**FULL ‘A’ LEVEL PROGRAMME**

Students choose 3 A Levels

2-Year Course

Entry Requirements: 5 GCSE grades A\*C (preferably with English, Maths & Science)

* Students will have a choice of 10 subject areas
* Further subject areas be available through collaboration with other local schools and the Northern Regional College
* Opportunity to resit GCSE Maths/English and take Enrichment courses
* Careers advice/work experience/mock interviews incorporated into the programme

**Grades and UCAS Points**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Equivalent** | **UCAS Points** |
| **A\*** | **D\*** | **56** |
| **A** | **D** | **48** |
| **B** |  | **40** |
| **C** | **M** | **32** |
| **D** |  | **24** |
| **E** | **P** | **16** |

Advice: Please check the entry requirements of the University or Higher Education establishment. All Applied A Levels (BTEC/Technicals) all General A Levels (GCEs) or a Blended Pathway (a mixture of both) can be chosen depending upon the career pathway chosen. E.g. Nursing – D/A GCE H&SC with Cambridge Technical ICT or GCE R.E. could be chosen. Some courses may not accept three single Applied A Levels (BTEC/CTEC).

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=2ahUKEwiNoqiRnenkAhXVQhUIHct7DJ8QjRx6BAgBEAQ&url=http://www.healthwatchkingston.org.uk/news/what-are-our-top-five-health-and-social-care-issues-next-12-months-0&psig=AOvVaw3vnKr7BV-EA6aSkje8xM1U&ust=1569406496892229)**A Level GCE Health & Social Care**

**Examination Board – CCEA Subject Pathway – Applied**

**Introduction to the course:**

This course is aimed at students who would like to learn something about the vocational area of health and social care. This subject can be taken at both double and single award Levels. Students wishing to pursue nursing, occupational therapy, speech therapy, midwifery and physiotherapy must choose to study double award H&SC. This list is not exhaustive and more information can be obtained from the entry requirement sections of the university websites.

You will follow learn about health and well-being, child development and human behaviour. Students study care services including traditional and holistic therapies. They examine the rights and responsibilities of both patients and service providers. Students also look at the importance of communication in care settings and how positive care can be promoted.

This course will appeal to students who are interested in studying further or working in the areas of:

* Ambulance Service
* Health and Social Care
* Social Policy
* Careers in Social Work
* Careers in The Allied Health Professions
* Clinical Psychology
* Dental Assistant
* Counselling
* Youth Worker
* Nursing and Midwifery
* Therapist
* Wider Healthcare Team
* Child Minder
* Early Years

Through compulsory work placement once day per week, students will apply their knowledge and understanding to work-related contexts and develop research, evaluation and problem solving skills.

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Details: Applied GCE Health and Social Care (Single and Double)** | | | |
| Content | Assessment | Single Award Weightings | Double Award Weightings |
| AS 1:  Promoting Quality Care  Compulsory for AS Single and Double Award | Internal assessment  Students produce a written report based on practice in health, social care or early years setting that they have experienced. | 25% of AS  10% of A level | 12.5 % of AS  5% of A Level |
| AS 2:  Communication in Health, Social Care and Early Years Settings  Compulsory for AS Single and Double Award | Internal Assessment  Students produce a written report on communication in a health, social care or early years setting. | 25% of AS  10% of A level | 12.5 % of AS  5% of A Level |
| AS 3:  Health and Well-Being  Compulsory for AS Single and Double Award | External written assessment  2 hours  Students answer three compulsory questions | 50% of AS level  20% of A level | 25% of AS  10% of A level |
| AS 4  Safeguarding Children  Compulsory | Internal Assessment  Students produce a written report and resources for staff working in an Early Years setting. |  | 12.5% of AS  5% of A level |
| AS 5  Adult Service Users | External written assessment  2 hours  Students answer three compulsory questions |  | 25% of AS  10% of A level |
| AS 6  Holistic Therapies | Internal Assessment  Students produce a written report on the use of holistic therapies to treat a medical condition |  | 12.5% of AS  5% of A level |
| AS 7  Understanding the Physiology of Health and Illness | External written assessment  2 hours  Students answer three compulsory questions |  | 25% of AS  10% of A level |

