Head of Sixth Form’s Welcome

This week we had another action packed week in terms of guest speakers.

On Monday Mike Haines came in to speak to our Year 12. Mike Haines is the brother of David Haines, a British aid worker who was murdered by Daesh in Syria in September 2014. Despite suffering tragedy as a direct result of terrorism, Mike himself chose to publicly reject hatred in favour of unity, tolerance, and understanding. Our Year 12 students commented on how moving the experience was and we thank Mike for sharing his experiences and reflections. Thank you also to Mr Ball for organising this opportunity.

On Tuesday we welcomed Dr Kamal Uddin, who is a Research Informatics Manager from Evotec. A full write up is included in this issue. Thank you again to Dr Uddin for his time in supporting our Year 12 Speakers’ Programme.

On Wednesday we were delighted to have six candidates standing for election in Ilford North for a Year 13 hustings organised by Mr Lennox. One element of our vision is that students leave us ready to be successful in life beyond INA. Developing a positive relationship with voting and having a sense of agency around deciding who to vote for is a key part of becoming a great citizen. Students submitted the following questions for the candidates to respond to. A more detailed write-up will be included next week.

I am grateful not only to Mr Lennox for the time taken to organise this event but also to all of the candidates who took the time to join the event. The students are excited about the opportunity exercise their right to vote for the first time in a General Election next week.
As a school within the ARK Network our Year 13 students have access to apply for bursaries. Last year we were delighted that the following students last year successfully received bursaries:

The process for Year 13 students to apply for bursaries is as follows:

Please check you meet the eligibility criteria:

### Bursary Opportunities

**Did you know?**

Being a part of Ark gives INA Sixth Form students the unique opportunity to be awarded top bursaries at University. A huge congratulations to these students who have been awarded the following:

<table>
<thead>
<tr>
<th>Bursary Name</th>
<th>Amount</th>
<th>3-year bursary</th>
<th>Number available</th>
<th>Eligibility criteria</th>
</tr>
</thead>
</table>
| Reuben Scholarship         | £22,500        | Yes            | 4                | • Offer letter from a top Russell Group  
• Must move out of home  
• Demonstrates high financial need  
• Made a positive contribution to the school/community |
| Reuben Scholarship Oxbridge| £22,500        | Yes            | 2                | • As per Reuben Scholarship criteria but for Oxbridge only                           |
| Marshall Wace £9,000 Award | £9,000         | Yes            | 30               | • Demonstrates high financial need  
• Made a positive contribution to the school/community  
• Offer letter from any UK university for a Bachelor’s degree  
• C or above in A-level for the subject studying at university (or closest to it) |
| Marshall Wace £3,000 Award | £3,000         | Yes            | 10               | • For exceptional students who cannot demonstrate financial need  
• Made an outstanding contribution to the school/community  
• Offer letter from any UK university  
• C or above in A-level for the subject studying at university (or closest to it) |
| Urbanest                   | £1,800 + free accommodation | Yes | 5 | • Demonstrates high financial need  
• Institution must be a London HEFCE institution  
• Includes fully funded accommodation at Urbanest student properties for 3 years  
• 2/5 bursaries prioritised for students moving from outside of London |

Students should write a short letter of application to Ms McEvoy and submit it via the sixthform@isaacnewtonacademy.org account by 4pm on Monday 16th December. Your letter of interest should explain your motivation for applying, what you hope to achieve by studying your course at university and your long term goals and aspirations. Your application should be approximately one side of A4.

We have the opportunity to nominate up to 14 students and we will confirm which students we will nominate on Friday 20th December. We will then advise of next steps. We will support students with finalising their applications to ARK by offering guidance prior to the holidays and before final submission on the 13th of January.

On Thursday 12th December it is our Christmas Jumper day. Everyone is encouraged to wear a Christmas jumper and to pay £1.00 for the privilege. It is also our Christmas Lunch day!

Finally a huge good luck to the students who begin interviews for medical degree courses and Oxbridge courses next week!

