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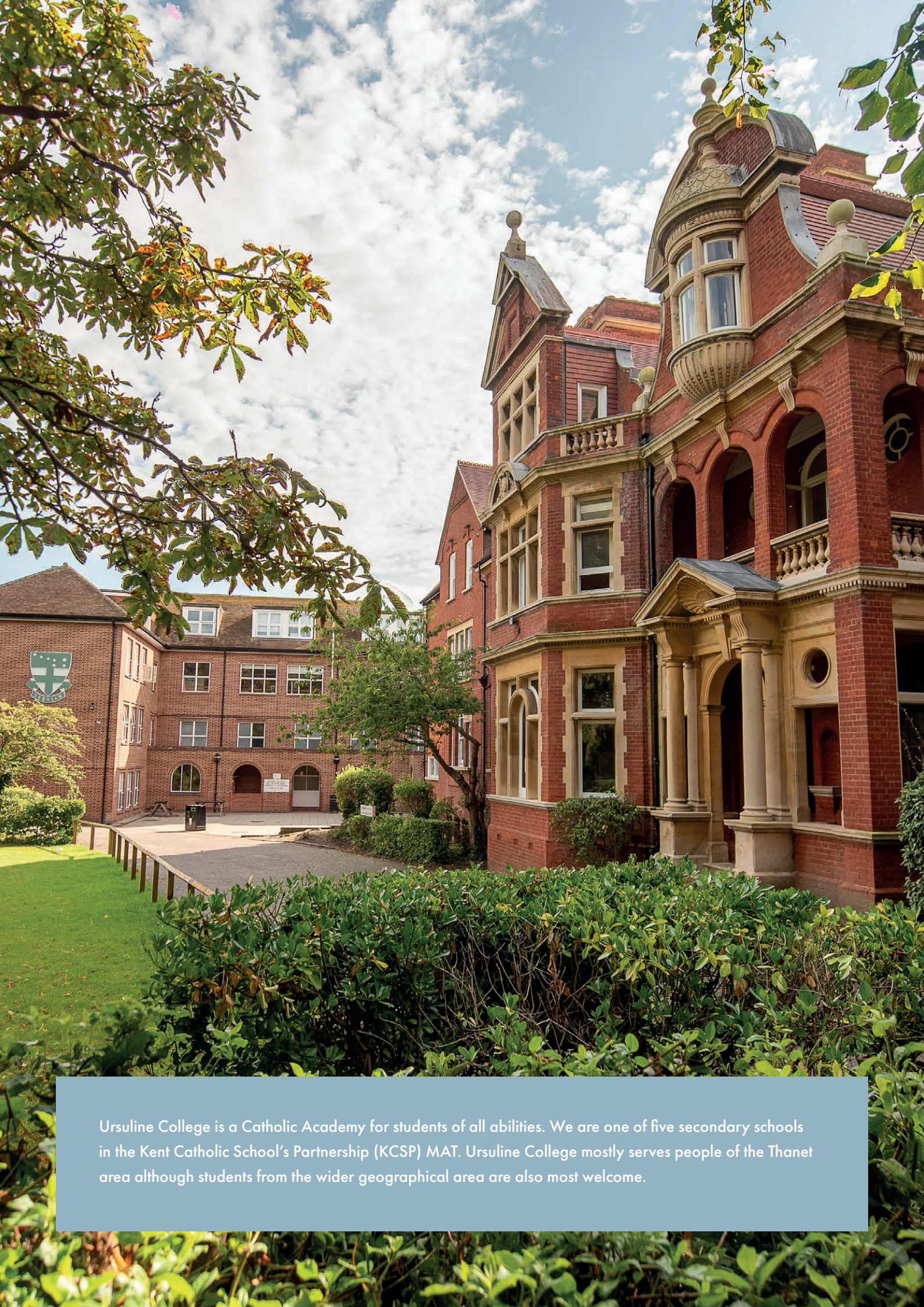
SERVIAM

Ursuline College Sixth Form

Part of the Kent Catholic Schools' Partnership

Resilience. Integrity. Respect. Serviam. Aspiration.

Getting better never stops



Ursuline College is a Catholic Academy for students of all abilities. We are one of five secondary schools in the Kent Catholic School's Partnership (KCSP) MAT. Ursuline College mostly serves people of the Thanet area although students from the wider geographical area are also most welcome.



Headteacher's Welcome

We have a long tradition of providing Catholic education to those in the local community and educating each student who passes through our doors to achieve their personal best.

Student well-being and learning are at the heart of everything we do.

Being part of a national and worldwide network of Ursuline schools, we share common goals focused on academic excellence, service in the spirit of St. Angela, embedded pastoral care and developing our young people as leaders. We are proud that we have excellent teaching in place with a curriculum that provides depth, breadth and challenge, with opportunities for students to develop their passion for learning.

Our motto, ***'Serviam, I will serve'***, underpins every aspect of our school. Throughout his life, Jesus served his community. He was there to listen, respond, heal, encourage, forgive, comfort, teach and challenge.

As parents and teachers ourselves, we are invited to do all these things; to walk alongside our young people, lead by example and instil values in them with an attitude full of hope and understanding that each one of us is unique.

St. Angela, founder of Ursuline schools worldwide, calls on us to make our school a place where the quality of relationships are characterised by ***goodness*** and ***kindness.***

'We promote the development of all our students so that they are able to achieve their full potential academically, spiritually and socially.'

We strive to nurture our young people so they feel safe and secure in their learning environment and develop a respect for others and the world in which they live.

We are an open, tolerant and inclusive school; we share a collective responsibility to ensure each student achieves as highly as they possibly can, our staff go above and beyond and we believe that by providing the best possible care, guidance and support for our students' academic and pastoral needs, that ***every student in enabled to be their best.***



Miss Danielle Lancefield
Headteacher

Our Vision

Ursuline College is a community with a clear focus on ensuring that every student entering the Sixth Form will leave with a wide mix of opportunities to choose from as they look to their future.

To achieve this vision, we have three clear aims:

1. ***Provide*** a wide range of academic and vocational subjects to support students looking to extend their experiences in subjects they find invigorating, challenging and enjoyable.
2. ***Develop*** well-rounded, independent individuals by encouraging students to work collaboratively in a supportive environment, guided by the values of the gospel whilst nurturing their independence.
3. ***Support*** students in making informed decisions about their future, where the clarity of that destination has been informed through a mix of seminars, group work, and individual sessions with external experts. This sits alongside the independent careers advice provided to all Sixth Formers which is delivered by EBP.

We are very proud of how successfully we work towards these aims, which have enabled us to continue delivering excellent Sixth Form results for academic and vocational level 3 subjects.

Your experience at the Ursuline Sixth Form will be one where you are ***given an exceptional opportunity to thrive*** and develop into a confident, happy, successful adult, **where you choose the future you want.**

Sixth Form Team



Mr J Joyce
Director of Sixth Form



Mrs Z Cochrane
Assistant Headteacher



Mrs J Hall
Deputy Director



Mrs V Crompton
House Manager



Mrs P Wilson
Careers Lead

Resilience. Integrity. Respect. Serviam. Aspiration.

Sixth Form Life

Life as a Sixth Form student at Ursuline College offers a unique and engaging experience that blends academic rigor with personal growth and responsibility.

Here's a snapshot of what a typical day in the life of a Sixth Form student looks like. ***Students arrive at school at 8:45 am***. Lessons are divided into five periods:

Period 1	8:45 to 9:45 am
Period 2	9:50 to 10:50 am
Break	**10:50 to 11:20 am**
Period 3	11:20 to 12:20 pm
Period 4	12:25 to 1:25 pm
Form	1:25 to 1:55 pm
Lunch	**1:55 to 2:25 pm**
Period 5	2:30 to 3:30 pm

For a select group of students who need additional support, there may be the option of undertaking an additional lesson or revision **after school from 3:30 pm to 4:30 pm.**

Academic Load

Each student typically studies three subjects, with some highly capable students permitted to take four subjects. Students attend nine lessons per subject over a two-week period. There is an emphasis on self-study, utilising the Sixth Form Centre with modern ICT facilities.

Enrichment Activities

In addition to their academic studies, students participate in a one hour "Serviam" session every fortnight, where they volunteer and serve the community. They also attend one period of General Religious Education (RE) and explore various Personal, Social, and Health Education topics during Tutor Time.

Flexibility and Responsibility

Students who demonstrate good attendance, punctuality, and a positive attitude towards learning are rewarded with up to five periods of home study, which they can schedule on their timetables. Most students choose to use this study time during Period 1 or Period 5, allowing them to either start later or leave earlier, depending on their individual schedules.

Sixth Form students are expected to serve as role models for younger students, setting a positive example for behaviour, responsibility, and academic dedication.

During the late lunch break, students are permitted to leave the school site to purchase food from local shops, reinforcing their growing independence and responsibility.

At Ursuline College, our Sixth Form students not only receive an excellent education but also have the opportunity to develop as responsible, well-rounded individuals who make meaningful contributions to both their local community and their personal growth. This comprehensive approach to education prepares them for a bright and promising future.

Sixth Form Dress Code

Joining the Ursuline Sixth Form is an important step in your development as a young adult. As part of this, we expect all students to demonstrate self-respect, professionalism, and responsibility for their appearance. Our dress code reflects the fact that Sixth Form is both a place of learning and preparation for the world of work.

Students enrolling at Ursuline College Sixth Form agree to uphold the dress code and take responsibility for presenting themselves in a way that is appropriate to our school community.

Why Our Dress Code Matters

We want our Sixth Form to reflect the high standards, maturity, and aspirations of our students. The way we dress sets the tone for learning, helps create a respectful environment, and prepares you for future professional settings.

Support and Guidance

We recognise that sometimes students may need additional support. If you experience financial difficulty in purchasing appropriate attire, please speak confidentially with Mr Joyce, Mrs Hall, Mrs Crompton or Mrs Cochrane. Our Sixth Form Bursary may be able to help. We also keep a supply of smart clothing (black trousers, skirts, and white shirts) which can be borrowed if needed.

Responsibility for Appearance

Students are trusted to take responsibility for following the dress code each day. If attire is not appropriate for the school environment, you may be asked to change. This could mean returning home briefly, arranging for a parent/carer to bring suitable clothing, or using our supply of clothing in school.

In rare cases of repeated or serious disregard for the code, a student may be required to spend time out of circulation in the Sixth Form Centre and a meeting with parents/carers may be arranged with Mr Joyce or Mrs Cochrane to consider next steps.

Lanyards

On enrolment, every student is issued with a school lanyard. This must be worn at all times on site. Your lanyard is essential for safeguarding, and it also enables you to sign in and out of the building.

There is a £10 fee for the issue of a lanyard and ID card, which contributes towards the cost of replacement if lost or damaged. These cards must be worn at all times. They will give students access to the site and will be used for signing in and out. Replacement lanyards will also incur a £10 charge.

Ursuline College Sixth Form Dress Code

- Smart, formal and tailored trousers are preferable. Jeans may be worn, provided they are not excessively ripped or ripped in inappropriate places.
- Tracksuit bottoms should only be worn for practical sport lessons, and students must change immediately before and after these lessons.
- Skirts, shorts, and dresses must be of an appropriate length (not above mid-thigh). Tracksuit style shorts are not appropriate.
- Tops should be suitable for a school environment. See-through, cropped, backless, strappy ('shoestring') or strapless tops and dresses are not appropriate.

- Jackets, jumpers, cardigans, and hooded sweatshirts may be worn.
- Clothing with offensive wording or logos is not permitted.
- Hats and outwear (coats) should not be worn during lessons or study time.
- Shoes and trainers should be clean and appropriate for a professional environment. Sliders, flip-flops and similar casual footwear are not suitable for school.
- Footwear must be suitable when taking part in sport or working in science labs.
- Jewellery should be discreet and suitable for a working environment. A small nose stud is permitted, but no other facial piercings are allowed.
- Hairstyles and hair colours should be appropriate for a professional setting. Extreme styles that distract from learning are not suitable.
- Make-up and nail polish may be worn but should be discreet and suitable for a working environment.

This list is not exhaustive. If a member of the Sixth Form Team or SLT feels clothing is inappropriate for a place of education, you may be asked to change.

Fridays

On Fridays, all students are expected to wear smart business dress. This should include a suit with trousers or skirt and a jacket, worn with a blouse or shirt.

Formal Occasions

At certain events—such as open evenings or occasions where students represent the school—students will be required to wear smart business dress. This means a suit comprising trousers/skirt and jacket, with blouse or shirt.

