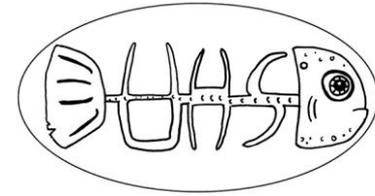


# Ullapool High School



## Senior Phase Choices

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**"Once I learn how to use Google, isn't  
that all the education I really need?"**

# The Challenge

**“we are preparing pupils for jobs that don’t exist yet, using technologies that have not been invented yet, to solve problems we don’t even know are problems yet”.**

# Job Titles in 2020

- Mechatronical engineer
- Avatar design-security consultant
  - Digital architect
- Traceability manager
- Simplicity consultant
  - Bioinformatonist
  - Geomicrobiologist
- Online education broker

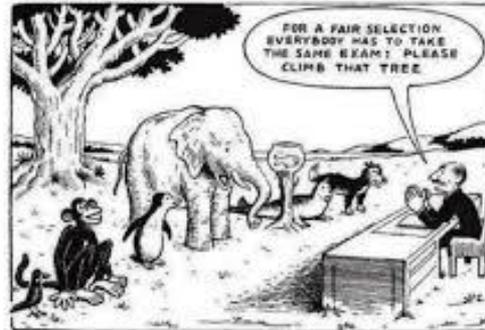


# Employability Skills

- Numeracy
- Literacy
- Team-working
- Communication Skills
- Time management
- Creative thinking
- Problem solving
- Initiative and innovation
- Responsibility
- Delegation
- Organisation
- Learning from setbacks
- Helpfulness

- Critical thinking/Analysis
- Risk-taking
- Presentation Skills
- Debating skills
- Being objective
- Decision making
- Making the link between decisions and consequences
- Being supportive
- Being assertive
- Being constructive
- Flexibility/Adaptability
- Seeking advice

- Self management
- Following instructions and procedures
- Leadership
- Conducting a meeting
- Negotiation and persuasion
- Reliability
- Accuracy
- Specialist Skills - ICT, Craft
- Recognising and grasping opportunities
- Acting on advice



Our Education System

In S4 almost all pupils will sit National 4 or 5 exams.

In S5 Pupils will sit Highers and Nationals and have options to pick up College/University courses at various level.

In S6 Advanced Highers are added to the mix.

## **Basic Structure**

Pupils will pick six subjects at the end of S3 to take onto further study. Qualifications in the subject can be sat at the end of S4, although some youngsters may opt to progress to Higher without sitting a National 5 exam.

In fifth/sixth year pupils will progress to Highers in some areas or maybe pick up subjects they didn't take in S4 at an appropriate level. Pupils can take up to 6 choices.

Advanced Highers and College courses are also available in S5/6.

All S3 pupils will have an individual interview with Careers (SDS).

All parents/pupils are invited to S4/5/6 parents' evening where we will have Careers reps inc. UHI, West Highland College, CITB and hopefully others- 2<sup>nd</sup> March from 5pm

# Choice Sheets

The choice sheet (columns) is designed after consultation with staff about pupil levels and pupils about their preferences (with parents).

Next week will see a two period event where pupils will pick from a 'free choice'.

This feeds into the drawing up of 'columns' for all year groups, these columns will be produced for pupils by the start of March.

All parents will be invited in on the week beginning 10<sup>th</sup> March for individual appointments with guidance to go over the final version of the pupils choice.

We endeavour to make sure every pupil gets what they 'need' for the next stage...but it might not always be exactly what they 'want'.

# Choice Sheet

All pupils should pick six 'subjects' for study next year (except those looking to take forward five Highers or an Advanced Higher).

Pupils going into S4 should be mainly considering the Nationals columns.

Pupils going into S5/6 can pick from either the Higher or National columns. You can only pick one subject from each column.

College or Advanced Higher choices should go into the box at the bottom of the sheet. Each one 'counts' as one column choice.

The Guidance team will arrange individual interviews for pupils during the coursing period.