With best wishes,

Ms Alibhai, Vice Principal and Head of Sixth Form
Challenge Partners' Review Report

I am delighted to be able to share the headlines from the report from our Challenge Partners Review which took place at the end of October. INA was judged to be ‘LEADING’ in all aspects, including Leadership at all levels and Quality of provision and outcomes. We are pleased that the review affirms our own evaluation of the school & that the areas identified for development are things we are already working on. A copy of the report can be found on the website however, here are some highlights:

- Leaders demonstrate an ambitious vision for the delivery of a holistic model of education. Leaders at all levels are committed to ensuring that pupils exceed expectations.
- The ‘BRIDGES’ wheel provides a values-based framework for the whole school community. Staff and students demonstrate a clear understanding of the framework and embrace it with enthusiasm.
- Development of the ‘Harkness’ initiative is research-informed and represents a significant investment in developing character and emotional health.
- Leadership of the ‘Big Band’ curriculum strand is highly effective.
- The primary curriculum is framed by a clear intent
- Strong relationships with parents and carers play a key role in ensuring the success of the provision.
- Governors rigorously hold leaders to account.
- Teachers demonstrate strong subject knowledge and use this to plan appropriate opportunities for recall.
- There is some good evidence of teachers using a range of assessment for learning strategies to check for misconceptions and probe pupils’ thinking.
- Pupils demonstrate high expectations for presentation of work in books.
- The implementation of positive learning habits ensures that pupils effectively self-regulate and complete tasks in a timely fashion.
- In the primary school, teachers expertly use modelling to ensure clarity of understanding and strong engagement amongst pupils.
- Pupils demonstrate strong behaviours for learning and build positive relationships, which enable them to make rapid progress.

Ms Spencer, Interim Principal
Supporting your child with their level 3 studies

1. **A quiet space to study without distractions**
   It’s important that your child has a quiet space to study in. Remember the sixth form study centre is open every day until 6pm. Local libraries provide another location. Encourage your child to keep their mobile phone in another room during a study session so they are not distracted by calls, messages and notifications.

2. **The importance of regular sleep, food, fresh air and exercise**
   Regular routines for eating and sleeping train our brain and bodies to be most effective for the times of day we have lessons and exams, supporting healthy bodies and excellent attendance. Sleep is crucial to the effective functioning of our brain; staying up late builds up a sleep debt, impacting on retention and energy levels.

3. **Attendance and punctuality**
   Encourage your child to make it to school on time each day to maximise their exposure to expert teaching and guidance. The first step out the door in the morning can be the hardest, but making that step leads to the next and to success. This includes attendance at intervention for targeted development of skills for the exam and more opportunities for your child to ask questions.

4. **A realistic and specific revision timetable**
   Ensure your child has a revision timetable that breaks down not only which subject, but which topic. Make the timetable realistic, breaking revision into manageable chunks with regular breaks between sessions. It’s far more effective to do 30 minutes of successful revision than plough on for hours and not get anywhere. Display prominently at home to support your child to stick with it and to celebrate the sessions they have completed. Make sure your child’s timetable covers all areas of the specification.

5. **Resources**
   Please ensure your child has access to all the resources they need for their courses, e.g. recommended textbooks. Encourage your son/daughter to explore the revision materials that are available. The sixth form study centre is open every day until 6pm; students have access to a quiet space for learning, computers and the internet, as well as the opportunity to touch base with teachers. Ensure your child has the specifications and talk to your child about them, supporting your child to identify their target areas and refine their revision plan.

6. **A range of active revision techniques**
   Help your child to find effective methods of learning and retaining information. Reading notes and textbooks feels comfortable, but it isn’t effective. Active revision that includes retrieval practice feels uncomfortable, but it is effective.
   a. Mind mapping the various stages of each topic before trying practice questions
   b. Drawing flow charts and diagrams before trying practice questions
   c. Creating flash cards with bite size facts and figures and then using them for self-testing
   d. Making notes and talking through them, then using them for self-testing

7. **Exam questions**
   Many departments have uploaded these to Edmodo. Use these in timed conditions the closer your child gets to the exams, without checking against the answers all the time. You could support your child in checking their marking using mark schemes.