Do something. Get Moving. Risk new things. Stick with it.

- Our foundress, St Angela Merici.



St Angela's

At Ursuline College, we recognise the importance of providing our Sixth Form students with a dedicated and tailored environment to support their unique needs.

Within our school, we have established the St. Angela's Sixth Form Centre, a space exclusively designed for our older students. This building offers a quiet study room equipped with modern ICT facilities, a group study room for collaborative learning, a common room for relaxation and social interaction, a well-equipped kitchen, and a tranquil back garden with a covered area. Having this dedicated space is immensely beneficial to our Sixth Form students as it offers a sense of independence and responsibility, fostering a mature and focused learning environment. It allows them to concentrate on their studies, collaborate with peers, and engage in personal growth while enjoying a comfortable and supportive setting that caters to their unique needs as young adults. This space empowers our students to excel academically, develop essential life skills, and establish a strong sense of community within the Sixth Form. Importantly, there is always a member of the Sixth Form team timetabled to be in the building which means students have constant access to pastoral care and support when needed.

Student Conduct

At Ursuline College Sixth Form, every student is expected to uphold our values, act with respect, and take responsibility for their learning. Joining the Sixth Form means becoming a role model for younger students and representing our community with maturity and pride.

As a Sixth Form student, you are expected to:

- Respect and support the Catholic ethos and values of the school.
- Build positive, professional relationships with staff and peers.
- Maintain excellent behaviour at all times – in school and in the wider community – following the Behaviour Policy when sanctions are necessary.
- Attend all lessons, assemblies, and enrichment activities. Full attendance is essential for success.
    - Attendance below 90% is classed as persistent absence and will lead to an attendance action plan.
    - Attendance below 80% in any subject may result in you being required to pay your own examination entry fees, in line with national 16–19 funding regulations.
- Work towards earning home study periods by showing commitment, strong attendance, and independent learning habits.
- Be punctual and prepared for every lesson, bringing the correct equipment and materials.
- Complete all classwork and home study on time and to the best of your ability, speaking to teachers in advance if you encounter any difficulties.
- Check school online platforms and emails daily for updates, notices, and homework.
- Adhere to the Sixth Form Dress Code and wear your lanyard and student ID at all times, signing in and out each day.
- Keep mobile phones switched off and in your bag during the school day, except in the Study Centre where they may be used for study purposes.
- Ensure jewellery and nails remain discreet, following the guidance given at induction.
- Take personal responsibility for independent learning and use study periods productively.
- Stay on site during the school day, unless granted home study or during lunchtime.
- Avoid paid work or driving lessons during school hours and ensure any work outside school does not affect your studies.
- Set a positive example for younger students and take part in school and house activities.
- By meeting these expectations, you will develop the independence, responsibility, and resilience needed for success in further study and future employment.
- Maintain attendance above 95% and attend meetings with parents regarding this when requested.
- Attend any compulsory after school lessons for additional support. These will form part of a students attendance report.

Serviam

Serviam is an integral part of the Ursuline Sixth Form curriculum.

At Ursuline College Sixth Form, we are proud to offer a unique and enriching volunteering program, in alignment with our Ursuline School ethos, that embodies the spirit of "Serviam" – I will serve. We believe in the transformative power of service and the importance of giving back to our community. As part of this commitment, every student at our school actively participates in our Serviam volunteering program, dedicating a minimum of one hour every two weeks to serve in various capacities, both on and off site.

Our students have the opportunity to engage in a wide range of service activities, all aimed at making a positive impact in the lives of others. These volunteer opportunities include:

Supporting Students

Our students offer peer support, acting as mentors and friends to fellow students who may need a helping hand in their academic, social, or personal development.

Assisting Teachers

Our students collaborate with our dedicated educators to enhance the learning experience in the classroom. They may act as teaching assistants, providing valuable assistance to teachers and contributing to a dynamic and inclusive educational environment.

Developing Literacy

We believe in the power of literacy, and our students actively engage in literacy development programs, helping younger students improve their reading and writing skills.

Leading Activities

Our students take the initiative to lead and organise various extracurricular activities, promoting social and personal growth among their peers.

Mentoring

Through our mentoring program, students have the opportunity to guide and inspire others, fostering a sense of community and personal growth.
Sports and Physical Activities: Our students lead sports drills and activities, encouraging physical fitness and teamwork.

Active Classroom Support

Working alongside staff, ACS students support younger pupils by responding to classroom callouts, accompanying students during time-outs or medical pass arrangements, and escorting them to House Offices when required. This valuable role helps maintain a positive learning environment while developing students' confidence, responsibility and leadership skills.

Through Serviam, our students develop empathy, responsibility and a commitment to helping others, while gaining valuable skills in leadership, communication and teamwork.

At Ursuline College Sixth Form, volunteering is an important part of developing compassionate, confident and socially responsible young people who are committed to making a positive difference in their communities and beyond.

Ursuline Links

Ursuline Links is an exciting volunteer-service programme that connects students from Ursuline schools across the UK. It offers real opportunities to live out our motto; Serviam ("I will serve"), through meaningful community and international projects.

Founded by the Ursuline Sisters, Ursuline Links inspires young people to combine faith and action - helping others while developing independence, teamwork and leadership skills.

How it all began...

The first Ursuline Links mission began in New Orleans, where a group of young Ursuline volunteers helped rebuild homes devastated by Hurricane Katrina. Since then, the programme has grown to include projects across the UK, India, South Africa, and the USA.

From those humble beginnings, Ursuline Links has become a cornerstone of the Ursuline family - giving students the chance to make a real difference in the lives of others.

The Projects

Each year, Ursuline Links runs a variety of volunteer opportunities, including:

- Community Projects – supporting food banks, care homes, day centres, and schools.
- Summer Day Camps – working with children to provide fun, learning and support.
- Overseas Missions – helping communities around the world through practical service and outreach.
- Social Action and Faith Development – combining hands-on help with reflection, prayer and personal growth.

You will serve, travel, learn, and build friendships that last far beyond the project itself.

Schools Involved

Ursuline Links unites the wider Ursuline family, bringing together students from:

- St Angela's – Forest Gate
- St Ursula's – Greenwich
- Ursuline High & Prep – Wimbledon
- Ursuline Academy & Prep – Ilford
- Ursuline High – Brentwood
- Ursuline College – Westgate-on-Sea

Together, these schools form a community of young people ready to serve and make a difference.



Testimonial from Kalli Laming (2025 participant)

"Taking part in Ursuline Links 2025 was an unforgettable experience and one I would gladly do again in a heartbeat. I loved meeting students from other Ursuline schools, getting to know them and forming new friendships. For my summer project, I volunteered at my local food bank during the holidays alongside one of my peers. Other students from our school also completed their own projects, some as far as Newcastle, while students from other Ursuline schools volunteered within their communities. Gathering regularly, meant we could hear about their projects, the shared experiences, and the impact we were having in all our communities. It was truly inspiring. Volunteering at the food bank really opened my eyes to the reality of poverty and the needs of people in our local area. It also highlighted how people from all walks of life can face hardship. It taught me valuable lessons in empathy, teamwork and the importance of giving back to your community."

Why Get Involved?

Becoming part of Ursuline Links means:

- Making a real difference in people's lives.
- Developing confidence, compassion, and leadership skills.
- Living out your Ursuline values through action.
- Meeting inspiring people and forming lasting friendships.
- Strengthening your university and career applications with meaningful experience.



In 2025, Athena Crompton was recognised for her outstanding commitment to service through Ursuline Links, receiving the Jack Petchey Foundation Award.

This prestigious award celebrates young people who demonstrate exceptional dedication, positivity, and leadership, making a real difference within their school and community.

More information on the projects our students undertake can be found by scanning the QR code or at **ursulinelinks.org.**

Trips

At Ursuline College Sixth Form, we believe in enriching our students' educational journey through a range of meaningful trips and excursions. These experiences not only expand their horizons but also provide valuable insights and personal growth opportunities.

Geography Field Trips

Our Geography field trips are a fundamental component of our curriculum. These excursions bridge the gap between classroom learning and real-world applications, allowing students to gain practical insights into geographical concepts and environmental issues.

Parliament Visit

A visit to Parliament is an educational experience that helps students comprehend the inner workings of government, fostering civic engagement and an appreciation for the political process.

Criminology Forensic Workshop

Criminology students have the unique chance to attend a Blood Spatter Workshop at Canterbury Christ Church University, featuring a session on evidence collection, hands-on blood analysis techniques, and a campus tour. This immersive experience also includes activities to help prepare for university life, offering a taste of higher education and forensic biology.

Ice Skating

Each February, students visit Planet Ice in Gillingham for a public skate and disco session, combining fun with physical activity and teamwork. This annual trip is ideal for all skill levels, offering a chance to build confidence, coordination, and lasting memories in a supportive setting.

Thorpe Park Enrichment

Trips to Thorpe Park offer students a chance to unwind, bond with peers, and create cherished memories. These experiences contribute to a balanced lifestyle and promote overall well-being.







International Excursions & The Turing Scheme

Since 2023, 155 Ursuline College students have taken part in unforgettable three-week international work experience placements through the Turing Scheme. These fully funded opportunities have taken students to Marseilles, Brussels, Lisbon, Seville, Malta, Valencia, Berlin and the Amalfi Coast, where they have gained valuable work experience while immersing themselves in new cultures.

All costs — including flights, accommodation, meals, and spending money — were completely covered, ensuring that every student could take part, regardless of financial background. A significant number of places are reserved for students experiencing economic deprivation, reinforcing our commitment to inclusion and equality of opportunity. During their time abroad, students have developed confidence, independence, and employability skills, while discovering the rich history, language, and traditions of Europe. These experiences have helped shape globally minded young people ready to thrive in higher education and future careers. Our track record of success means that Ursuline College has received Turing Scheme funding every two years, and we are pleased to have secured funding for 2027.

Even though the Turing Scheme is coming to an end, we have applied for Erasmus+ funding to continue offering these exceptional opportunities for up to 60 students per year from 2028 for a further 7 years. At Ursuline College, international learning is not just a trip abroad — it's a transformative experience that broadens horizons, builds resilience, and brings Serviam to life on a global stage



Extra-curricular Activities

We are proud to offer a diverse and engaging range of extracurricular activities to complement our students' academic journeys and foster personal development. Here's a comprehensive summary of the exciting extracurricular opportunities available to our students:

Student Voice

Our Sixth Form fosters British values through active citizenship opportunities and a robust Student Voice and Leadership Team. These initiatives emphasise the importance of democratic processes and leadership skills.

Engagements with Various Universities

We organise visits, workshops, and events to connect students with universities, allowing them to explore their next steps and make informed decisions about their future. These often lead to scholarship opportinities.

Lessons from Auschwitz

Year 12 students can apply to participate in the Lessons from Auschwitz programme. During the project, participants explore this challenging history by taking part in interactive, online seminars, led by experts in the history of the Holocaust; hear directly from Holocaust survivors, who share their personal experiences, including an online, live survivor testimony and Q&A; experience the Auschwitz-Birkenau Memorial and Museum through a one-day visit to Poland. Students end the course by completing their Next Steps, an opportunity for them to share what they have learnt and experienced with their school and wider community.

Duke of Edinburgh Gold Award

Our students can participate in the esteemed Duke of Edinburgh Gold Award program, which encourages leadership, teamwork, and resilience through outdoor expeditions and community service.

Music and Musical Productions

Our vibrant music department offers opportunities for students to explore their musical talents and actively participate in school musical productions, fostering creativity and teamwork.

Sporting Activities

Our daily afterschool clubs provide students with opportunities to engage in a variety of sports and physical activities, promoting a healthy and active lifestyle.

Film Club

Film enthusiasts can join others to discuss and appreciate cinema, watch movies, and explore the art of storytelling through film.





Youth Alpha

Running after school over eight weeks, Youth Alpha offers a relaxed space to explore life's big questions — about faith, purpose, and identity — alongside your peers. Each session begins with food and conversation, followed by a short film and open discussion where every viewpoint is welcome. It's a great opportunity to reflect, connect, and grow in a supportive and open environment.



Kent Youth County Council

Students have the opportunity through an election process to represent and act upon the views, issues and opinions of the young people in Kent. They are regularly involved in opportunities to ensure the voice of young people is heard within decision making processes across services provided by Kent County Council.

Youth SVP

Launched in November 2022, Youth SVP is our student-led outreach group committed to the motto "Turning Concern into Action". With around 60 students and 6 staff members, the group reflects our Ursuline value of Serviam ("I will serve").