[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=2ahUKEwixvdLynenkAhWOThUIHZ_EDgYQjRx6BAgBEAQ&url=https://www.actionlabels.com.au/art%20design.html&psig=AOvVaw3_GLkG1R0XelIqPag9zvpW&ust=1569406624270765)**ART and DESIGN**

**Examination Board – OCR Cambridge Technical Subject Pathway – Applied**

The Art and Design course at A-Level is oﬀered as both a Single Award. As part of the A-Level Art and Design course you will have the opportunity to explore materials, techniques and technologies in both 2D and 3D disciplines. As art students you will gain insight into professional practice through studio, gallery and museum visits as well as through artist workshops and artist and designer case studies.

Units are assessed using the grading scale. Distinction, Merit or Pass.

This qualification is designed for post 16 learners who aim to progress onto higher education and ultimately employment. Learners will be introduced to the materials, techniques and processed used through practical projects. Learners will develop a range of skills, techniques and personal attributes that will be valuable across all areas of future study work.

**Career Pathways:**

Commercial Art Gallery Manager

Community Arts Worker

Exhibition Designer

Fine Artist

Graphic Designer

Higher Education Lecturer

Illustrator

Printmaker

Secondary School Teacher

Photographer

**Pupils wishing to apply for an art related course at university may be asked to produce a portfolio of work at interview.**

**Jobs where your degree would be useful include:**

Art Therapist

Arts Administrator

Estates Manager

Interior and Spatial Designer

Museum/Gallery Curator

Museum/Gallery Exhibitions Officer

Multimedia Programmer

Stylist

[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=2ahUKEwj1sOurnunkAhUUVRUIHSp_A5QQjRx6BAgBEAQ&url=https://qualifications.pearson.com/en/qualifications/btec-nationals/construction-and-the-built-environment-2017.html&psig=AOvVaw1iwWx7Q1C97Vutif6twq-9&ust=1569406841593473)

**Construction and the Built Environment**

**Examination Board – Pearson BTEC Subject Pathway – Applied**

Pearson BTEC Level 3 National Extended Certificate in Construction and the Built Environment

The school oﬀers a National Extended Certificate in Construction and the Built Environment in which the pupils will study four units across two years with a Pass, Merit or Distinction grade being awarded at the end of the course.

In Year 13 students will study the two units outlined below: -

Unit 1: Construction Principles (External examination)

Unit 4: Construction Technology

In Year 14 pupils will study the following two units: -

Unit 2: Construction Design (External examination)

Unit 5: Health and Safety in Construction

Career Pathways:

On completion of the BTEC course, pupils who have studied in this area are ideally positioned to continue a career path in:

Civil Engineering

Architecture

Planning

Site Management

Town Planning

Quantity Surveying

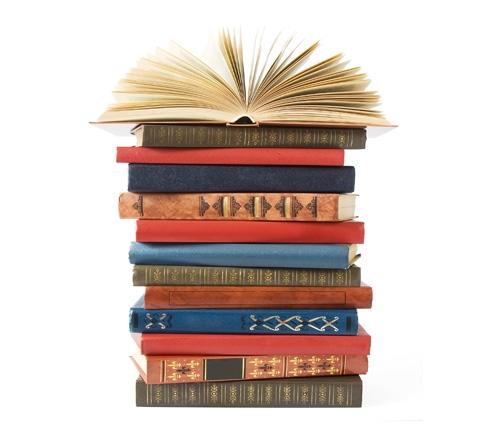
Construction Trades

Environmental Management

Renewable Energy

This BTEC qualification is equivalent to one A Level and carries the same number of UCAS points. Entry to university to study some of the above courses may require A Level Maths and/or a mixture of applied and general qualifications.

Higher education options include: an Undergraduate Degree at University, a Foundation Degree at Belfast Met., Higher Level Apprenticeships or employment.