8. **Perspective**
   Help your child to keep everything in perspective. Remind them that the better they prepare and the more confident they feel in their subject knowledge, the less stressed they will feel when the exams start. Have a chat with them, give them a snack. By the end of June, the exams will be over and it will be the start of the long summer holidays.
WORK EXPERIENCE: THE OLD VIC TAKEOVER

We will run a one-week work experience programme for up to 15 participants aged 16–18 years old during the February and October half terms in 2020. By taking part in the programme students will:

• Discover how a producing theatre operates
• Meet industry professionals and find out more about careers in the arts
• Develop key employability skills – teamwork, communication, problem solving and public speaking
• Get a free ticket to watch Endgame

Participants will take on a series of workshops with different departments which will give an insight into how a busy producing theatre operates. At the end of the week participants will work together as a team to curate, plan and run their own event, putting to use all the knowledge they have gained over the course of the programme. They will be given a budget to deliver the event and will work with professional artists.

This programme is free to take part. Participants will be provided with a free lunch each day and a travel bursary to cover the cost of London travel.

Applications are now open for 17-21 February 2020.

MORE INFO / APPLY: www.oldvictheatre.com/join-in/for-young-people/work-experience-the-old-vic-takeover

ELIGIBILITY

• No previous experience of theatre is necessary
• Participants must be aged between 16–18
• We welcome applications from young people not in education, employment or training
• This programme is fully accessible. We will discuss any access requirements you may have before the project begins and will ensure appropriate support is in place

HOW TO APPLY

If any of your students would like to apply, they can either:

• Complete the online application form here
• Or make a one-minute video or sound file telling us why you want to take part. Once completed, send your video directly to work.experience@oldvictheatre.com or upload it to YouTube as an unlisted video and email us the link. In your email also include your full name, contact telephone number, date of birth, borough and postcode

All applicants must have the consent of a parent or carer

If you have any questions about the programme or the application process, please contact Euan at work.experience@oldvictheatre.com or call 020 7981 0907.
Apprenticeships Expo

On Ahmed Al-Khafaji Day, we attended the Ark Apprenticeships Expo at the Google Academy, where we got the opportunity to meet with representatives from companies such as the Cabinet Office, Deloitte and PwC. This gave us an insight into the world of apprenticeships and clarified what they consisted of. The event gave us a clearer view of the flexible nature of the apprenticeship route which can be suited to your individual needs. We then networked with the representatives of these companies who offered us personal advice and allowed us to build relationships with companies with whom we could potentially pursue an apprenticeship. Overall, it was extremely informative and we left with a better understanding of apprenticeships than before. - Aman & Sumayyah, Year 12

I attended the Apprenticeships Expo run by Ark on 20th November 2019. Recently, when thinking of my path after A levels, apprenticeships have been something I have begun to consider with more thought. Whereas, some time ago, I felt sure about going to university, I am now considering a degree apprenticeship after 6th form.

I have recently attended a few apprenticeship careers events, including the Ark Expo. During this last event, I was introduced to three different companies: White Hat, PwC and Ofcom. I had the chance to meet employees and apprentices to find information about the different types of apprenticeships run by the companies. This provided a great insight into the life of an apprentice. I managed to get the contact details of one of the apprentices from PwC as I have a keen interest in the programme in which he is involved. Mish and Caleb from PwC are both involved in the Flying Start Degree programme and I have a feeling this is something I will definitely consider in the future.

I left the Expo with a lot more knowledge about apprenticeships and the three companies to which I was introduced. - Zain, Year 12

My time at the Google Academy gave me a bigger insight into the world of apprenticeships. Although targeted at Year 13s, I still gained a lot of knowledge on different apprenticeships on offer. One of the workshops that I attended was with the Cabinet Office and, even though I am not interested in working there, I learnt that I can still gain the skills I need to pursue jobs unrelated to the Cabinet Office. The people at the Expo were hospitable and I was able to gain some apprenticeship contact information. It was a very educational and inspiring day. - Aasiya, Year 12

The event was useful to help me weigh up my options for my life post 18. I had a talk with Sky, which was helpful as they explained their application process. - Vikram, Year 13

I saw the Expo as an eye-opener as I went into it focusing on only one type of apprenticeship but came out having more than one pathway I could consider.