Over the year, Youth SVP volunteers have taken part in projects such as donating sleeping-bags to the Salvation Army, organising a major food-drive for the local community, making personalised cards for residents of a care-home in Westgate, and setting up a low-cost produce market in partnership with Thanet Earth.

Participation in Youth SVP helps you develop leadership, empathy and practical service experience — all while making a real difference in our local community and living out our Ursuline mission.

Social Mobility Foundation's Internship Program

Our students have the opportunity to apply for internships offered by the Social Mobility Foundation, giving them valuable work experience and insights into various career fields.

In addition to these activities, Ursuline College Sixth Form supports a wide range of other extracurricular initiatives, including ***art and drama clubs, community service projects, language clubs, and science, technology, engineering, and mathematics (STEM) programs.*** These opportunities ensure that our Sixth Form students receive a well-rounded education, develop essential life skills, explore their interests, and contribute to the school and local community.

At Ursuline College Sixth Form, ***we believe in nurturing not only academic excellence but also personal growth and character development.*** Our extensive extracurricular offerings provide our students with a holistic and enriching educational experience.

Active Classroom Support (ACS)

Every two weeks, Sixth Form students complete 50 minutes of volunteering as part of the Active Classroom Support programme. Working alongside staff on patrol, students respond to requests for support around the school — from escorting pupils to appointments, collecting work for those in isolation, or mentoring younger students who need time out.

This role helps Sixth Formers become visible role models across the school, developing leadership, empathy, and communication skills while promoting the respectful and supportive behaviour expected of the Ursuline community.

Careers

Supporting Progression

Our Sixth Form offers comprehensive careers provision to equip students with the skills, knowledge, and experiences they need to pursue their future goals with confidence. From university and apprenticeship fairs to dedicated work experience opportunities, we ensure that every student has access to high-quality, impartial careers guidance and support.

> *"Leaders have high ambition for all pupils, including those in the sixth form, to achieve well. They ensure that pupils are prepared for their next steps through high quality and impartial careers guidance."*
>
> Ofsted, November 2022

Annual University and Apprenticeship Fairs

Each year, our students have the chance to attend university and apprenticeship fairs, providing them with valuable insights into higher education and career pathways. These events offer students the opportunity to explore their options, speak with representatives, and make informed decisions about their futures.

Unifrog

Our subscription to the Unifrog platform is an invaluable resource, providing students with access to university and apprenticeship databases, tools to explore different career paths, and resources to aid their work experience. Unifrog helps students build a portfolio that showcases their skills and achievements, essential for university applications and career planning.

Work Experience for Year 12 Students

Our dedicated Work Experience Week for Year 12 students allows them to gain practical experience in a professional setting, helping to develop their skills and confidence. The Unifrog platform, to which we subscribe, supports our work experience programme, providing students with resources and guidance to make the most of their placements.

For a detailed guide on Unifrog's work experience support, scan the QR code or visit:
unifrog.org/know-how/for-students-a-guide-to-finding-and-completing-work-placements

The Parent Guide

We subscribe to The Parent Guide, a monthly resource sent to parents that covers essential topics such as apprenticeships, university and post-18 options, teenage anxiety and stress, and strategies for supporting study and homelife balance. This guide equips families with tools and advice to support their child's journey through Sixth Form and beyond, ensuring they are informed and ready for each step in the transition to adulthood.

Careers Fair

Our annual in-house careers fair brings a diverse array of professions and organisations directly to our students, providing them with invaluable exposure to a wide variety of career paths and industries. This event helps students make informed decisions about their futures, supporting them in exploring potential career interests and connecting them with employers from multiple fields. In 2023, the event focused on Women in

Work and last year's focus was on Emergency Services. This years' event is the biggest yet with confirmed representatives from the Ambulance Service & the NHS, the Army & Royal Air Force, Fire & Rescue Service, Kent Police & Border Force.

Army Recruitment Event

Our Sixth Form also proudly hosts an annual Army Recruitment event, giving students a firsthand look into careers within the Armed Forces. This event provides an overview of various roles and pathways in the Army, interactive sessions with current Army personnel, and insights into the training and skills developed in military service. This opportunity is ideal for students interested in exploring a dynamic and challenging career that emphasises leadership, resilience and teamwork. In October 2025 our Y12s benefited greatly from an additional visit from the Military Intelligence Corps.

Dedicated Sixth Form Careers Team

Our strong and dedicated Careers Team within the Sixth Form provides students with consistent support and guidance. The school's Careers Lead, Portia Wilson, is permanently based in the Sixth Form centre, giving students unlimited access to careers advice. In addition, Mrs Crompton, our Sixth Form House Manager, is a qualified Careers Adviser, and Mr Joyce has undergone extensive training as our UCAS Adviser and Coordinator.

We work closely with local universities, including the University of Kent, University of Greenwich, Canterbury Christ Church University and Queens College Cambridge, to support students' ambitions and provide them with a direct pathway to explore further learning and careers

> *"Partnerships with local universities, Greenwich and Canterbury Christ Church, supports a drive to raise aspiration with a high uptake of university and post-16 learning opportunities."*
>
> Catholic Schools Inspection, February 2024

Access to Independent Careers Advisors

Our Careers Team offers weekly appointments with an independent careers advisor from Education Business Partnership, giving students additional guidance and resources to plan for their futures.

Careers and Progression Focus

In Term 6 of Year 12, we place a strong focus on preparing students for their next steps after Sixth Form. This dedicated careers programme helps every student explore their options, build confidence, and develop essential employability skills.

Highlights include a Parents' Information Evening on UCAS applications and apprenticeships, a Personal Statement Writing Day, and our annual Interview Day.

The Interview Day is run in partnership with the Department for Work and Pensions (DWP), with staff from job centres across the region visiting to conduct mock interviews with every Year 12 student. They review each student's CV, ask a range of interview questions, and provide personalised feedback on strengths and areas for improvement.

This experience is invaluable for all students — whether they are preparing for university, apprenticeships, or direct employment — helping them to present themselves with confidence and professionalism.



Pastoral

The step into Sixth Form can be a challenging and transformative period for students. As they progress from the predicable structure of general schooling to a more self-motivated, goal-oriented environment, new challenges and pressures arise.

At this critical juncture, pastoral care plays an indispensable role and staff understand the important role they have as custodians of the emotional, social, and moral well-being of our students. Ursuline College strongly believes in cultivating an atmosphere that genuinely values each student as a unique individual with distinct needs, aspirations, and potential.

Beyond its traditional scope in the lower school, pastoral care in Sixth Form carries a heightened importance. The reasons are manifold. For one, it marks the transition between a school-centred stage of education and individual-centred university or professional life. This transitional phase is a sensitive period filled with self-exploration, self-questioning and momentous decision-making. By providing educational, psychological, and moral support, pastoral care helps students navigate this rocky path, alleviating anxiety, boosting self-esteem and enabling informed decision-making.

In addition, Sixth Form students are more likely than their younger counterparts to face issues such as stress and examination pressure, mental health issues, and burgeoning responsibilities. ***The Sixth Form team are trained to identify and address these issues early on, ultimately fostering a secure and nurturing environment conducive to academic success and personal growth.*** Whilst there is a significant focus on academic performance throughout Sixth Form, the pastoral team promotes the holistic development of students by inculcating vital life skills such as resilience, empathy, emotional intelligence and interpersonal skills that are increasingly being recognised as indispensable in a rapidly changing world.

At Ursuline College, Year 12 and Year 13 students have their own distinct House, **St. Michael's.** The House is led by the Director of Sixth Form, the Deputy Director of Sixth Form and a House Manager. Together, they deal with all issues that arise, on a day to day basis. The end result of the high-quality care provided over the course of the two years, is that students leave Ursuline College Sixth Form as rounded individuals who are not just academically proficient but also emotionally and socially adept. Such individuals are better equipped to navigate their future landscapes, whether it be apprenticeships, university, employment, or broader society.

Saint Michael the Archangel.

St Michael's House is exclusively for students in Years 12 and Year 13. St. Michael the Archangel has several meaningful and relevant connotations for our Sixth Forms ethos and mission, such as: emphasis on service; courage and leadership; guidance and support; inclusion and diversity.



St Michael's House – Pastoral Team

Each lesson, there will be ***at least*** one member of the pastoral team available in the Sixth Form Centre to support students during the day.

Mr J Joyce
Director of Sixth Form

The Director of Sixth Form leads the House and has overall responsibility for looking after the academic and pastoral care of the students within the Sixth Form. The DOSF liaises closely with the Raising Standards Leader for Key Stage 5 to monitor the quality of students' teaching and learning, working with the subject leaders to make sure students are doing the best they can in their subjects. In addition to this, the DOSF takes primary responsibility for Safeguarding, Enrolment, Work Experience, Behaviour, Academic Attainment and Destinations.

Mrs J Hall
Deputy Director of Sixth Form

The Deputy Director supports the Director with overseeing the academic progress and pastoral welfare of students in Years 12 and 13, including their transition into the Sixth Form and the day to day operation of the Sixth Form. In addition, the Deputy Director takes primary responsibility for timetables, bursary, careers appointments and student voice.

Mrs V Crompton
Sixth Form House Manager

The House Manager will be the first point of contact for students. The House Manager will deal with day-to-day queries from the student, parents or guardians. In addition, the House Manager is responsible for external referrals to agencies, access arrangements, attendance tracking and manages the Study Centre.

Religious Life and Education

Ursuline College Sixth Form welcomes all students, regardless of their religious background, in a school that upholds values of kindness, resilience, integrity, respect, serviam and aspiration. Our curriculum is influenced by a spirit of respect and understanding, seeking to create a diverse and inclusive community.

Our commitment to fostering a welcoming environment goes beyond religious identity. We believe in nurturing the holistic development of our students. We hold a variety of activities throughout the school year to promote a caring and supportive community such as Morning Prayer, an annual House feast day celebration and assemblies that develop students understanding of the Ursuline Student Profile.

While we respect the diversity of beliefs among our students, we also encourage intellectual exploration. Our curriculum includes one period of General Religious Education each week, which is consistent with any typical Sixth Form, and covers key areas of doctrine, scripture, and ethics. We respect the rights of parents and guardians regarding religious education, as outlined in the Education Act of 1996, and are committed to creating an environment where every student can thrive.

For those looking to develop their understanding further, an A Level course in Philosophy and Ethics is available.



Student Performance

We are so proud of all our Year 13 achievements. We are awaiting the official publication of our validated 2026 data (in early 2027), but early indicators show that our students continue to make strong overall progress during their time in Sixth Form. Students completing academic courses obtained an average grade of C-, whilst students studying a vocational pathway obtained an average grade of Merit. An increased focus in the last academic year on higher attainment saw 41% of students obtain A*-B in Academic A Levels or Distinction* - Distinction (A*-A equivalent) in Applied Generals. Both pathways recorded positive value added scores (meaning students performed better than expected when compared to their prior attainment) and our vocational pathway again produced some of the strongest results in the Trust with a 97% pass rate and 74% obtaining a merit grade or higher.

In 2026, 68% of students advanced to university and further education, including Russell Group providers such as the University of Southampton and the University of York. Our 2026 cohort have gone on to study a wide range of degrees including Accounting, Astrophysics, Biomedicine, Criminology, Cyber security, Dance, Education, Film Production, Forensics, Interior Design, Law, Marketing, Mechanical Engineering, Nursing, Physiotherapy, Professional Policing, Psychology, Social Work and Sports Therapy.

In addition to this, over the last three academic years, 22% of leavers chose to take up apprenticeships or advanced to full time employment in areas such as British Gas, Pfizers, UK Border Force, construction, dentistry, HM Prison Service, Royal Mail, Royal Air Force, Royal Opera House, sports coaching, and travel and tourism.

Subject Structures

Following substantial reforms to post-16 qualifications in recent years, including updates to A levels and vocational courses at Level 3, the government has now introduced new Alternative Academic Qualifications (AAQs) and announced further reforms that will shape future qualifications. The current structure is as follows:

Level 2

If a student has not achieved a grade 4 or above in English Language and/or Mathematics, they must study these courses post-16 – a decision made by the government as part of the Raising Participation Age to 18 reform. This means they must attend a minimum of 100 hours of re-sit classes for English and/or Mathematics and be entered to take their exams again in either November or June. Where a student attains below a grade 3 in Mathematics, they will likely be entered to complete Functional Skills. These are the only Level 2 qualifications offered and students will be expected to study for these examinations in addition to the three Level 3 qualifications they choose.