[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=2ahUKEwiAlYXenunkAhUhWxUIHepaC68QjRx6BAgBEAQ&url=https://www.distance-learning-centre.co.uk/products/93/english-literature-a-level-course.htm&psig=AOvVaw2JgsplwOG3NVnE-PEUseEM&ust=1569406969908346)**A Level GCE English**

**Examination Board – CCEA Subject Pathway – General**

CCEA GCE ENGLISH LITERATURE

AS 1: The Study of Poetry 1900–Present and Drama 1900–Present

External written examination

Students answer two questions, one from Section A and one from Section B.

Section A is open book. Section B is closed book.

AS 2: The Study of Prose Pre 1900

External written examination

Students answer one question. Closed book

A2 1: Shakespearean Genres External written examination Students answer one question. Closed book

A2 2: The Study of Poetry Pre 1900 and Unseen Poetry

External written examination

Students answer two questions, one from Section A and the question set in Section B.

Closed book

A2 3: Internal Assessment

Internal assessment: Students complete a 2500- word essay.

Career Pathways:

English Literature leads to third level education courses in:

English

Journalism

Media Studies

Teacher of English to children of all stages

Working for publishers

Writing bestselling novels

Acting with prestigious companies such as the Royal Shakespeare Company – or starting their own companies

Working as front of house and managing volunteers with the RSC

Supporting a local MP’s campaign and becoming chief press officer for a key government department

Working at the BBC and writing podcasts for such programmes such as Blue Planet

Accountancy

Medicine

Vet

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjM2fLJounkAhWxuXEKHeKDDA8QjRx6BAgBEAQ&url=/url?sa%3Di%26rct%3Dj%26q%3D%26esrc%3Ds%26source%3Dimages%26cd%3D%26ved%3D%26url%3Dhttps://stories.linways.in/ict-enabled-education-d190bcc91bf0%26psig%3DAOvVaw0dUL-Jsa0nIDmtEmA1yKzx%26ust%3D1569407939026095&psig=AOvVaw0dUL-Jsa0nIDmtEmA1yKzx&ust=1569407939026095)

**IT – Single Award**

**Examination Board – OCR Cambridge Technical Introductory Diploma**

**Subject Pathway – Vocational**

**We oﬀer a Single Award qualiﬁcation in OCR Cambridge Technical IT Level 3, this will allow you to achieve your potential and progress to the next stage of your life, whether that’s higher education, an apprenticeship or employment.**

**This is a refreshing and exciting content that’s up to date, engaging, fit for purpose, and provide valuable opportunities for students to develop skills and gain underpinning knowledge and understanding which will support entry into work that is IT related or progression to university.**

**An extensive range of centre-assessed units with practical and wider project-based assessment opportunities, as well as examined units on the Fundamentals of IT, Global Information.**

**Career Pathways:**

**ICT consultant**

**Cloud architect**

**Web developer**

**Software engineer**

**Computer systems analyst**

**Computer technician**

**Games designer**

**Computer-aided design**

**Teaching / Lecturing**

**Publishing**

**Multimedia**

**Animation designers**

**Web designers**

**Administration**

**Project management**

**Game design**

**Business planning**

**Systems analysis**

[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=2ahUKEwj_0cLmounkAhXjQhUIHeMLB-QQjRx6BAgBEAQ&url=https://twitter.com/rosshallperform&psig=AOvVaw1Yadh5il8QWDDcevaJFi1r&ust=1569408054097608)

**A Level GCE Performing Arts**

**Examination Board – CCEA Subject Pathway – Applied**

Performing Arts encompasses drama, dance, music and any genre that involves performing to an audience. Participating in Performing Arts, whether as a performer or in the more technical aspects, will develop your self- conﬁdence, self-awareness, personal discipline and creativity.

Performing Arts is a collaborative discipline, involving teamwork and self-management. Employers look for these qualities in prospective employees.

There are four units in this course, two at AS and two at A2:

• Developing Skills and Repertoire

– 60% of AS Level

• Planning and Realising a Performing Arts Event

– 40% of AS Level

• Planning for Employment

– 60% of A2 Level

• Performing to a Commission Brief

– 40% of A2 Level

Career Pathways:

Throughout the course students prepare for working in the Performing Arts industry by developing skills in one discipline. They leave with a professional promotional portfolio and two fully prepared audition pieces.