I think even those who don’t see an apprenticeship as a choice for them should have had a taste of what they provide and the pros of choosing this route. Even though the Expo was focused on mainly year 13s it really opened my eyes to what could be a future option if you choose not to go to university. Overall, the whole experience of networking and meeting new people was very useful. - Abdul K, Year 12

A day at the Google Expo provided a unique opportunity to discover many big companies, such as British Airways, Capgemini and Deloitte, and to put questions directly to the representatives of those companies.

The one-to-one conversations were invaluable in providing great insight into some fantastic companies and the opportunities available, which was ideal for speeding up the process of making some life-changing decisions about my future: degree apprenticeship applications, pros and cons of this pathway and the process of applying. - Rabia, Year 13
I found the Ark Apprenticeship Expo a very insightful and informative event. This was because of the level of detail in which the employers explained their apprenticeship opportunities. This helped me to fully grasp the option and learn more about alternatives to university. - **Justin, Year 12**

I attended the Ark Expo event which included a range of apprenticeship companies who explained what they require from us in terms of grades, skills, and community giveback. It gave me a chance to ask many questions which gave me a better understanding of what apprenticeships ask for and what people do on a day-to-day basis as an apprentice. The event was very helpful as it narrowed down my options for apprenticeships. - **Zahra, Year 13**

On Wednesday 21 November I was given the opportunity to go to the Ark Apprenticeship Expo at the Google Academy. At the Expo we were sent to certain firms based on our interests and the three firms I was sent to were Ada, M&S and Lendlease. I learned about the different types of apprenticeships that were on offer at these firms such as the 5-year scheme at Lendlease where you would work for 5 years as well as being able to attend university. The most interesting apprenticeship offer, in my opinion, was the Ada apprenticeships specifically the digital and technological apprenticeship and the data analytical due to my interest in mathematics. When possible, I would definitely recommend the next cohort also attend this unique experience next year. - **Hassan, Year 13**

---

**Experience Engineering**

What is Experience Engineering?

15 - 17 April 2020

Experience Engineering is a residential course for Year 12 students interested in studying engineering at university. The residential will introduce students to the areas of **Ship Science, Mechanical Engineering** and **Acoustical Engineering**.

- Have achieved at least five A/ A*s at GCSE
- Are taking relevant subjects in relation to engineering (e.g. Maths, Physics and other Science subjects)

and meet at least two of the following Widening Participation criteria:

- In the first generation of your immediate family to apply to Higher Education
- Current home postcode shows that you live in an area with low levels of progression to Higher Education. (Postcodes within the lowest two (1 &2)POLAR4 young participation quintile). Postcodes can be checked for eligibility on the [OfS Postcode Checker](#).
- or current home postcode falls within the lowest 20 per cent of the Index of Multiple Deprivation ([Check postcode](#)), or a member of a travelling family.
- Attended a school/college whose performance places it into the lowest two quintiles for average QCA points per A level student (or equivalent) (in England, Wales or Northern Ireland) as identified by the Department for Education dataset and provided to the University via UCAS. A list of schools/colleges meeting this criteria can be found under useful downloads in the document 'Eligible schools for applications made in 2018/19'.
- In receipt of a 16-19 bursary or similar grant OR received Free School Meals at any point during your school education
- Living or grew up in Local Authority care
- Are a Young Carer
Speakers’ Programme

This week we were delighted to welcome Dr Kamal Uddin, a Research Informatics Manager from Evotec. Dr Uddin spoke about the route he took to develop his career, as well as outlining his areas of responsibilities. Dr Uddin works for Evotec and plays a key role in researching and synthesising different proteins to create medicines. He spoke about how long it takes to physically create and introduce a new medicine, the average time being 10-15 years, emphasising the importance of research, determination, perseverance and grit to bring the best version of something into the market. From this all students, regardless of whether they are interested in the pharmaceutical industry or not, can take away how important it is to identify and rectify your mistakes in order to have a good outcome and failure is just a ‘first attempt at learning’. Dr Uddin also explained how vital it is for colleagues to learn from one another, just like in a classroom, by sharing good practices - he also emphasised how essential it is for students to really solidify their understanding on various concepts relating to their subjects, much like how he has to, in order to tackle problems. He also emphasised the importance of adaptability, and making adjustments, as these are key dispositions in ensuring we are learning and improving. In the pharmaceutical industry new drugs are always being designed and created as viruses and bacteria keep on mutating, and we require new forms of medication to manage these viruses and bacteria.