Academic A Level 3

A levels remain fully linear, with all examinations taken at the end of Year 13. Coursework for most subjects has been removed, except for a small number of subjects such as History, Geography and English Literature.

The subject-specific requirements for A level study may include particular grades in that subject (or a comparable one) as entry requirements, in addition to a minimum number of GCSE passes. This reflects the rigorous academic nature of these courses.

Students achieving five GCSE grades at 7 or above, including English and Mathematics at no less than grade 5, may choose to study four Level 3 subjects.

Vocational Level 3

Vocational qualifications currently include BTECs, Cambridge Technicals, Applied Generals and the new Alternative Academic Qualifications (AAQs). These include both examined units and controlled assessments or coursework components that are internally marked and externally moderated.

BTECs and equivalent courses typically have a minimum of 40% internally assessed coursework. For vocational subjects worth two or more A levels (National or Technical Diplomas), the proportion of coursework is higher than for single awards (Extended Certificates). Both Sport and Health and Social Care offer Diploma options which are double awards (equivalent to two subjects). All other subjects in this category are equivalent to one A level.

A vocational or applied pathway is normally chosen by students who achieve at least four GCSEs at grade 4 or above.

PLEASE NOTE: The Department for Education has announced further post-16 reforms, including the introduction of V Levels – a new suite of vocational qualifications designed to sit alongside A levels and T Levels from 2027 onwards. The precise mix of subjects available may be adjusted as needed to remain consistent with these changes when additional information is obtained.

1 Biology

2 Chemistry

3 English Literature

4 French

5 Geography

6 German

7 History

8 Mathematics

9 Media Studies

10 Physics

11 Politics

12 Religious Studies

13 Extended Project Qualification

Level 3:
Academic

Course Directory

Ursuline College
Sixth Form

1

Biology

A Level

Entry Requirements:

Five GCSEs at Grade 4 or above (including Mathematics & English). Combined science Grade 5-5 or higher. Triple Science Grade 5 or higher in Foundation/Higher Biology.

Assessment:

Paper 1 - 2 hours (35% of A level)
Paper 2 - 2 hours (35% of A level)
Paper 3 - 2 hours. Questions on practical and analytical skills (30% of A level)

Exam board: AQA

Course Overview:

Year 1

Biological molecules, cell structure & division, Immune System, Exchange and transport systems, DNA, RNA and protein synthesis and Diversity and Selection. There are also mathematical components to study and the use of statistics, along with six required practicals to complete in which laboratory skills and an understanding of 'How science works' is developed, tracked and monitored.

Year 2

Photosynthesis & Respiration, Energy transfer and Nutrient cycles, Nervous system, Homeostasis, Genetics and Gene technology and populations in Ecosystems and evolution. There are also Mathematical components to study and the use of Statistics and 6 more required practicals to complete in which laboratory skills and an understanding of 'How science works' continues to be developed, tracked and monitored.

Extra Curricular:

Your studies will be supported by text book and online resources which will help to consolidate your understanding, to enable you to apply your knowledge to unfamiliar context.

BIOMEDICAL SCIENTIST. ENVIRONMENTAL CONSULTANT. GENETIC COUNSELLOR. FORENSIC SCIENTIST. MICROBIOLOGIST. PHARMACOLOGIST. ZOOLOGIST. ECOLOGIST. MEDICAL RESEARCHER. BIOTECHNOLOGIST.

Chemistry

2

A Level

Entry Requirements:

Five GCSEs at Grade 4 or above (including English). Grade 5 or above in Mathematics. Combined science Grade 5-5 or higher.

Assessment:

Paper 1 - 2 hours (35% of A Level)
Paper 2 - 2 hours (35% of A Level)
Paper 3 - 2 hours (30% of A Level)
Practical work is completed throughout the course and can be tested in any of the papers.

Exam board: AQA

Course Overview:

Year 1

Physical Chemistry; Atomic structure, Amount of substance, Bonding, Energetics, Kinetics, Chemical equilibria, Le Chatelier's principle and Kc, Oxidation, reduction and redox equations.

Inorganic Chemistry; Periodicity, Group 2, the alkaline earth metals, Group 7(17), the halogens.

Organic Chemistry; Introduction to organic chemistry, Alkanes, Halogenoalkanes, Alkenes, Alcohols, Organic analysis.

Year 2

Physical Chemistry; Thermodynamics, Rate equations, Equilibrium constant Kp for homogeneous systems, Electrode potentials and electrochemical cells, Acids and bases

Inorganic Chemistry; Properties of Period 3 elements and their oxides, Transition metals, Reactions of ions in aqueous solution.

Organic Chemistry; Optical isomerism, Aldehydes and ketones, Carboxylic acids and derivatives, Aromatic chemistry, Amines, Polymers, Amino acids, proteins and DNA, Organic synthesis, Nuclear magnetic resonance spectroscopy, Chromatography.

CHEMICAL ENGINEER. PHARMACIST. TOXICOLOGIST. FORENSIC SCIENTIST. ENVIRONMENTAL SCIENTIST. BIOCHEMIST. CLINICAL SCIENTIST. MATERIALS SCIENTIST. ANALYTICAL CHEMIST. PATENT EXAMINER.

3 English Literature

A Level

Entry Requirements:

Five GCSEs at Grade 4 or above. It is essential to have Grade 6 or above in GCSE English Language and 5 or above in GCSE English Literature.

Assessment:

Paper 1 - 2 hours 30 minutes, closed book examination (40% of A level)
Paper 2 - 3 hour, open book examination, including an unseen text (40% of A level)

Non-Examined Assessment - Comprised of two essays of 1250-1500 words (20% of A level)

Exam board: AQA (A Level English Literature B 7717)

Course Overview:

Students who do best in this subject enjoy reading, the close study of text and language, critical discussion and appreciation, as well as researching the contextual influences on texts and how these illuminate our understanding of them. Students are expected to read challenging texts independently, participate in, and often lead, seminar type sessions and enjoy the challenge of developing the critical writing style that English Literature responses demand.

Paper 1 - Literary Genres.

Aspects of Tragedy. Students will study three texts in preparation for this externally examined unit: Shakespeare, drama and one other text within the genre of Tragedy. The texts currently studied are: 'Othello', 'Death of a Salesman', and a selection of poetry by John Keats.

Paper 2 - Texts and Genres.

Elements of Crime Writing. Students will study three texts: one post 2000 prose text, one poetry and one further text (one must be pre-1900) within the genre of crime writing. The texts currently studied are: 'When Will There Be Good News', 'Atonement' and the poetry of Browning, Crabbe, and Wilde.

Theory and Independence. This unit requires students to study two texts: one poetry and one prose, informed by study of the Critical Anthology provided by the exam board. The AQA critical anthology has accessible extracts on a range of theoretical ideas.

Extra Curricular:

Theatre visits. Cinema streaming productions.

EDITOR. PUBLISHER. TEACHER. COPYWRITER. JOURNALIST. LIBRARIAN. PUBLIC RELATIONS SPECIALIST. CONTENT STRATEGIST. SCRIPTWRITER. LITERARY AGENT.

French

4

A Level

Entry Requirements:

Five GCSEs at Grade 4 or above (including English). Grade 5 or above in GCSE French. Grade 5 French Foundation Paper will be admitted in consultation with the CL for MFL.

Assessment:

Paper 1 - 2 hours 30 minutes, Listening, Reading and Writing (40% of A-level)
Paper 2 - 2 hours, Writing (30% of A-level)
Paper 3 - 21-23 minutes, Speaking (30% of A-level)

Exam board: AQA

Course Overview:

This is a two-year programme of language study based on 3 areas of study

Theme 1 – Social issues and trends in French society.

Theme 2 - The political and artistic culture in French speaking countries, including music, festivals and traditions and the media.

Theme 3 – Literary texts and films.

The course will allow you to further develop your language skills in order to achieve a high level of communication. There is a sharp focus on broadening your vocabulary and deepening your grammatical knowledge. You will also improve your general study skills and exam techniques.

The course is taught through a mixture of listening, speaking, reading and writing exercises. Both listening and reading will refer to authentic material and will aim to make you an independent linguist. The speaking and writing tasks will develop your ability to communicate and express your own thoughts and opinions.

Learning a foreign language at A level could improve your chances of studying at a good university or studying abroad whilst at university as well as provide you with confidence and a strong ability to communicate

Extra Curricular:

The department organises enrichment events such as film nights, workshops and lectures by language specialists and visits to universities. There will also be a residential trip to a French speaking country and opportunities to work alongside French students from our partner schools.

TRANSLATOR. INTERPRETER. DIPLOMAT. INTERNATIONAL AID WORKER. FOREIGN LANGUAGE TEACHER. TOUR GUIDE. FOREIGN CORRESPONDENT. INTERNATIONAL MARKETING SPECIALIST. CULTURAL CONSULTANT. INTELLIGENCE ANALYST..

5

Geography

A Level

Entry Requirements:

Five GCSEs at Grade 4 or above (including Mathematics & English). Geography Grade 5 or above. Students without GCSE Geography would be welcome to apply with CL approval.

Assessment:

Paper 1 - 2 hours 30 minutes, Water & Carbon Cycles, Coastal Systems & Landscapes, Hazards (40% of A level)
Paper 2 - 2 hours 30 minutes, Changing Places, Global Systems & Governance, Contemporary Urban Environments (40% of A level)
NEA - 3000-4000 word coursework (20% of A level)

Exam board: AQA

Course Overview:

Year 1

Contemporary Urban Environments, Hazards, Changing Places, Coastal Systems and Landscapes, Fieldwork and NEA preparation.

Year 2

Water and Carbon Cycles, Global Systems and Global Governance, NEA completion.

The specialist teachers in the department do make occasional changes to the selection of units of study, according to their own on-going geographical research interests, and the feedback provided by students. All examined assessments take place at the end of the course in year 2. Preparation for The non-examined assessment (NEA) will begin toward the end of year 12 and will be completed during year 13.

Extra Curricular:

Regular fieldtrips to consolidate student knowledge. Students must complete a minimum of 4 days fieldwork for their NEA Independent Investigation. So far this has been completed in our local area at Herne Bay, Margate and Canterbury.

Visits to London and geography conferences relating to the units of study. Topical books/ magazines from leading geographers available to students to encourage wider reading.

ARCHITECTURAL TECHNOLOGIST. SUSTAINABILITY CONSULTANT. CARTOGRAPHER. DATA ANALYST. ENVIRONMENTAL CONSULTANT. GEOGRAPHICAL INFORMATION SYSTEMS OFFICER. MARKETING EXECUTIVE. TEACHER. SOCIAL RESEARCHER. TOWN PLANNER.

German

6

A Level

Entry Requirements:

Five GCSEs at Grade 4 or above (including English). Grade 5 or above in GCSE German. Grade 5 German Foundation Paper will be admitted in consultation with the CL for MFL.

Assessment:

Paper 1 - 2 hours 30 minutes, Listening, Reading and Writing (40% of A-level)
Paper 2 - 2 hours, Writing (30% of A-level)
Paper 3 - 21-23 minutes, Speaking (30% of A-level)

Exam board: AQA

Course Overview:

This is a two-year programme of language study based on 3 areas of study

Theme 1 – Social issues and trends in German society.

Theme 2 - The political and artistic culture in German speaking countries, including music, festivals and traditions and the media.

Theme 3 – Literary texts and films.

The course will allow you to further develop your language skills in order to achieve a high level of communication. There is a sharp focus on broadening your vocabulary and deepening your grammatical knowledge. You will also improve your general study skills and exam techniques.

The course is taught through a mixture of listening, speaking, reading and writing exercises. Both listening and reading will refer to authentic material and will aim to make you an independent linguist. The speaking and writing tasks will develop your ability to communicate and express your own thoughts and opinions.

Learning a foreign language at A level could improve your chance of studying at a good university or studying abroad whilst at university as well as provide you with confidence and a strong ability to communicate

Extra Curricular:

The department organises enrichment events such as film nights, workshops and lectures by language specialists and visits to universities. There will be a residential trip to a German speaking country and opportunities to work alongside German students from our partner schools.

TRANSLATOR. INTERPRETER. DIPLOMAT. INTERNATIONAL AID WORKER. FOREIGN LANGUAGE TEACHER. TOUR GUIDE. FOREIGN CORRESPONDENT. INTERNATIONAL MARKETING SPECIALIST. CULTURAL CONSULTANT. INTELLIGENCE ANALYST.

7

History

A Level

Entry Requirements:

Five GCSEs at Grade 4 or above (including English). History Grade 5 or above. Students not taking GCSE History welcome to apply after discussion with the CL.