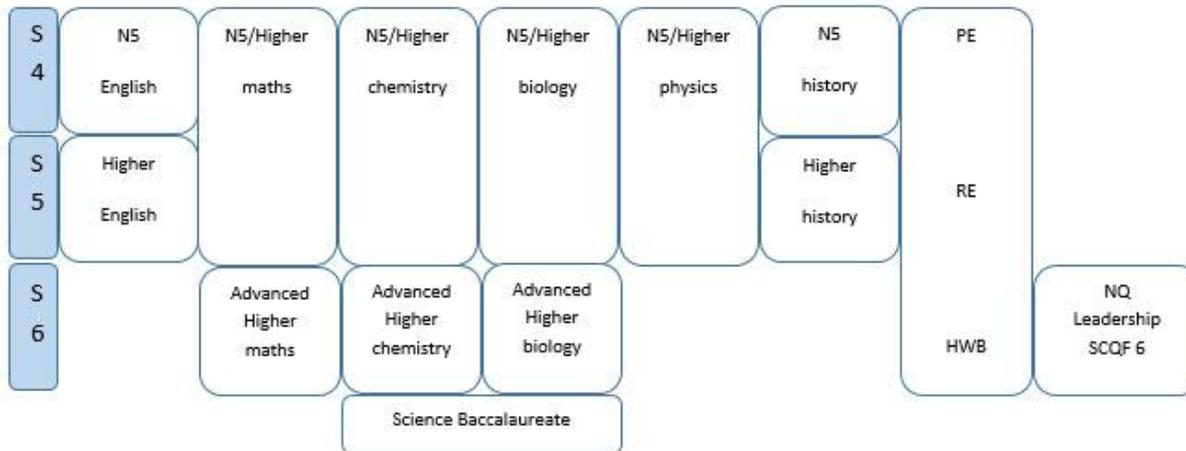
## **Important Dates**

|                                  |                                 |
|----------------------------------|---------------------------------|
| S3 parents' night:               | 9 <sup>th</sup> Feb             |
| S4/5/6 parents' night:           | 2 <sup>nd</sup> March (Drop in) |
| Final Choice (parent interview): | Week End 10 <sup>th</sup> March |



*I knew that I wanted to be a vet from a very early age and was determined that nothing would stand in my way. I was keen to ensure that I benefited from all the advice, support and encouragement available from my teachers and those already working in veterinary practices. I also looked closely into the admissions policies of universities to ensure I was studying the required balance and level of qualifications likely to be demanded for this course and that the wider personal achievements I pursued would also be highly regarded by the universities.*

**Ru**



*I have always been very creative and wanted to design and make products as a future career. Throughout my time in art and design I developed a real interest in textiles and the importance of adopting a more sustainable approach to their use. I made a range of products from recycled knitwear and their popularity grew through social media, a school fair and a local social enterprise initiative. I plan to continue to develop my portfolio before applying to study textile design further.*

**Lawrence**

|        |                           |                 |                      |               |                                       |               |     |                                  |
|--------|---------------------------|-----------------|----------------------|---------------|---------------------------------------|---------------|-----|----------------------------------|
| S<br>4 | N5<br>art &<br>design     | N5<br>music     | N4<br>English        | N4<br>biology | N4 SFW<br>business<br>manage-<br>ment | N3/4<br>maths | PE  |                                  |
| S<br>5 | Higher<br>art &<br>design | Higher<br>music | N5/Higher<br>English |               | N5 SFW<br>business<br>manage-<br>ment |               | RE  |                                  |
| S<br>6 | AH<br>art &<br>design     | AH<br>music     |                      |               |                                       | N5<br>maths   | HWB | NQ Award<br>Leadership<br>SCQF 6 |