Actor

Arts administrator

Broadcast journalist.

Choreographer

Cinematographer

Circus performer

Copywriter

Costume designer

Dancer

Disc jockey (DJ)

Fine artist

Musician

Newspaper journalist

Primary school teacher

Proof-reader

Secondary school teacher

Set designer

Stage manager

Television presenter

Television/film producer

Theatrical producer

Wedding planner

Writer

Youth and community worker

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=2ahUKEwjLiMiEpOnkAhWhwOYKHR8-D68QjRx6BAgBEAQ&url=http://thenews.pl/1/11/Artykul/384621,Award-for-gifted-translator-of-Polish-literature&psig=AOvVaw2jnMARY4Yth7hvXtoaxDWZ&ust=1569408129681711)

**A Level GCE Polish**

**Examination Board – AQA Subject Pathway – General**

The A-level specification constitutes an integrated study with a focus on language, culture and society. It develops a valuable range of transferable skills including communication skills, critical thinking, research skills and creativity. Students will study highlights of Polish artistic culture, including music and cinema, and learn about Polish politics including political engagement amongst the young. Students also explore the influence of the past on present day Poland. Throughout their studies, they will learn the language in the context of Poland and learn about the issues and influences which have shaped the country. Students will study texts and films and have the opportunity to carry out independent research on an area of their choice. Assessment tasks will be varied and cover listening, reading and writing skills.

There are three exams: Paper 1: Reading and Writing 42.5% of A-level

Paper 2: Writing 20% of A-level

Paper 3: Listening, Reading and Writing 37.5% of A-level

This qualification is linear. Linear means that students will sit all three exams at the end of the course.

The specification has been designed to be studied over two years.

Career Pathways:

This course is particularly suitable for students who would like to improve their employability prospects by adding a language to their CV. Proﬁciency in a less commonly taught language such as Polish can be the decisive factor in further studies or for vocational purposes. Future employers often watch out for employees with an individual and distinct proﬁle. Polish may be precisely that component which draws attention to your CV in the job market. There is a wide range of possible career paths for employees with Polish, including-

Journalism

Gaming

Insurance

Accounting

Translation/interpreting

Customer service,

Call centres

International organisations

Business and ﬁnance.

Pupils wishing to apply for university need to check the entry requirements for the course.

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=2ahUKEwj-sZ7rpenkAhUhTBUIHTTDBwIQjRx6BAgBEAQ&url=http://rotherhitheprimary.co.uk/religious-education/&psig=AOvVaw1wGWYs_qXvEb1_DzDHNgcA&ust=1569408553683419)**A Level GCE Religious Studies**

**Examination Board – CCEA Subject Pathway – General**

In A Level RE, two units are studied. The two units we study here in St Patrick’s are AS2 An Introduction to the Acts of the Apostles and A22 Themes in Selected Letters of St Paul and AS7 Ethics with Special Reference to Issues in Medical Ethics and A27 Global Ethics.

Unit AS 2: An Introduction to the Acts of the Apostles.

In this unit, students explore the beginnings of the Church of the New Testament. Students trace the journey of the Gospel. At the start of the unit, students set the Acts of the Apostles in the context of the New Testament by studying authorship, date and purpose. They also learn about the organisation and worship of the early Christian community. Students identify the role and importance of key individuals in the growth and expansion of the church and assess their contribution.

Unit A2 2: Themes in Selected Letters of St Paul.

This unit builds on the study of Paul’s missionary activity completed at AS level. Students explore Paul’s role as a Christian evangelist in greater depth through his letters to the churches established during his missionary journeys in Acts.

Unit AS 7: Foundations of Ethics with Special Reference to Issues in Medical Ethics

At the start of this unit, students explore the themes and principles that are foundational to religious ethics. These include: the role of Christian scripture in informing Christian ethics, the deontological approach of natural moral law and the teleological approaches of utilitarianism and situation ethics. They then apply these ethical approaches to key issues in medical ethics, such as human infertility. Students explore the relationship between science, technology and Christian ethics. In their study of life and death issues, students focus on the moral debates surrounding abortion and the ethics of euthanasia.