Assessment:

Paper 1 - 1 hour 30 mins, Breadth Study: The Making of a Superpower: USA 1865-1975 (40% of A Level)

Paper 2 - 1 hour 30 minutes, Depth study: Wars of the Roses (40% of A level)

Independent Essay – One coursework question, topic chosen by students (20% of A level)

Exam board: AQA

Course Overview:

This is a two year programme of study. The three units that students study across years 12 and 13 are a depth study on the Wars of the Roses 1445-1509: Lancastrians, Yorkists and Henry VIII. As well as a breadth study on The Making of Superpower, the USA 1865-1975 with a focus on political tension and division, economic change and development and social development as well as foreign affairs and domestic presidential policy across the period. Students will complete an independent study based on a topic of their choosing.

The specialist teachers in the department do make occasional changes to the selection of units of study, according to their own on-going historical research interests, and also the feedback provided by students.

History is a highly regarded academic subject in the wider world of higher education and employment. Successful history students will possess valuable background knowledge to current affairs. Just as importantly, they will have developed the skills which are so highly prized in employment e.g. in research, analysis of sources and data, and then constructing a well-evidenced argument.

Extra Curricular:

The Department organises regular fieldtrips to consolidate student knowledge. Every year there is the opportunity for a day visit to Auschwitz in conjunction with the 'Lessons from Auschwitz' program.

HISTORIAN. ARCHAEOLOGIST. MUSEUM CURATOR. ARCHIVIST. HISTORY TEACHER. RESEARCHER. POLITICAL ANALYST. HERITAGE MANAGER. LAWYER. DIPLOMATIC SERVICE OFFICER.

Mathematics

8

A Level

Entry Requirements:

GCSE Mathematics Grade 7 or higher for automatic entry. A borderline grade 6/7 may be accepted at the discretion of the Curriculum Leader for Maths.

Assessment:

Paper 1 - 2 hours, Pure Mathematics 1 (33% of A level)
Paper 2 - 2 hours, Pure Mathematics 2 (33% of A level)
Paper 3 - 2 hours, Statistics and Mechanics (33% of A level)

Exam board: Pearson EdExcel

Course Overview:

The Pearson Edexcel Level 3 Advanced GCE in Mathematics consists of three externally examined papers. Students must complete all assessments in May/June in any single year.

Pure Mathematics

Topic 1 – Proof, Topic 2 – Algebra and functions, Topic 3 – Coordinate geometry in the (x,y) plane, Topic 4 – Sequences and series, Topic 5 – Trigonometry, Topic 6 – Exponentials and logarithms, Topic 7 – Differentiation, Topic 8 – Integration, Topic 9 – Numerical methods, Topic 10 – Vectors

Statistics

Topic 1 – Statistical sampling, Topic 2 – Data presentation and interpretation, Topic 3 – Probability, Topic 4 – Statistical distributions, Topic 5 – Statistical hypothesis testing.

Mechanics

Topic 6 – Quantities and units in mechanics, Topic 7 – Kinematics, Topic 8 – Forces and Newton's laws, Topic 9 – Moments.

Extra Curricular:

Visits to local universities for STEM subjects (UKC and CCCU). Supporting students learning Mathematics in lower year groups.

FINANCE. BANKING. ACCOUNTING. ENGINEERING. ENERGY. DATA SCIENTIST. DATA ANALYST. STOCKBROKER. MARKET RESEARCHER. TEACHER. LECTURER. AI ENGINEER. AIR TRAFFIC CONTROL.

9

Media Studies

A Level

Entry Requirements:

Five GCSEs at Grade 4 or above (including English). English and/or Media Studies Grade 5 or above (students do not have to have studied Media Studies at GCSE).

Assessment:

Paper 1 - 2 hours 15 minutes, Media Products, Industries and Audiences (35% of A level)
Paper 2 - 2 hours 30 minutes, Media Forms and Products in Depth (35% of A level)
Cross-Media Production, Non exam assessment (30% of A level)

Exam board: WJEC Eduqas

Course Overview:

Component 1: Media Products, Industries and Audiences.

The examination assesses media language, representation, media industries, audiences and media contexts. It consists of two sections:

Section A - Analysing Media Language and Representation.
Section B - Understanding Media Industries and Audiences.

Component 2: Media Forms and Products in Depth.

The examination assesses media language, representation, media industries, audiences and media contexts. It consists of three sections:

Section A – Television in the Global Age.
Section B – Magazines: Mainstream and Alternative Media.
Section C – Media in the Online Age.

Component 3: Cross-Media Production.

An individual cross-media production based on two forms in response to a choice of briefs set by WJEC, applying knowledge and understanding of the theoretical framework and digital convergence.

MEDIA PLANNER. MULTIMEDIA SPECIALIST. PROGRAMME RESEARCHER. RUNNER. PRODUCER. ADVERTISING ACCOUNT EXECUTIVE. BROADCAST JOURNALIST. EDITORIAL ASSISTANT. EVENT ORGANISER. JOURNALIST. MARKET RESEARCHER. WRITER.

Physics

10

A Level

Entry Requirements:

Five GCSEs at Grade 4 or above (including English). Combined Science Grade 6-5 or above/Physics Grade 5 or above. Grade 6 in Mathematics. Grade 5 in Mathematics may be considered after consultation with the CL for Science.

Paper 1 - 2h 15min (37% of A level)
Paper 2 - 2h 15min (37% of A Level)
Paper 3 - 1h 30 min (26% of A Level).
Practical work is completed throughout the course, non exam assessment, a minimum of 12 practicals over the two year course

Exam board: OCR

Course Overview:

Content is split into six teaching modules:

Module 1 - Development of practical skills in physics.
Module 2 - Foundations of physics.
Module 3 - Forces and motion.
Module 4 - Electrons, waves and photons.
Module 5 - Newtonian world and astrophysics.
Module 6 - Particles and medical physics.

Paper 1 assesses content from modules 1, 2, 3 and 5.

Paper 2 assesses content from modules 1, 2, 4 and 6. Module 3 assesses content from all modules (1 to 6).

In year 12, the student study modules 1 to 4 and in year 13 modules 5 and 6.

PHYSICIST. AEROSPACE ENGINEER. MECHANICAL ENGINEER. METEOROLOGIST. DATA SCIENTIST. NUCLEAR TECHNICIAN. ACOUSTIC CONSULTANT. ROBOTICS ENGINEER. RESEARCH SCIENTIST. MEDICAL PHYSICIST.

11

Politics

A Level

Entry Requirements:

Five GCSEs at Grade 4 or above (including English at grade 5 or above).

Assessment:

Paper 1 – UK government and politics: 2-hour examination (33 %).
Paper 2 – US and comparative politics: 2-hour examination (33 %).
Paper 3 – Political ideas: 2-hour examination (33 %).

Exam board: AQA

Course Overview:

Explore how power, democracy and government work in the UK and USA. A-level Politics develops an understanding of institutions, elections, rights and political ideas, alongside skills in research, analysis, evaluation and debate.

The three areas of study are as follows:

Paper 1 – Government and politics of the UK

Paper 2 – Government and politics of the USA and comparative politics

Paper 3 – Political ideas

Topics include Parliament, Congress, prime ministers and presidents, elections, parties, pressure groups, constitutions, courts and civil rights.

The political ideas studied are:

Liberalism, Conservatism and Socialism, plus one of Nationalism, Feminism, Multiculturalism, Anarchism or Ecologism.

Year 1:

UK politics – democracy, Parliament, elections and participation.

Political ideas – Liberalism, Conservatism and Socialism.

Year 2:

US politics – the President, Congress, Supreme Court and elections.

Comparative politics – UK/US comparisons and a fourth ideology.

The A-level is graded A*–E, with no coursework. All exams take place at the end of Year 13.

Extra Curricular:

Enrichment includes debates, mock elections, current affairs discussions, guest speakers and visits to political institutions.

CIVIL SERVANT. DIMPLOMATIC SERVICE OFFICER. JOURNALIST. POLITICAL RESEARCHER. PARLIAMENTARY RESEARCHER. POLICY ADVISOR. POLITICAL CAMPAIGN MANAGER. LOCAL GOVERNMENT OFFICER. SOCIAL RESEARCHER. SOLICITOR. TEACHER.

Religious Studies 12

A Level

Entry Requirements:

Five GCSEs at Grade 4 or above (including English).Religious Studies Grade 5 or higher. Other Humanities subjects may be considered after consultation with the CL.

Assessment:

Paper 1 - 2 hours, A Study of Religion, written examination (33% of A level)
Paper 2 - 2 hours, Philosophy of Religion, written examination (33% of A level)
Paper 3 - 2 hours, Religion and Ethics, written examination (33% of A level)

Exam board: Eduqas

Course Overview:

Component 1:
The study of one religion from a choice of six - Option A: Christianity.

Religious figures and sacred texts; religious concepts; religious life; and religious practices; the shaping of religious identity.

Component 2:
Philosophy of Religion.

Arguments for the existence of God (inductive and deductive); challenges to religious belief; the problem of evil and suffering; religious experiences; miracles and religious language.

Component 3:
Religion and Ethics.

The development of ethical thought and the concept of human morality; Natural Law; Situation Ethics; Utilitarianism, Determinism and Free Will. Application of ethical theories to issues of abortion, euthanasia, sexuality, animal experimentation, immigration and capital punishment.

Extra Curricular:

The expectation is that students will have the opportunity to attend an A Level Conference in either London or Kent.
There are additional guest speakers e.g. Local consultants; Sr Alice Montgomery (OSU)
Students have the opportunity to visit UKC Philosophy events.

LAWYER. JOURNALIST. MEDIATOR. COUNSELLOR. DIPLOMAT. TEACHER. CHARITY WORKER. YOUTH WORKER. FAMILY LIASON OFFICER. POLITICIAN. BUSINESS AND MARKETING EXECUTIVE. CIVIL SERVANT. PSYCHOTHERAPIST.

13

Extended Project Qualification (EPQ)

AS Level (Half Award)

Entry Requirements:

Five GCSEs at Grade 4 or above (including English).

Assessment:

A production log.
A 5000 word essay.
A presentation.

Exam board: AQA AS Level Course

Course Overview:

Students who study EPQ take responsibility for the choice, design and decision making of an individual project and develop skills such as;

- becoming a more critical, reflective and independent learner.
- developing and applying decision-making and problem-solving skills.
- increased planning, research, analysis, synthesis, evaluation and presentation skills.
- how to apply technologies confidently.
- demonstrating creativity, initiative and enterprise.

There is no examination in this subject. Assessment is in three parts:

1. A production log which documents the process and decision-making throughout the project. This will also record meetings and discussion with mentors, reflections and evaluations.
2. A 5000 word researched essay responding to a question of the student's choice on a topic which does not relate to any of their other subjects.
3. A presentation to a small group of the research and conclusions, followed by a question and answer session.

All three parts have to be completed to attain the final grade.

Extra Curricular:

Students are encouraged to conduct a wide range of research on their chosen topic. This may include webinars, visiting museums, attending lectures, use of public and local university libraries, and contact with professionals in the chosen area.

PROJECT ADMINISTRATOR. RESEARCH ASSISTANT. PROJECT MANAGER. LAW. AUDITOR. TEACHER. PUBLIC SERVICES. HEALTHCARE PROFESSIONAL. ACTUARY. SOFTWARE DEVELOPER. ENGINEER. HISTORIAN. JOURNALIST.


Sixth Form
Sixth Form

1. Art & Design Extended Certificate
2. Business Studies Extended Certificate
3. Computing: Digital Systems and Data V Level
4. Criminology Applied Diploma
5. Financial Studies Diploma
6. Health & Social Care Advanced National (AAQ)
7. Health & Social Care Technical Diploma*
8. Performing Arts: Dance Extended Certificate
9. Performing Arts: Music Extended Certificate
10. Performing Arts: Musical Theatre National Diploma*
11. Applied Psychology Extended Certificate
12. Applied Science Extended Certificate (AAQ)
13. Sport Extended Certificate
14. Sport National Diploma*
15. Sports Leadership Level 3 Qualification
16. Travel and Tourism Extended Certificate

**Equivalent to two A Levels*

Level 3:
Vocational

Course Directory

Ursuline College
Sixth Form

1

Art & Design

BTEC Level 3 Extended Certificate

Entry Requirements:

Four GCSEs at Grade 4 or above (including Mathematics & English), 5 or above in Art.
A portfolio of artwork.