Dr Uddin also emphasised the importance of hard work and determination. He spoke about how he supported his father’s business from the age of 9, and this became his part-time job which he managed all the way from the age of 9 to the second year of his university degree. During this time he also took on volunteering work. However, as well as speaking about the importance of working hard, and being driven; he also spoke about the importance of maintaining a work-life balance, as every minute is precious, and once we recognise this we will all value time.

Ms Mayet

2019 student technology competition

What does data tell us about climate change?

This year’s student technology competition is all about data and climate change. We’re concerned about climate change. A threat to the environment is also a threat to the economy. We want students, aged 16 to 18, to show us how they would use data to measure the impact of climate change on the economy.

The prize

Winners and runners up will secure a paid internship with us in summer 2020.

The challenge

Using the data sets below, create a meaningful data visualisation that explores how climate change affects the economy. Tell us a story with data, and explain to us why that story is an important one.

Climate change is a complex issue. We want fresh perspectives, so share your ideas and show us why you should be one of our 2020 summer interns.

How to enter

You have until 5pm on 20 December to complete the task and enter the competition. Please send your submission to tech.early.careers@bankofengland.co.uk. You can also email us if you have any questions.
Defending Democracy Through Social Movements

12 December 2019, 6:15pm–7:30pm

We live in an increasingly globalized and interconnected world. Yet in 2019, basic democratic values and liberties were under threat...

...and liberties were under threat in many countries that have been considered “stable democracies” for years.

How do we create—and preserve—democracy across the globe? By knowing and understanding what weakens it.

One of democracy’s foes can be populism. Populism is typically defined as a movement that gives voice to those who feel disregarded by political elites. Although challenging to recognize, there is a danger in leaders who rise democratically and then heavily clamp down on institutions once in power. In the UK, rising populism allowed for the passing of the Brexit referendum. Propaganda in support of this referendum often used xenophobic and islamophobic rhetoric to resonate with voters who may have already felt alienated from the increases in globalization.

Nonviolent social movements have surged in response to the rise of populism, nationalism and racial intolerance in Europe, Asia and the United States. But how can these movements help to defend democratic institutions and values today?

These subjects will be discussed at “Defending Democracy Through Social Movements” lecture. Srdja will discuss the most important battlegrounds for democracy that exist around the world today. Moreover, the lecture will provide an overview of the key principles of successful nonviolent movements, both contemporary and historical, large and small.

Srdja Popovic is the Founder and Executive director of the Center for Applied Nonviolent Actions and Strategies (CANVAS), a non-profit organization based in Belgrade, Serbia that aims to teach the use of nonviolence to make a change.

He was born and raised in Belgrade, Serbia (then part of Yugoslavia), in 1973. Popovic played the guitar in a rock band and graduated from the Faculty of Biology in Belgrade, holding a Master’s degree (MA) in animal ecology. Since his early 20ies, he has focused on activism, democracy and human rights issues.

Election Replay with the Experts

16 December 2019, 6:00pm–7:30pm

In this seminar three UCL experts come together with Dr Sofia Collignon (Royal Holloway) to discuss key aspects of the general election.

Prof Ben Lauderdale will analyse the accuracy of polling and expectations before the election;

Dr Sofia Collignon will talk about the main characteristics of the candidates;

Dr Alan Renwick about the performance of the campaign rules and the electoral system;

and Prof Meg Russell about the likely political dynamics in the new parliament.