Unit A2 7: Global Ethics

At the start of this unit, students focus on moral theory. This includes the origins and development of virtue ethics and a study of free will, determinism and libertarianism. Students learn about global rights, including the historical development of Christian and secular perspectives on human rights. These focus on sexual identity and gender-related issues. Students examine the nature and purpose of justice and punishment and the problems presented by contemporary warfare as global ethical issues.

Through studying GCE Religious Studies, students have opportunities to:

· develop knowledge and understanding of religion;

· discuss and evaluate religious beliefs, practices and values;

· develop an interest in and enthusiasm for religious studies;

· develop an understanding of spiritual, moral and cultural issues;

· adopt an enquiring, critical and reflective approach to the study of religion; and

· reflect on and develop their own values, opinions and attitudes.

Candidates are expected to relate knowledge of the two areas of study to ‘other aspects of human experience’ at AS Level and A2. In this way they can relate issues to historical or contemporary society.

The AS units make up 40% of the full A level, and the A2 units make up 60%.

Career Pathways:

RE is a fascinating subject and it can lead into professions including:

Social Work

Education/Teaching

Counselling

Health Care

Law

Journalist

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwja7pONp-nkAhVvRBUIHcDtBugQjRx6BAgBEAQ&url=/url?sa%3Di%26rct%3Dj%26q%3D%26esrc%3Ds%26source%3Dimages%26cd%3D%26ved%3D%26url%3Dhttps://www.armaghbanbridgecraigavon.gov.uk/sports-grant-aid-scheme-to-assist-local-athletes-coaches-and-clubs/%26psig%3DAOvVaw1Zzm9qVTpU3UruSgImRZvF%26ust%3D1569409005094896&psig=AOvVaw1Zzm9qVTpU3UruSgImRZvF&ust=1569409005094896)**Sport**

**Single Award**

**Examination Board – Pearson BTEC Level 3 National Extended Certificate in Sport**

**Subject Pathway – Applied**

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

This course is equivalent to one A Level. Students will study 4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (67%).

**YEAR 13**- Students will study Unit 1 and Unit 3

Anatomy and Physiology- Mandatory Unit, external exam-1hr30min exam paper (one repeat allowed)

Professional Development in the Sports Industry- Portfolio unit

**YEAR 14**-Students will study Unit 2 and a choice from Unit 5 or 6

Fitness Training and Programming for Health, Sport and Well-being – Mandatory unit, synoptic external assessment

Application of Fitness Testing- Portfolio unit

Sports Psychology-Portfolio unit

These units cover a broad base of study for the sport sector, enabling students to progress to higher education or seek employment. A sample of career choices are listed below.

Sports Development

Sports Coaching

Fitness Centre Manager

Personal Trainer

P.E. Teacher

Exercise Physiologist

Sports Therapist

Sports Administrator

Sports Psychologist

Many of our students who are interested in sport but who want to pursue another career at university, find this A level helpful as their interest in sport helps them to understand the topics and therefore gain a good entrance grade required for other courses of study at university.

**Ballymena Learning Together**

Along with the other post-primary schools in the Ballymena area, St Patrick’s College is a member of the local area learning community, Ballymena Learning Together. Membership of the learning community enables students to access courses in other schools and in the Northern Regional College, in addition to those available in their own school. Students from other schools have therefore been able to access courses in St Patrick’s College, while St Patrick’s students have also been able to study courses in other schools.

Subjects available through collaboration in recent years have included:

CTEC Applied Business

GCE Biology

GCE Chemistry

BTEC Subsidiary Diploma Engineering

Applied GCE Environmental Technology

GCE Home Economics

GCE Mathematics

GCE Media Studies

GCE Moving Image Arts

GCE Music

GCE Sociology

BTEC Subsidiary Diploma Travel and Tourism

**Transition Course**

The Post 16 Transition course is aimed at students who would like to enhance their qualiﬁcations for further study at Post 16 level. It is tailored to equip learners with the essential life skills needed for adulthood whatever their choices.