Assessment:

Unit 1 - 3 hours (33.2% of qualification)
Unit 2 - 3 hours 30 minutes (25.1% of qualification)
Unit 3 - (25.1% of qualification)
Unit 12 - (16.6% of qualification)

Exam board: Pearson/EdExcel

Course Overview:

This Level 3 Extended Certificate is the equivalent of one A Level qualification. The course is an Introduction to the study of Art & Design at Level 3 for students who aim to progress to higher education and ultimately to employment in the creative industries. Students will develop art and design projects and gain an understanding of the creative process following these units:

Mandatory

Unit 1 - Visual recording and Communication.
Unit 2 - Critical and Contextual Studies in Art and Design.
Unit 3 - The Creative Process.

Optional

Unit 12 - Fine Art Materials, Techniques and Processes.

The course is delivered through practical projects. The qualification is designed to enable students to develop knowledge and skills in the sector and increase levels of independence. The work is marked using Pass, Merit, Distinction or Distinction*.
To successfully pass the course learners must complete and achieve at least a pass grade or above for all units.

Extra Curricular:

You will visit museums and galleries to support your studies and will have the opportunity to make connections with local arts organisations, practicing artists and designers to learn about the industry. You may also have the opportunity to produce art work for real clients.

GRAPHIC DESIGNER. PHOTOGRAPHER. PRODUCT DESIGNER. FASHION AND TEXTILES DESIGNER. FINE ARTIST. ARCHITECT. INTERIOR DESIGNER. SET DESIGNER. COSTUME DESIGNER. ILLUSTRATOR. WEB DESIGNER. ANIMATOR. CURATOR.

Business Studies

2

BTEC Level 3 Extended Certificate

Entry Requirements:

Four GCSEs at Grade 4 or above (including Mathematics & English).

Assessment:

Unit 1 - Portfolio of work (25% of qualification)
Unit 2 - A student produced portfolio task in exam conditions (25% of qualification)
Unit 3 - 2 hours, Finance written examination (33% of qualification)
Unit 8 - Portfolio of work (17% of qualification)

Exam board: Pearson BTEC

Course Overview:

This Level 3 Extended Certificate is the equivalent of one A Level qualification. Over two years, students will complete 4 units of study:

Unit 1 - Exploring Business.
Learners will study the purposes of different businesses, their structures and the effects that the external environment will have on them and how they need to be innovative in order to survive.

Unit 2 - Developing a Marketing Campaign.
Learners will gain understanding and the skills that are required in how to fully develop a marketing campaign.

Unit 3 - Personal and Business Finance.
Learners will study the purpose and importance of both personal finance and business finance. They will develop the skills required to prepare and analyse financial and accounting information.

Unit 8 - Recruitment and Selection Process.
Learners will assess and evaluate how a chosen business undertakes their recruitment and selection process and will then take part in a classroom based recruitment and selection process.

Extra Curricular:

Visits to areas of Commercial interest. Visit to the Financial District in London.
Guest speakers from local Businesses.

BANK MANAGER. BUSINESS ANALYST. PROJECT MANAGER. ESTATE AGENT. FINANCIAL ADVISER. HR OFFICER. INVESTMENT ANALYST. CONSULTANT. PR OFFICER. RETAIL BUYER. MERCHANDISER. SALES MANAGER. SOCIAL MEDIA MANAGER.

3

Computing
Digital Systems and Data
Level 3 V Level

Entry Requirements:

Four GCSEs at Grade 4 or above (including Mathematics & English).

Assessment:

- 60% Coursework (practical non-examined assessment)
- 40% External Examination

Exam board: To Be Confirmed

Course Overview*:

Key Areas of Study:

Digital Systems - Understand how computer hardware, software and networks work together to support organisations.

Data Analysis - Explore how data is collected, processed, analysed and presented to identify trends and support decisions.

Cybersecurity - Investigate digital threats, security measures and techniques used to protect systems and information.

Digital Solutions - Explore the design, development and testing of digital solutions that meet user needs, including user interface design and problem-solving techniques.

Artificial Intelligence - Examine how AI and automation are used in modern digital systems, including their benefits, limitations and ethical implications.

Extra Curricular:

Guest speakers from local businesses and industry. Opportunities to explore networking, cybersecurity and practical digital technologies.

**Qualification content and assessment arrangements are subject to confirmation by the awarding organisation.*

APP DEVELOPER. ARTIFICAL INTELLIGENCE SPECIALIST. CYBERSECURITY ANALYST. DATA SCIENTIST. GAMES DEVELOPER. NETWORK ENGINEER. SOFTWARE ENGINEER. UX/UI DESIGNER.

Criminology

4

Level 3 Applied Diploma

Entry Requirements:

Four GCSEs at Grade 4 or above (including English). History, Sociology, Law, Psychology, Citizenship or another comparable Humanities subject Grade 4 or higher.

Assessment:

Paper 1 - 1 hour 30 minutes, Criminological Theories (25% of qualification)
Paper 2 - 1 hour 30 minutes, Crime and Punishment (25% of qualification)
Controlled Assessment - Changing Awareness of Crime (25% of qualification)
Controlled Assessment - Crime Scene to Courtroom (25% of qualification)

Exam board: Eduqas (WJEC)

Course Overview:

This is a two-year programme of study and the equivalent of one A Level qualification.

Year 12

The units are **Changing Awareness of Crime**, with a particular focus on learners planning a campaign for change relating to crime, and **Criminological Theories** where learners will consider how changes in criminological theory have influenced policy and how the theories can be applied to a specific crime or criminal to explain their behaviour.

Year 13

Students will study **Crime Scene to Courtroom,** where learners will develop the skills to review criminal cases, evaluate the evidence in the cases to determine whether the verdict is safe and just, and Crime and Punishment which focuses on the criminal justice system in England and Wales and how it operates to achieve social control.

Students can bring in their notes for the Controlled Assessments.

Extra Curricular:

The Department organises regular fieldtrips to consolidate student knowledge. Annual visit to London where visits are arranged in Parliament, the Old Bailey, the Clink Museum, the City of London Police Museum and a walking tour of the East End of London. Trips organised by the wider department to Barcelona, Berlin and Rome where aspects of social justice could be analysed at an international level.

FORENSIC SCIENTIST. CRIME SCENE INVESTIGATOR. CRIMINAL PSYCHOLOGIST. POLICE OFFICER. PROBATION OFFICER. SOCIAL WORKER. LEGAL RESEARCHER. YOUTH OFFENDING TEAM OFFICER. PRISON OFFICER. DETECTIVE.

5

Financial Studies

Level 3 Diploma

Entry Requirements:

Four GCSEs at Grade 4 or above (including Mathematics & English).

Assessment:

For this qualification, learners must complete four mandatory units. Each unit is assessed through a combination of online multiple choice questions (Part A) and a written paper (Part B). To pass a unit, the student must achieve the minimum pass mark for both part A and part B.

Exam board: Agored Cymru

Course Overview:

This Level 3 Diploma is the equivalent to to one A Level qualification. The course equips students with expertise in financial planning, budgeting, and ethical considerations. Students explore the impact of financial decisions on individuals, businesses, and society, as well as the legislation and regulation shaping the financial sector.

Year 1

Unit 1 - Financial Capability for the Immediate and Short Term.
Focuses on understanding immediate financial needs, cash flow management, and the use of different financial products to handle short-term obligations.

Unit 2 - Financial Capability for the Medium and Long Term.
Emphasises budgeting and planning for future financial goals, while assessing risks and rewards in personal financial decisions.

Year 2

Unit 3 - Sustainability of an Individual's Finances:
This unit covers financial sustainability for individuals, highlighting the importance of adapting to external financial factors and managing debt and unforeseen events.

Unit 4 - Sustainability of the Financial Services System:
Examines the competitive landscape of financial services providers, exploring strategies for sustainability and approaches to meet diverse consumer needs through marketing and product development.

Extra Curricular:

Trips to financial institutions, guest lectures from industry experts, and finance-related competitions. Students can also attend workshops on budgeting and career networking events to explore finance career paths

FINANCIAL ADVISOR. INVESTMENT ANALYST. MORTGAGE ADVISOR. BANKING PROFESSIONAL. RISK ANALYST. STOCKBROKER. INSURANCE AGENT. CLAIMS PROCESSOR. PAYROLL CLERK. FINANCE ASSISTANT. CREDIT ANALYST. BOOKKEEPER. TAX ASSISTANT.

Health & Social Care 6

AAQ National
Extended Certificate

Entry Requirements:

Four GCSEs at Grade 4 or above (including Mathematics & English).

Assessment:

Two Externally Assessed Exams (40%), Two Mandatory NEAs (30%), Two Optional NEAs (30%)

Exam board: OCR

Course Overview:

Year 1 - Principles of Health and Social Care (Exam). Within this Unit, you will learn about how you can support equality, diversity and rights in health and social care settings.

Anatomy and Physiology for health and social care (Exam). In this Unit, you will learn about the different body systems, their structure, their function and explore different conditions and how they might affect the functionality of these systems.

Person-centred approach to care (NEA). In this Unit, you will learn about the principles and values that underpin a person-centred approach to care.

Year 2 – Supporting people with mental health conditions (NEA). Within this Unit, you will learn about how individuals with mental health conditions can be cared for and supported in a way which is suitable for their needs.

Supporting healthy nutrition and lifestyles (NEA). In this Unit, you will learn about the healthy eating guidelines, physical activity guidelines, nutritional labelling and the sources of nutrients.

Supporting people with long term physiological conditions (NEA). Within this Unit, you will learn about the different types of long-term physiological conditions, how they are caused and the long-term effects on an individual.

Extra Curricular:

Visit to University for HSC taster Days. Work experience in the HSC sector.

HEALTHCARE ASSISTANT. SOCIAL WORKER. OCCUPATIONAL THERAPY ASSISTANT. CARE HOME MANAGER. YOUTH WORKER. HEALTH VISITOR ASSISTANT. SUPPORT WORKER. REHABILITATION ASSISTANT. PUBLIC HEALTH WORKER.

7 Health & Social Care

Cambridge Technical Level 3 Diploma (Double Award)

Entry Requirements:

Four GCSEs at Grade 4 or above (including Mathematics & English).

Assessment:

Unit 2 – 1 hour 30 minutes (9% of qualification)
Unit 3 – 1 hour 30 minutes (9% of qualification)
Unit 4 – 2 hours (15% of qualification)
Unit 6 – 1 hour 30 minutes (9% of qualification)
Unit 7 – 1 hour 30 minutes (9% of qualification)
Internal assessment Unit 1, 5, 12, 14, 15 (9%), 10 (4.5%)

Exam board: OCR

Course Overview:

The Cambridge Technical Diploma is the equivalent to two A Level qualifications. Over two years, students will study the following units:

Unit 1 - Building positive relationships in health and social care (Coursework)
Unit 2 - Equality, diversity and rights in health and social care (External Exam)
Unit 3 - Health, safety and security in health and social care (External Exam)
Unit 4 - Anatomy and physiology for health and social care (External Exam)
Unit 5 - Infection control (Coursework)
Unit 6 - Personalisation and a person-centred approach to care (External Exam)
Unit 7 - Safeguarding (External Exam)
Unit 8 - Creativity and Activity for children and young people (Coursework)
Unit 10 - Nutrition for Health (Coursework)
Unit 14 - The long-term impact of physiological conditions (Coursework)
Unit 15 - Promoting health and well-being (Coursework)
Unit 12 - Sexual health and reproduction and early years development (Coursework)

Please note these units are subject to change.

Extra Curricular:

Visit to University for Health and Social Care taster Days. Work experience in the H&SC and Early Years sector. Opportunities to talk to professionals working in the Health, Social care and early Years sector. Opportunities to talk to students already studying medical degrees.

HEALTHCARE ASSISTANT. SOCIAL WORKER. OCCUPATIONAL THERAPY ASSISTANT. CARE HOME MANAGER. YOUTH WORKER. HEALTH VISITOR ASSISTANT. SUPPORT WORKER. REHABILITATION ASSISTANT. PUBLIC HEALTH WORKER.

Performing Arts: Dance 8

BTEC Level 3 Extended Certificate

Entry Requirements:

Four GCSEs at Grade 4 or above (including English). BTEC Performing Arts (Dance), GCSE Dance, or other recognisable dance school qualifications. Experience in the field of Dance.

Assessment:

One externally assessed exam (33%), one mandatory internally assessed unit (16.5%) and three optional internally assessed units (50.5%)

Exam board: Pearson/EdExcel

Course Overview:

Unit 3 - Group Performance Workshop.
Learn how to respond to a given stimulus as part of a group, using research, discussion and practical exploration to develop performance material and later present an informal presentation of the work to an invited audience.