The seminars are completely free and open to all. Since it is common for ticket holders to drop out on the day for whatever reason, we oversubscribe our events to ensure a good turn out and a lively discussion. Registration therefore, does not guarantee you entry and we advise that you arrive in good time in order to ensure you are admitted to the event.
Genome Editing with CRISPR-Cas systems: Challenges and Opportunities in a New Era of Biology

17 December 2019, 6:00pm–7:00pm

The UCL Clinical Prize Lecture 2019 will be given by Professor Jennifer Doudna, Professor of Chemistry and Molecular and Cell Biology at U.C. Berkeley.

CRISPR gene editing is transforming biology. Fundamental research to understand how bacteria fight viral infections uncovered how the CRISPR system uses Cas proteins with RNA as a programmable guide to detect and cut specific DNA sequences. Cas/RNA complexes constitute a powerful toolkit for genome editing in animals, plants and bacteria. I will discuss research into this amazing family of proteins: where they came from, how they work and how CRISPR technologies are revolutionizing research, biomedicine and agriculture. I will also discuss the ethical challenges of some of these applications with a focus on what our decisions now might mean for future generations.

Professor Jennifer Doudna
Professor of Chemistry and Molecular and Cell Biology at U.C. Berkeley

As an internationally renowned professor of Chemistry and Molecular and Cell Biology at U.C. Berkeley, Doudna and her colleagues rocked the research world in 2012 by describing a simple way of editing the DNA of any organism using an RNA-guided protein found in bacteria. This technology, called CRISPR-Cas9, has opened the floodgates of possibility for human and non-human applications of gene editing, including assisting researchers in the fight against HIV, sickle cell disease and muscular dystrophy.

Refuge in a Moving World: beyond hospitality and hostility

10 December 2019, 6:30pm–7:30pm

People have been displaced throughout history and across all geographies, and yet attention to displacement ebbs and flows across time and space. Most displaced people remain within their regions of origin, often facing a combination of hospitality and hostility, and developing different ways of responding to their own situations.

This lecture traces the multiple ways that responses to displacement are enacted by people with personal and family experiences of forced migration, including in their capacity as researchers, writers and artists, and aid providers. Drawing on research conducted in camps and cities in the Middle East and North Africa, this lecture examines how different people experience and respond to their own situations (and that of others), in the presence of diverse barriers and structural inequalities.

Ultimately, the lecture argues that working collaboratively through interdisciplinary approaches and methodologies has the potential to develop nuanced understandings of processes of migration and displacement, and, in turn, more sustainable modes of responding to our moving world.

About the speaker

Elena Fiddian-Qasmiyeh is Co-Director of UCL’s Migration Research Unit and Director of the Refuge in a Moving World interdisciplinary network. She is currently leading a number of multi-year research projects including the AHRC-ESRC funded project, ‘Local Community Experiences of and Responses to Displacement from Syria’ (www.refugeehosts.org) and an ERC-funded project, Southern-Led Responses to Displacement from Syria (www.southernresponses.org). Her recent books include The Ideal Refugees: Gender, Islam and the Sahrawi Politics of Survival, South-South Educational Migration, Humanitarianism and Development, The Oxford Handbook of Refugee and Forced Migration Studies and The Routledge Handbook of South-South Relations.
Taster Sessions and Open Days

Following on from the LSE talk, we would strongly recommend that both Year 12 and 13 students begin/continue to take the research into university options very seriously.

It is well-worth your time and effort to try to attend a taster or, if there is no taster, then at least an Open Day, at the universities you are considering. For Year 13, it is very important to do this before you finalise your Firm and Insurance choices. Often, there will be Offer Holder Days, and these allow you to fit in a visit between being made an offer and having to decide whether you wish to accept or decline it.

Many London universities offer taster courses at: [https://london.ac.uk/ways-study/study-campus-london/university-taster-courses](https://london.ac.uk/ways-study/study-campus-london/university-taster-courses)

Below, are some of the courses available through the London Universities website, but I have also included a few taster courses outside London, or other courses in London not shown on the London University taster courses site. For the latter, I have included the shortened URLs.

