified.
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