**Courses**

Students will study the following Level 1/2 courses in one year:

**Course Level of Qualiﬁcation**

Edexcel BTEC Level 1/2 - Sport GCSE A\*-E

Edexcel BTEC Level 1/2 - Health and Social Care GCSE A\*-E

OCN Level 1/2 Essential Skills in Communication (English) GCSE A\*-E

OCN Level 1/2 Essential Skills in Application of Number (Maths) GCSE A\*-E

OCN Level 1/2 Personal Success and Well Being GCSE A\*-E

OCN Level 1/2 Vocational Skills (or Work Experience if Covid-19 restrictions are lifted) GCSE A\*-E

OCN Level 1/2 Managing Personal Finances GCSE A\*-E

The Post 16 Transition course is aimed at students who would like to enhance their qualiﬁcations at Post 16 level. It is tailored to equip learners with the essential life skills needed for adulthood, whatever their choices.

**1-year course to include:**

* Sport
* Health and Social Care
* Managing Personal Finances.
* Essential Skills in English and Maths (if needed)
* Vocational Life Skills
* Entry requirements: 4 GCSE grades A\* - E
* Careers advice/work experience incorporated into the programme
* Possibility of one day per week work placement

\*Level 2 is the equivalent of a C+ grade at GCSE

Careers Advice and Guidance in Year 12

Each pupil completed and application form in September for the Careers Adviser. Throughout the year, careers lessons and an interview with the careers adviser allow the students to:

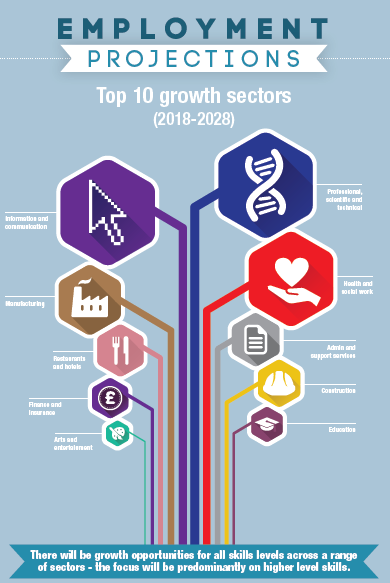
* learn more about their career options;
* become more aware of the skills required to achieve your career goal(s);
* feel more confident about making decisions regarding your career;
* feel better prepared to achieve your career goal; and
* understand the importance of considering current and future job trends in your career decision making

How can the Careers Service further help you and your parents?

There are many ways to contact a careers adviser including:

* ask your careers teacher to arrange an interview for you in school;
* online web chat [www.nidirect.gov.uk/services/chat-with-a-careers-adviser](http://www.nidirect.gov.uk/services/chat-with-a-careers-adviser)
* telephone 0300 200 7820



Planning for your career pathway.