<table>
<thead>
<tr>
<th>Course</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Kings College London (KCL)</td>
</tr>
<tr>
<td>Electronic Engineering</td>
<td>KCL</td>
</tr>
<tr>
<td>Neuroscience &amp; Psychology</td>
<td>KCL</td>
</tr>
<tr>
<td>Culture, Media &amp; Creative Industries</td>
<td>KCL</td>
</tr>
<tr>
<td>Global Health</td>
<td>Queen Mary (QMUL)</td>
</tr>
<tr>
<td>Geography</td>
<td>KCL</td>
</tr>
<tr>
<td>Music</td>
<td>KCL</td>
</tr>
<tr>
<td>Physics</td>
<td>KCL</td>
</tr>
<tr>
<td>Midwifery</td>
<td>KCL</td>
</tr>
<tr>
<td>Child Nursing</td>
<td>KCL</td>
</tr>
<tr>
<td>General Engineering</td>
<td>KCL</td>
</tr>
<tr>
<td>Biomedical Engineering</td>
<td>KCL</td>
</tr>
<tr>
<td>International Women in Engineering</td>
<td>University College London (UCL)</td>
</tr>
<tr>
<td>Physics</td>
<td>Royal Holloway (RHUL)</td>
</tr>
<tr>
<td>Theoretical Physics</td>
<td>RHUL</td>
</tr>
<tr>
<td>Biochemical Engineering</td>
<td>UCL</td>
</tr>
<tr>
<td>Applied Science</td>
<td>[London South Bank (LSBU)]</td>
</tr>
<tr>
<td>Veterinary Nursing</td>
<td>[Royal Veterinary College]</td>
</tr>
<tr>
<td>Your Future in Marketing</td>
<td>[Lancaster University]</td>
</tr>
<tr>
<td>Architecture</td>
<td>[Reading University]</td>
</tr>
<tr>
<td>Health and Medical Sciences</td>
<td>[Warwick University]</td>
</tr>
<tr>
<td>Inspiring Minds, STEM</td>
<td>[Loughborough]</td>
</tr>
<tr>
<td>English: Fantasy and Literature</td>
<td>RHUL</td>
</tr>
<tr>
<td>Law and Criminology</td>
<td>RHUL</td>
</tr>
</tbody>
</table>
Links to information about open days and taster events at recommended universities:

- University of Bath
- Lancaster University
- University of Birmingham
- University of Leeds
- University of Bristol
- Loughborough University
- The University of Manchester
- Durham University
- The University of Nottingham
- University of Edinburgh
- University of St Andrews
- University of Exeter
- University of Glasgow
- Imperial College London
- University of East Anglia
- King's College London
- University of Warwick

(Open days are referred to as ‘Visiting Days’)

Ms Joy,
Sixth Form Study Centre Supervisor & Information, Advice and Guidance Advisor
What is Engineering Experience?

1st and 2nd July 2020

Engineering Experience is an annual residential offering Year 12 students (lower sixth form) an opportunity to visit and stay overnight at one of the UK’s leading universities for engineering.

You’ll take part in our annual, two day event, which will give you an insight into what it would be like to study engineering at Loughborough University. It is your chance to experience first-hand the University campus and student accommodation. You’ll also have an opportunity to take part in a number of different ‘taster events’ within our engineering departments.

Staff and students are on-hand throughout the two days to talk about the courses we offer and answer other questions you may have. There is a small charge for this event of £60 which covers meals and accommodation. If you are successful in your application, we will contact you for payment and further details.

Application Process 2020 residential

Applications for the 2020 (1st and 2nd July 2020) residential are now open

BUSINESS & ECONOMICS

Wednesday 29th January 2020

Students will have the opportunity to attend their choice of example lectures and workshops from the School of Business & Economics, receive university application guidance, as well as take a tour of our outstanding campus. Students will also learn more about the chance to study abroad, placement year opportunities and graduate destinations.

STEM

Tuesday 31st March 2020

This event will bring together a range of STEM subjects from across the university, for those students interested in learning more about the options available to them. Students have the opportunity to attend their choice of lectures and workshops, hear from some of our graduates, as well as take a tour of our outstanding campus and facilities.