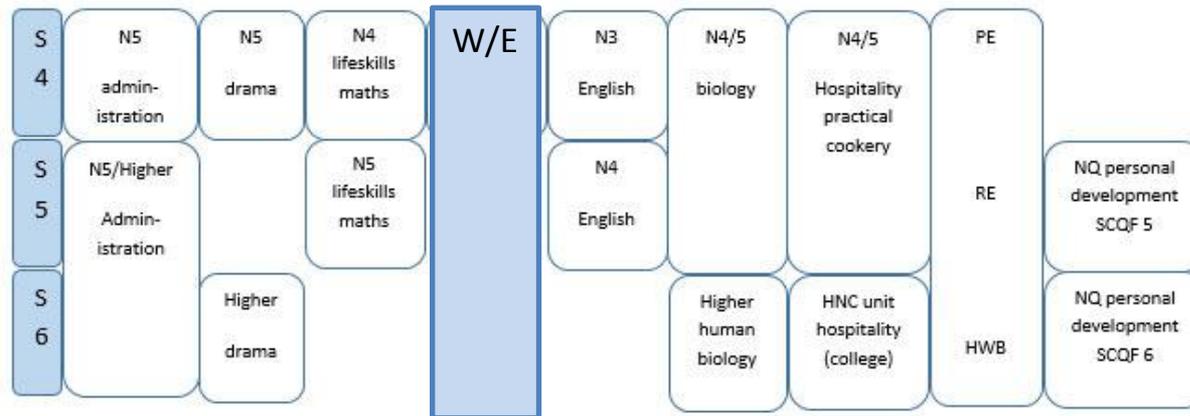
*I have always struggled a bit with English and maths and am better at practical subjects, but with the support of my teachers I have achieved a good set of results from school. Young Carers has been a really good support to me and I might not have done so well at school if they hadn't helped me cope with looking after my mum. I am a real people person and have always enjoyed lots of company particularly my nieces and nephews and I think this experience will really help me in my Early Education and Childcare course at college.*

**Heather**

|        |                                   |                              |   |                        |                                       |                 |                                      |   |    |   |
|--------|-----------------------------------|------------------------------|---|------------------------|---------------------------------------|-----------------|--------------------------------------|---|----|---|
| S<br>4 | N3<br>English                     | LN3<br>lifeskills<br>maths   | N3/4<br>hospitality<br>practical<br>cookery | N3/4<br>well-<br>being | N3/4<br>practical<br>wood-<br>working | N3/4<br>science | N3/4<br>personal<br>develop-<br>ment | N4 early<br>education<br>and<br>childcare | PE |   |
| S<br>5 | N4<br>English<br>literacy<br>unit | N4 maths<br>numeracy<br>unit |   |                        |                                       |                 |                                      |   | RE | Saltire<br>Award 200<br>hours<br>volunteering |
| S<br>6 | NC Early Education and Childcare  |                              |   |                        |                                       |                 |                                      |   |    |   |

*I always enjoyed making and building things when I was younger and knew that I would probably end up in a job where I could put my practical skills to good use. In the BGE, I developed a real interest in cooking and even started making simple snacks at home. I decided to study practical cookery and my enthusiasm and level of skill increased exceptionally well. I had the opportunity to study for a unit in professional cookery at the local college and from this experience made a decision that a career as a head chef in a professional kitchen was my ultimate goal.*

**Helen**



W/E : One week work experience in fourth year. One afternoon a week in S5/6

More Learner Journeys at:

<http://www.educationscotland.gov.uk/parentzone/learninginscotland/seniorphase/learnerjourneys>



## **The University of Edinburgh Curriculum for Excellence admissions statement Principles for admission and progression to the University of Edinburgh**

The University of Edinburgh will welcome the first cohort of undergraduate students from Scotland who have followed Curriculum for Excellence, and taken the new SQA qualifications, in 2015.

The University is committed to fair admissions policies and practices and aims to give equal consideration to applicants who have followed different routes to higher education, and to take into account the circumstances in which qualifications are achieved.

# University of Dundee

Integral to all of our admissions procedures is the ethos that all candidates are assessed fairly and equally irrespective of their learner journey prior to commencement of degree level study. Therefore, in addition to considering the context of each application we will endeavour to consider all of the academic qualifications that candidates present to us certified in the Senior Phase of school study.

Our policy on contextualised admissions allows us to make decisions based on more than just academic qualifications but also considers a range of additional factors (contextual data) so that a candidate's potential to succeed is also assessed.

## **How to pick your courses:**

Pick the courses that interest you (not the ones your friends like)

Which ones are you doing well in?

Which ones offer the best chance for progression?

Which ones might be needed for a career you are interested in?

**Do your research, get advice, make a positive choice**

## What now?

Read the information booklet

Discuss at home and in school

College/Careers info sessions on 2<sup>nd</sup> March (eve)

Column Sheet out at beginning of March

Final Choice – Week Ending 10<sup>th</sup> March