Examples of Entry Requirements –

|  |  |  |  |
| --- | --- | --- | --- |
| **Course** | **University/Institute** | **Necessary GCSEs** | **Necessary A-Levels** |
| Agriculture | QUB  CAFRE  Lyit | Maths  English Science |  |
| Art & Design | UU  Lyit | Art  English and Maths | Art |
| Business | QUB  UU  Lyit  NRC  Brightstart HLA | Maths  Business | Business Studies |
| Civil engineering | QUB, UU | Maths  D/A Science | Construction |
| Construction | Direct entry, Belfast Met.  NRC | Maths  D/A Science  Occupational Studies |  |
| Counselling | NRC |  | H&SC desirable |
| Drama Studies/Performing Arts | QUB  UU  Conservatoires  NRC | Performing Arts | Performing Arts and Work Experience |
| Early Childhood Studies | Stranmillis  NRC  Belfast Met. | Child Development | H&SC |
| Education | St. Mary’s, Stranmillis, UU- PGCE, QUB- PGCE | English  Maths  D/A Science | Two teaching subjects- RE, English etc. |
| Environmental Health | UU | English  Maths  D/A Science | Home Economics |
| Film Studies | QUB | English  Maths | English  Performing Arts  ICT |
| Food and Nutrition | UU  QUB  CAFRE | Maths  English  D/A Science | Home Economics  Possibly Science |
| Graphic Design | UU  Belfast Met. | English  Maths  Art | Art  ICT |
| History | QUB  UU | English  History | History |
| Horticulture | CAFRE | English  Maths and Work Experience |  |
| International Hospitality Management | UU  Lyit  Belfast Met | English  Maths | Travel and Tourism desirable, Work Experience essential |
| IT | UU  QUB  NRC | English  Maths | ICT |
| Music | QUB  UU | Music  English  Maths | Preforming Arts or Music |
| Nursing | QUB  UU  Dundee  Lyit | English  Maths  D/A Science | D/A H&SC and work experience in a hospital or nursing home. |
| Occupational Therapy | UU | English  Maths and D/A Science | HPAT Test  D/A H&SC |
| Psychology | QUB  UU | English  Maths | Psychology |
| Renewable Energy | UU | English  Maths Science | Construction desirable |
| Social Work | UU  QUB  Belfast Met. | English  Maths | D/A H&SC, Work experience needed |
| Sport and Exercise Sciences | UU  Belfast Met.  NRC | English  Maths  PE | BTEC Sport  Extra-curricular activities |
| Sports Studies | UU  Stranmillis | English  Maths Science and PE | BTEC Sport |
| Travel and Tourism | UU  Belfast Met. | English  Maths  Languages | Business Studies and Languages desirable |
| Youth Work, Counselling | UU  Belfast Met. | English  Maths | Work Experience  S/A H&SC |
| This is a condensed list of Higher Education Qualifications and establishments available. Entry requirements are available from prospectus’s online and in the Careers Suite. UK Universities offer many courses above also. Each student must undertake their own research in the careers time allocated with guidance from their teachers. | | | |

**Other Pathways:**

**Apprenticeships**

Throughout the year, pupils will be emailed about apprenticeship opportunities that are available. These may also be advertised using social media. Post 16 and Post 18 (HLA) apprenticeships offer work whilst gaining qualifications.

Other opportunities are available online:

<https://www.nidirect.gov.uk/services/search-apprenticeship-opportunities>

<https://www.workplus.app/> -this app offers many apprenticeships in the area.

**Employment Opportunities**

Pupils will be kept informed by email of any opportunity that exists. These may also be advertised using social media. Alternatively, pupils must carry out research with guidance during their careers period. Links include:

<https://www.nijobs.com/>

<https://www.jobcentreonline.com/JCOLFront/Home.aspx>

<https://www.nijobfinder.co.uk/>

**Further Education**

Level 3 Courses are available for students who wish to study in the Northern Regional College, Belfast Metropolitan College, Rutledge and CAFRE. Students will be guided through the course and opportunities that may suit them in this area.

<https://www.cafre.ac.uk/?s=level+3>

<https://www.belfastmet.ac.uk/full-time/further-education/>

<https://www.nrc.ac.uk/search/?keywords>

<https://www.rutledgegroup.co.uk/>



St. Patrick’s College

Year 12

Career Pathways Information Post 16

Dear Parent/Guardian

Your child is about to take another step on their educational ladder and is at the stage when decisions regarding Post 16 Options must be made.

This booklet outlines the programme of study and the content of each subject which will be offered for study at A level or its equivalent.

As part of the Careers Education Information and Guidance (CEIAG) programme, your child has already had the opportunity to discuss the options available with the Careers Advisor, their careers teacher and their class teachers. An Information Evening will take place in April which will give you an opportunity to discuss these options with relevant staff members. We would encourage parents/guardians to help your child with their options also. Some helpful websites are available to assist you:

<https://bringitonni.co.uk/>

<https://www.nidirect.gov.uk/campaigns/careers>

<https://www.nidirect.gov.uk/publications/guides-help-career-planning>

<https://www.ulster.ac.uk/careersin/sport/career-path>

<https://www.education-ni.gov.uk/articles/careers-education>

<http://www.nursingandmidwiferycareersni.hscni.net/nipeccareers/index.html>