SOCIAL SCIENCES & HUMANITIES

Wednesday 24th June 2020

This event is for those students interested in studying subjects from across the social sciences and humanities at university. Students will be able to attend their choice of talks and workshops, receive university application guidance and take a tour of our outstanding campus.
INTERESTED IN EARNING A DEGREE IN THE US?

The A-List US Scholars Programme was founded in 2014 to provide comprehensive support to exceptional Ark students seeking to attend university in the United States. In the very first year one of our scholars accepted a fully funded place at Harvard University! Applications are opening soon for our 2020 programme. Successful applicants will receive expert support through the entire US application process from A-List Education, a specialist education consultancy focused on guiding international students into top US programmes.

Programme Includes:

- US exam preparation
- Full application support
- Financial aid and scholarship search

Who can apply?

A successful applicant must:

- be a Year 12 student enrolled at an Ark school
- demonstrate strong motivation to study in the US
- have seven A/7 or above and no B/5 or below at GCSE
- be recommended by his or her school
- demonstrate leadership qualities and participation in extracurricular activities
- come from a family with household income of £45,000 or less

Info Session

Learn more at our info session:
December 3, 2019
6:00 - 7:00 pm
Queen's Gate School
131-133 Queen's Gate SW7 5LE

To register, visit:

Questions?
Email: aoife.duff@arkonline.org
What is Fast Track?

Fast Track is an outreach project taking place at Loughborough University London based in the Olympic Park, Stratford. This project is designed to help prepare Black or Mixed African/Caribbean students in Year 12 for university life.

When?

Monday 17th February – Tuesday 18th February 2020
Tuesday 26th May – Wednesday 27th May 2020

What will you be doing?

• Take part in academic skills workshops
• Engage in academic masterclasses
• Learn more about career options after university
• Help and support in preparing for the UCAS process
• Find out what it is like to be a current student living away from home

Application process

If you would like to apply for a place on this programme, please click this link.

Applications will close on Monday 13th January 2020 and you will be notified about the outcome of your application by the end of January 2020.

This exciting and informative event will provide attendees with the opportunity to speak to a multitude of exhibiting universities and apprenticeship providers. These will include; the Russell Group, red brick, modern institutions, as well as many of the UK’s biggest apprenticeship providers and local colleges. Other features will include interactive STEM and creative zones, seminars throughout the day and free student brochures with detailed UCAS application guides.

9.30 am - 2.30 pm

Our Spring London Fair is the perfect way for students to choose which university or apprenticeship is right for them.

Seminar Timetable

10:00 – 10:30  Student Finance – Includes loan, scholarship & bursary info
10:35 – 11:00  Higher & Degree Apprenticeships
11:05 – 11:30  Oxford & Cambridge Explained
11:35 – 12:00  UCAS Personal Statement & Application Advice
12:05 – 12:30  Why take an Apprenticeship?
12:35 – 13:00  Russell Group University Seminar
13:05 – 13:30  Life at University – Inspirational talk about the benefits of university education
13:35 – 14:00  UCAS Personal Statement & Application Advice

Venue:  Arsenal Football Club, Emirates Stadium N7 7AJ

Nearest Station: Holloway Road or Arsenal - Piccadilly Line or Drayton Park London Overground

100+ EXHIBITORS!
Safeguarding

The welfare and safety of our students is our priority. We do everything possible to ensure our students’ safety, both within the school community and outside of school, including working with relevant agencies to address any issues related to child protection.

Students are informed of who they should go to should they have a concern about their own safety or the safety of others.

At INA, all staff have regular safeguarding training to ensure that they are able to meet their statutory responsibilities. We also have a number of staff who are designated to respond to any child protection concerns and to liaise with social services:

**Designated Safeguarding Lead (DSL)**
Leanne Abbott-Jones  
Vice Principal

**Deputy Designated Safeguarding Lead (DDSL)**
Sugra Alibhai  
Head of Sixth Form

**Designated Child Protection Officers**
Eva McEvoy  
Mariam Mayet  
Jag Singh

You can find the INA Safeguarding policy, Child Protection policy and other related policies and procedures on the Academy’s website.