Unit 34 – Developing Skills and Techniques for Performance.
Technical performance skills with a focus on developing and demonstrating skills and techniques in at least two performance styles within a selected discipline.

Unit 22 - Movement in Performance.
You will look at the four components of movement in performance in their most uncomplicated form, taking into account Rudolf Laban's theories of movement. Having gained an understanding of how to use the body as an expressive instrument, you will be able to apply your knowledge of movement in performance.

Unit 14 – Choreography for Live Performance.
In this unit, you will explore and develop the skills required to enable you to respond to a choreographic brief and realise your ideas for a live performance. Throughout your learning and development you will be taught how to reflect on your progress, which will support your development and creative practice.

Unit TBC

The final optional unit will be selected based on the skills and interests of the group. The final Unit options could range from Jazz Technique, Contemporary Dance Technique, Street Dance Technique, Classical Ballet Dance Technique, Tap Dance Technique or The Healthy Dancer.

Extra Curricular:

Great Big Dance Off, national school dance competition. Dance clubs. Workshops with professional dance artists. Many other performance opportunities.

ARTS ADMINISTRATOR. CHOREOGRAPHER. COMMUNITY ARTS WORKER. DANCE MOVEMENT PSYCHOTHERAPIST. DANCER. HIGHER EDUCATION LECTURER. SCHOOL TEACHER. ACTOR. EVENT MANAGER. PERSONAL TRAINER. TALENT AGENT. THEATRE DIRECTOR.

9 Performing Arts: Music

BTEC Level 3 Extended Certificate

Entry Requirements:

Four GCSEs at Grade 4 or above (including English). Music Grade 5 or above. A portfolio of pieces/performances demonstrating student's musical abilities.

Assessment:

Internal Assessment - Unit 1 - (25% of qualification)
Unit 2 - 5 hours (3 hours prep) (25% of qualification)
Unit 3 - 2 hours, 30 hours preparation and 2 week exam window for recording (33% of qualification)
Internal Assessment - Unit 4,5,6 or 7 (16.6% of qualification)

Exam board: Pearson/EdExcel

Course Overview:

The National Extended Certificate is the equivalent to one A Level qualification. This course is for students who aim to progress to higher education and ultimately to employment, in the creative industries. Students will develop music projects and gain an understanding of the creative process following the units below.

Mandatory:
Unit 1 - Practical Music Theory and Harmony.
Unit 2 - Professional Practice in the Music Industry.
Unit 3 - Ensemble Music Performance.

Optional:
Unit 4 - Composing music.
Unit 5 - Music performance session styles.
Unit 6 - Solo Performance.
Unit 7 - Improvising music.

The course is delivered through practical projects. The qualification is designed to enable students to develop knowledge and skills in the sector and increase levels of independence.

Extra Curricular:

Opportunities to take part in extracurricular groups within school at lunchtimes or at the end of the school day leading to concerts and performances. Trips arranged to enhance learning and understanding of the course including working with local musicians.

SESSION MUSICIAN. MUSIC PRODUCER. SOUND ENGINEER. MUSIC TEACHER. COMPOSER. MUSIC THERAPIST. RECORDING STUDIO MANAGER. LIVE SOUND TECHNICIAN. MUSIC JOURNALIST. BAND MANAGER.

Performing Arts: Musical Theatre

10

BTEC Level 3 National Diploma (Double Award)

Entry Requirements:

A minimum of Grade 4 in GCSE English and Grade 4 in GCSE Drama or Dance (if taken) and Music. An interest in performance, music, and movement is essential. Students should be physically fit and able to participate in practical workshops, rehearsals, and live performances.

Assessment:

The Diploma is intended to be the major element of a student's study programme and is designed for learners seeking progression directly to higher education, musical theatre training, conservatoires or industry employment. It comprises eight units, six of which are mandatory. External assessment accounts for approximately 46% of the qualification.

Exam board: Pearson/EdExcel

Course Overview:

This course covers all disciplines under performing arts – dance, acting and musical theatre. The curriculum follows all the essential skills covered in Dance and Music (single awards) with students able to specialise in all performance disciplines on the double award. The optional units covered will depend on the specialist skills and interests of the students.

Mandatory Units (all students)

Unit 1: Investigating Practitioners' Work, External
Unit 2: Developing Skills and Techniques for Live Performance, Internal
Unit 3: Group Performance Workshop, External
Unit 5: Individual Performance Commission, Internal
Unit 6: Final Live Performance to an Audience, External
Unit 7: Employment Opportunities in the Performing Arts, Internal

Music / Vocal Pathway Optional Units

Unit 23: Singing Techniques for Performers, Advanced vocal technique and repertoire
Unit 27: Musical Theatre Techniques, Integrated acting, singing and performance skills

Dance Pathway Optional Units

Unit 10: Jazz Dance Technique, Essential musical theatre dance style
Unit 12: Contemporary Dance Technique or Unit 14: Choreography for Live Performance, Technical and creative development

Extra Curricular:

Great Big Dance Off, national school dance competition. Dance clubs. Workshops with professional dance artists. Many other performance opportunities.

ARTS ADMINISTRATOR. CHOREOGRAPHER. COMMUNITY ARTS WORKER. DANCER. SCHOOL TEACHER. ACTOR. EVENT MANAGER. PERSONAL TRAINER. TALENT AGENT. THEATRE DIRECTOR.

11 Applied Psychology

BTEC Level 3 Extended Certificate

Entry Requirements:

Four GCSEs at Grade 4 or above (including Mathematics and English).

Assessment:

Unit 1 – 1 hour 30 minutes examination (25% of qualification)
Unit 3 – 2 hour examination (33% of qualification)
Units 2 and 4 – Two pieces of coursework, internally assessed (42% of qualification)

Exam board: Pearson/EdExcel

Course Overview:

The National Extended Certificate is equivalent to one A Level qualification and requires the completion of four mandatory units and one optional unit relating to the field of Psychology.

The mandatory units are as follows:

Unit 1 – Psychological Approaches and Applications

Unit 2 – Conducting Psychological Research

Unit 3 – Health Psychology

Units 1 and 3 are externally assessed through written examinations set and marked by Pearson.

The optional unit is:

Unit 4 – Criminal and Forensic Psychology

In Year 1 Units 1 & 2 will be completed.
In Year 2 Units 3 & 4 will be completed.

Each unit is graded as a Pass, Merit or Distinction. The final grade is calculated through the accumulation of these grades.

Extra Curricular:

Students will have the opportunity to attend a lab crawl at a local university. Students will take a deep dive into the world of psychology research and immerse themselves in what it is like to study psychology at degree level.

MENTAL HEALTH PRACTITIONER. EDUCATION PSYCHOLOGIST. FORENSIC PSYCHOLOGIST. CLINICAL PSYCHOLOGIST. COUNSELLOR. TEACHER. LIFE COACH. PLAY THERAPIST. SOCIAL RESEARCHER. CHAPLAIN. HIGH INTENSITY THERAPIST. MEDIATOR.

Applied Science

12

AAQ National Extended Certificate

Entry Requirements:

Four GCSEs at Grade 4 or above (including Mathematics & English). Combined science Grade 4-4 or higher.

Assessment:

Unit 1: One-hour external exam (17% of qualification)
Unit 2: One-hour external exam (17% of qualification)
Unit 3: One-hour external exam (17% of qualification)
Unit 4: Coursework (25% of qualification)
Unit 5: Coursework (25% of qualification)

Exam board: Pearson/EdExcel

Course Overview:

Unit 1 - Principles and Applications of Biology
This unit explores the key components of biological science. It will examine cells and tissues, their varied structures and functions and the biological components that interact with their existence.

Unit 2 - Principles and Applications of Chemistry
Students will explore some of the fundamental concepts which underpin the chemistry and chemical reactions of the world around them.

Unit 3 - Principles and Applications of Physics
Students will explore the use of practical and mathematical skills in the study of waves, motion and electricity.

Unit 4 - Practical Scientific Procedures and Techniques
Students will be introduced to quantitative laboratory techniques, including chromatography, colorimetry and laboratory safety, which are relevant to the scientific laboratory environments.

Unit 5: Science Investigation Skills
This unit enables students to gain an understanding and the skills required to undertake an investigative project.

LABORATORY TECHNICIAN. FORENSIC SCIENTIST. ENVIRONMENTAL SCIENTIST. BIOMEDICAL SCIENTIST. PHARMACEUTICAL TECHNICIAN. RESEARCH ASSISTANT. QUALITY CONTROL ANALYST. FOOD TECHNOLOGIST. CLINICAL TRIALS COORDINATOR. SCIENCE WRITER.

13

Sport

BTEC Level 3 Extended Certificate (Single Award)

Entry Requirements:

Four GCSEs at Grade 4 or above (including Mathematics & English). PE Grade 4 or higher, or BTEC L2 Pass. High level of interest in sport/physical activity, ideally be an active participant.

Assessment:

Unit 1 - 1 hour 30 minutes (33% of qualification)
Unit 2 - 2 hours 30 minutes (33.5% of qualification)
Internally assessed - Unit 3, 5 (16.5% of qualification per unit)

Exam board: Pearson/EdExcel

Course Overview:

The National Extended Certificate is the equivalent to one A Level qualification and requires the completion of 3 mandatory units and 1 optional unit of work relating to the field of sport and the leisure industry.

The mandatory units are as follows;

Unit 1 - Anatomy and Physiology.
Unit 2 - Fitness Training and Programming for Health, Sport and Well-being.
Unit 3 - Professional Development in the Sports Industry.

The optional unit is listed below;

Unit 5 - Application of Fitness Testing.

Units 3 and 5 are internally assessed may also be required for external verification of marking. Each unit of work will be graded as a Pass, Merit or Distinction and the final grade will be calculated based on the accumulation of these grades.

In Year 1 Units 1 & 2 will be completed.
In Year 2 Units 3 & 5 will be completed.

**Please note that students can also complete a double a-level equivalent.*

Extra Curricular:

There may be opportunities to work with local sports coaching companies, sports industry professionals, Canterbury Christchurch University and University of Kent. Possibly professional sports teams.

FITNESS INSTRUCTOR. SPORTS COACH. SPORTS PHYSIOTHERAPIST ASSISTANT. PERSONAL TRAINER. SPORTS DEVELOPMENT OFFICER. PE TEACHER. SPORTS NUTRITIONIST. EXERCISE PHYSIOLOGIST. SPORTS ANALYST. LEISURE CENTRE MANAGER.

Sport

14

BTEC Level 3 National Diploma (Double Award)

Entry Requirements:

Four GCSEs at Grade 4 or above (including Mathematics & English). PE Grade 4 or higher, or BTEC L2 Pass. High level of interest in sport/physical activity, ideally be an active participant.

Assessment:

Unit 1 - 1 hour 30 minutes (16.5% of qualification)
Unit 2 - 2 hours 30 minutes (16.5% of qualification)
Unit 22 - 3 hours (12% of qualification)
Internally assessed - Unit 3, 4, 5, 7, 10 (8.5% per unit) Unit 23 (12.5%)

Exam board: Pearson/EdExcel

Course Overview:

The National Extended Certificate is the equivalent to two A Level qualifications and requires the completion of 6 mandatory units and 3 optional units of work relating to the field of sport and the leisure industry.

The mandatory units are as follows;

Unit 1 - Anatomy and Physiology.
Unit 2 - Fitness Training and Programming for Health, Sport and Well-being.
Unit 3 - Professional Development in the Sports Industry.
Unit 4 - Sports Leadership.
Unit 22 - Investigating business in sport and the active leisure industry.
Unit 23 - Skill acquisition in sport.

The optional units are listed below;

Unit 5 - Application of Fitness Testing.
Unit 7 - Practical Sports Performance.
Unit 10 - Sports Event Organisation.

Year 1 Units 1, 2, 4, 7 & 22 will be completed.
Year 2 Units 3, 5, 10 & 23 will be completed.

Extra Curricular:

See previous page.

FITNESS INSTRUCTOR. SPORTS COACH. SPORTS PHYSIOTHERAPIST ASSISTANT. PERSONAL TRAINER. SPORTS DEVELOPMENT OFFICER. PE TEACHER. SPORTS NUTRITIONIST. EXERCISE PHYSIOLOGIST. SPORTS ANALYST. LEISURE CENTRE MANAGER.

15 Sports Leadership

Level 3 Qualification (Half Award)

Entry Requirements:

Four GCSEs at Grade 4 or above.

Assessment:

Students will be assessed through the completion of a portfolio and two practical assessments totaling 14 hours of planned sports leadership activities.

Exam board: Leadership Skills Foundation

Course Overview:

The Level 3 Sports Leadership Qualification is part of the Leadership Skills Foundation's **Sports Leadership pathway**, designed to develop high-level leadership skills through practical and theory-based sport activities.

The Level 3 Sports Leadership Qualification is split into 6 units to develop student's leadership skills and prepare for leadership opportunities within a sports environment;

1. **Developing leadership skills**
2. **Lead safe sport/physical activity sessions**
3. **Know how to plan inclusive sport/physical activity sessions and events**
4. **Plan, lead and evaluate a progressive series of inclusive sport/activity sessions**
5. **Plan, lead and evaluate inclusive sports/physical activity events**
6. **Lead inclusive sport/physical activity sessions to a range of participant groups**

Extra Curricular:

Students will be given the opportunity to work with Sports iQ and local primary schools to develop their sports leadership skills in a variety of environments.

FITNESS INSTRUCTOR. SPORTS COACH. SPORTS PHYSIOTHERAPIST ASSISTANT. PERSONAL TRAINER. SPORTS DEVELOPMENT OFFICER. PE TEACHER. SPORTS NUTRITIONIST. EXERCISE PHYSIOLOGIST. SPORTS ANALYST. LEISURE CENTRE MANAGER.

Travel and Tourism 16

BTEC Level 3 National Extended Certificate

Entry Requirements:

Five GCSEs at grade 4 (C) or above, ideally including English and Mathematics. A keen interest in global cultures, customer service, marketing, and business. Learners may also be considered with a BTEC Level 2 qualification in a related subject and/or relevant work experience. (Pearson advises that learners with Level 2 qualifications and a good standard of English and maths are most likely to succeed.)

Assessment:

58% External Assessment:
Unit 1: The World of Travel and Tourism – Written exam (1.5 hours, 75 marks).
Unit 2: Global Destinations – Supervised research and task (3 hours, 60 marks).

42% Internal Assessment:
Unit 3: Principles of Marketing in Travel and Tourism – Synoptic coursework project.
1 optional unit (e.g. Visitor Attractions or Events, Conferences and Exhibitions) – Coursework.

Exam board: Pearson/EdExcel

Course Overview:

The course is assessed through a blend of internal and external assessments, providing a balance of written and practical tasks. Grades are awarded as Pass, Merit, Distinction, or Distinction* and carry full UCAS tariff points equivalent to one A Level.

This qualification provides a broad introduction to the global travel and tourism industry, covering its economic importance, customer experience, and marketing strategies.

Students will explore:

- How global destinations are developed and promoted.
- The role of marketing and branding in tourism.
- Impacts of tourism on communities, environments, and economies.
- The evolving nature of travel trends and sustainable tourism.

Learners gain real-world insight through project work, simulated travel planning, and analysis of tourism organisations.

The course combines academic knowledge with practical vocational learning, preparing students for both higher education and employment.

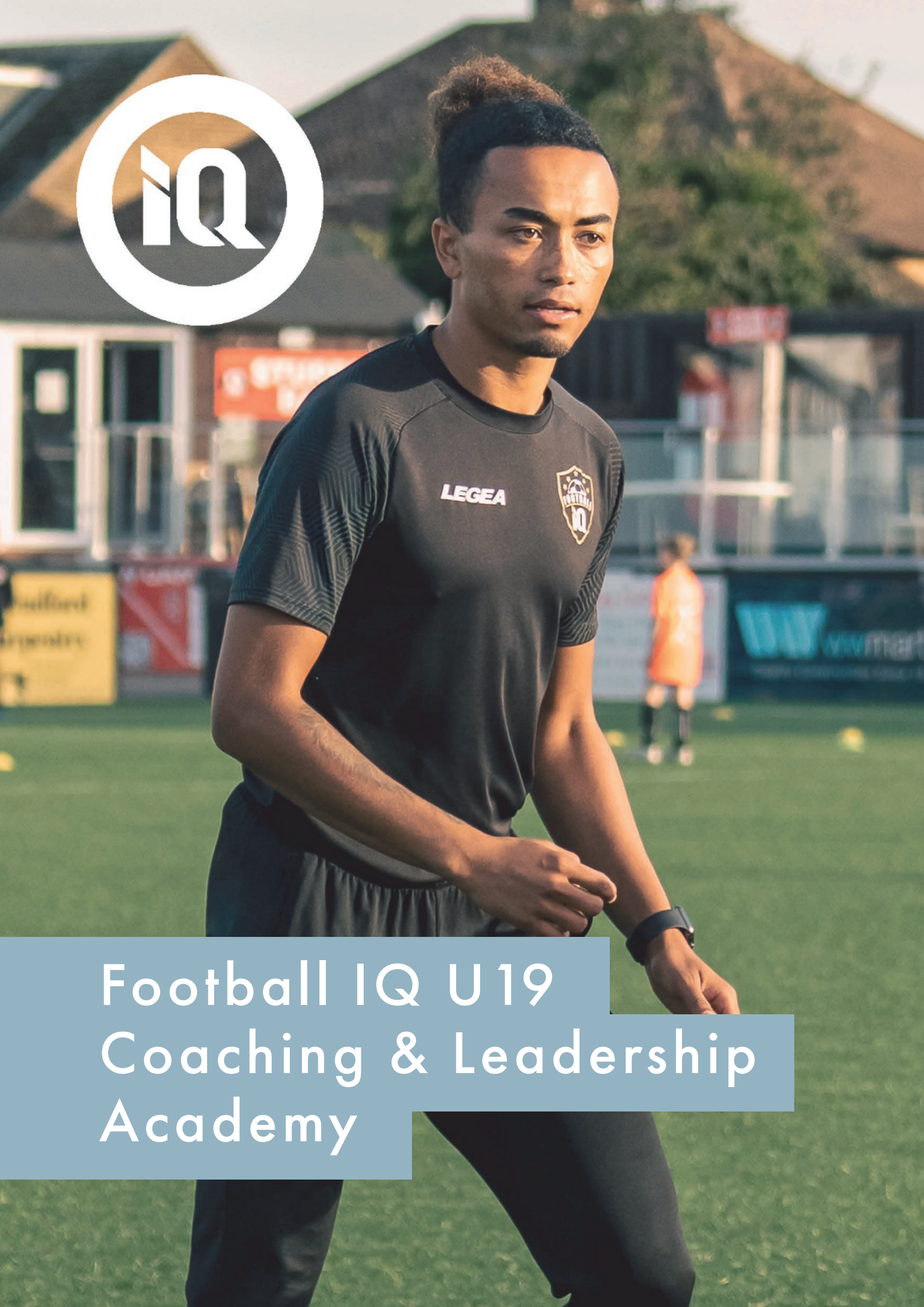
Extra Curricular:

Visits to visitor attractions, airports, and hospitality venues. Talks from industry professionals in aviation, events, and tourism marketing. Opportunities for work experience /event management projects. International trip opportunities (e.g. European city tourism analysis).

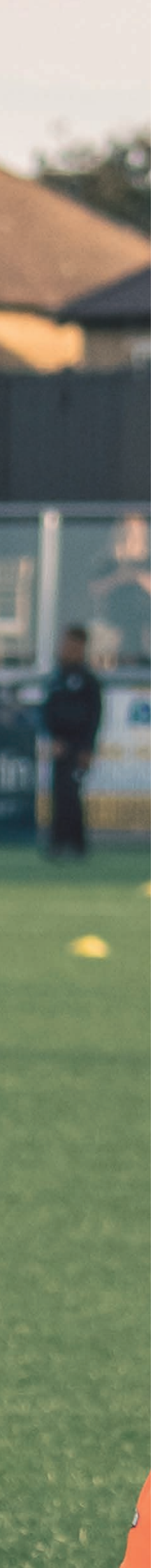
TRAVEL & TOURISM MANAGEMENT. MARKETING. BUSINESS STUDIES.

HOSPITALITY & EVENT MANAGEMENT. AVIATION.

TOUR OPERATIONS. CRUISE LINES. TRAVEL AGENCIES.



Football IQ U19 Coaching & Leadership Academy



Football IQ U19 Coaching & Leadership Academy

In partnership with Ursuline College Sixth Form

Unlock your potential with a full-time football programme delivered alongside your academic studies—designed for ambitious 16–19-year-olds.

The programme is designed to help students achieve excellence both on and off the pitch, developing their football ability while supporting strong academic performance.

Delivered by Football IQ's professional coaching team, led by Semi Professional Football Players TJ Jadama, Henry Young & Jacob Mensah.

Why Choose This Programme:

- Train in a highly structured, professional environment.
- Develop as a player and a leader, on and off the pitch.
- Progress toward playing at the highest level possible.
- Pursue recognised coaching qualifications to start your coaching journey.
- Access potential scholarship pathways with universities across the USA.
- Learn from qualified, highly experienced professional coaches.

Students receive:

- High-quality coaching from qualified staff
- Individual technical and tactical training
- Position-specific sessions including goalkeeping
- Comprehensive fitness and conditioning programmes
- Sport Therapy support and injury management

Students will also have opportunities to:

- Gain FA Coaching Qualifications (fully funded by Sports IQ)
- Study Sports Leadership Level 3 (worth 16 UCAS points)
- Play fixtures

This Academy provides a genuine pathway to university-level sport, coaching careers, or professional football, all while gaining valuable academic qualifications.

Players must be committed, talented, and passionate seeking a professional training setting alongside their studies.

How to apply

Sixth Form Admissions - Application Process

Applications for entry to the Sixth Form in September 2027 open on 2nd November 2026 and close on 31st March 2027. Applications must be made via Kent Choices (including existing Ursuline College students).

Year 11 - Kent based students

Please apply via Kent County Council's Kent Choices website, your school will provide you with a code to access the platform.

Year 11 - Applying from outside of Kent

Please apply via Kent County Council's Kent Choices website. You will need to create an account, complete all the required information fields and then apply to Ursuline College with your choice of courses.

For step by step instructions on how to complete your Kent Choices application scan the QR code below.

Next steps...

You will be contact by our Sixth Form House Manager, Mrs Crompton, and invited for a one-to-one interview with either Mr Joyce or Mrs Hall. You will be told at the end of the interview if you will be offered a conditional place. All communication will be via Kent Choices.

If successful, you will then be sent a conditional offer via Kent Choices showing the courses you have selected during your interview along with the grades that you will need to obtain to access those courses.

Occasionally you may be asked to re-select a course if you have not met the entry requirements, or the course is no longer running.

Students that select us as their first or second preference will be invited to attend our Sixth Form Taster Day in July 2027.

Application Timeline

1. Applications open via Kent Choices on Monday 2nd November 2026.
2. Sixth Form Open Evening - Thursday 12th November 2026, starting at 5.00pm with speeches in the sports hall. The event closes at 6.30pm. Free parking is available on the opposite side of the Canterbury Road and on Hengist Road. If you are unable to attend, please contact sixthform@ursuline.kent.sch.uk and we will send you an electronic copy of our prospectus.
3. Interviews for internal applicants will take place during the normal school day.
4. Interviews for external applicants (students from other schools) will take place during one of our two interview evenings in either January or March 2027.
5. Ordering preferences - Kent Choices will contact students - Easter 2027
6. Sixth Form Induction Day for Offer Holders - July 2027 (we will communicate details of this to you via Kent Choices).
7. Sixth Form Enrolment Day: GCSE results day (Thursday 19th August 2027) 9.00am – 11.00am (internal) and 11.00am - 1.00pm (external).

KENT CHOICES

Sixth Form Leadership

Headteacher
Miss D Lancefield

Assistant Head teacher
Mrs Z Cochrane *(RSL KS5)*

Director of Sixth Form
Mr J Joyce

Deputy Director of Sixth Form
Mrs J Hall

House Manager
Mrs V Crompton

Careers Lead
Mrs P Wilson

Area Business Manager Mrs N Lewis
Deputy School Business Manager Mrs W Belsey



Ursuline College
Sixth Form

Part of the Kent Catholic Schools' Partnership

Headteacher: Miss D Lancefield
Chair of Local Governance Committee: Mrs J Allen

225 Canterbury Road, Westgate-on-Sea, Kent, CT8 8LX
(01843) 834431 *sixthform@ursuline.kent.sch.uk* *www.ursuline.kent.sch.uk*

Part of the **Kent Catholic Schools' Partnership,** Barham Court, Teston, Maidstone, Kent, ME18 5BZ. *CEO: Mrs Annemarie Whittle*