

# SIXTH FORM OPTIONS



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**ONE OF THE BEST THINGS ABOUT BEING A UTC STUDENT IS THE OPPORTUNITIES AVAILABLE. THERE ARE ALWAYS INTERESTING PROJECTS RUNNING AND WHAT WE DO IS SPECIFICALLY AIMED AT HELPING US TO SUCCEED,”**

*FORMER ENERGY COAST UTC STUDENT, UK AND INTERNATIONAL YOUNG ENGINEER WINNER*

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# WELCOME TO OUR SIXTH FORM

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Welcome to our Sixth Form options booklet, which contains information about the A Level and other level 3 courses that we offer. Please do take the time to read through, reflect upon, and discuss with family and friends the course descriptors for each subject that we offer so that you make an informed, mature choice about your future education and career path.

When it comes to choosing your options, many people will tell you to choose the subjects you enjoy and that interest you –which is good advice. But, it is also important to think further ahead and to consider what you might like to do in the future. It is scary to realise that the choices you make now will influence the choices you are able to make at the end of your A Levels and in turn, which degree courses, jobs and apprenticeships are open to you at the end of your time with us. Having the right information to hand now will give you more options when the time comes. For some degrees/ apprenticeships, you will need to have studied a particular subject or range of subjects beforehand. It is our job here at the Energy Coast UTC to help you make decisions that won't make things harder for you in the long term. We need to be sure that the subjects you take equip you for your chosen university course, apprenticeship or employment, or of course show off your skills in a particular subject area. And most importantly, if you haven't yet decided what you would like to do in the longer term, we can advise you on the subjects that help keep your options open until you do.

The west coast of Cumbria will see significant investment in the coming decades, with up to 80,000 new jobs being created as our region becomes synonymous with the production of energy and all things related to engineering and construction. Our 'Energy Coast' has a wealth of commercial organisations seeking to employ and train talented young people to meet this demand. Whatever you are interested in, there is sure to be some engineering involved. As an engineer there are a wide range of career pathways open to you including:

- architecture
- design
- military
- civil
- electrical
- nuclear
- chemical
- maintenance
- structural

There are many other career pathways that engineering skills are useful for including Project Management and Commercial Law. Sellafield, for example, remains the world's most complex nuclear facility with a range of operations continuing there such as decommissioning, reprocessing and nuclear waste management and work continues towards a nuclear new build in this part of the country. These opportunities mean that West Cumbria could enjoy £90billion of investment in energy related projects and nuclear decommissioning in the next 15 years.

**Almost all students who leave the school progress to an apprenticeship.**

*Ofsted 2019*

## EMPLOYER PROJECTS

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All students work directly with an employer for at least 2 lessons per week. In addition students complete work experience lasting from 1 week to 50 days depending on the course studied.

A large number of students who complete a project with an employer gain an apprenticeship.

## OPTION CHOICES

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Students study **three** A Level / Level 3 qualifications. Most students study engineering and/or civil engineering plus subjects from the academic or vocational pathway. Pathways can be mixed.

### Engineering

- Level 3 engineering (A Level equivalent)
- Level 3 civil engineering (A Level equivalent)
- Level 3 construction (A Level equivalent)
- DEC! (A Level equivalent)
- Product Design (A Level)

### Academic Pathway

We offer a range of academic subjects for those students who achieve 5 or more GCSE grades 4-9 including English and maths plus a grade 6 in the subject they wish to study at A Level.

Subjects offered at A Level are:

- Maths
- Computer science
- English literature

### Vocational Pathway

We offer a range of vocational subjects for those students who achieve 5 or more GCSE grades 4-9 including English and maths but who may not have a grade 6 in a subject they wish to study further. Students can also follow this pathway whilst re-sitting GCSE English or maths.

Subjects offered at Level 3 (A Level equivalent) are either:

- Applied science
- Business
- Cyber security
- Health & social care
- Maths & Extended project
- Sport

## GCSE Resit Programme

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We will also offer GCSE resits in English, maths and science to students who worked hard at their first attempt in the summer exams and who are committed to working even harder throughout year 12, and to securing grade 4 or above in these important qualifications. Students also study a science and engineering.

If you have any questions or comments about any aspect of this options booklet or the education your child will receive should they choose to study at the Energy Coast UTC, please do not hesitate to contact the school at [enquiries@energycoastutc.co.uk](mailto:enquiries@energycoastutc.co.uk).

# APPLIED SCIENCE

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<b>Subject:</b>	Applied Science
<b>Exam Board:</b>	OCR
<b>Qualification gained upon successful completion of course:</b>	Level 3 Cambridge Technical Extended Certificate (1 x A Level equivalent)
<b>Graded:</b>	Distinction* - Pass
<b>Minimum entry requirement:</b>	Grade 4 GCSE English, maths & science
<b>Examined through:</b>	Written exams Coursework assessments
<b>Length of course:</b>	2 years
<b>No. of lessons per week:</b>	6 lessons
<b>Content of course:</b>	Students will learn: <ol style="list-style-type: none"><li>1. Laboratory techniques</li><li>2. Scientific analysis and reporting</li><li>3. The control of hazards in a laboratory</li><li>4. Environmental surveying</li><li>5. Environmental management</li><li>6. Sustainable and renewable energy</li></ol>
<b>Why should a student choose to study this subject?</b>	All the sciences help students understand how to formulate a scientific approach to understanding and explaining the world and solving problems. Learners will be equipped with a wide range of transferrable skills which will help them become better prepared for whichever future pathway they choose.
<b>Progression routes:</b>	This course is designed to help students learn the fundamentals of working in a laboratory with a particular focus on environmental science. It is idea for students who want a career in either a laboratory setting or the environmental sector. You will also be able to develop a lot of transferrable skills which are sought after by a range of different employers.
<b>Who should parents contact for further information:</b>	Ian Lindner ian.lindner@energycoastutc.co.uk

# BUSINESS

<b>Subject:</b>	Enterprise & Entrepreneurship
<b>Exam Board:</b>	Pearson Edexcel
<b>Qualification gained upon successful completion of course:</b>	BTEC Level 3 National Extended Certificate (1 x A Level equivalent)
<b>Graded:</b>	Distinction* - Pass
<b>Minimum entry requirement:</b>	Grade 4 GCSE English and maths
<b>Examined through:</b>	Written exam Controlled assessments
<b>Length of course:</b>	2 years
<b>No. of lessons per week:</b>	6 lessons
<b>Content of course:</b>	Exploring business, developing a marketing campaign, personal and business finance and investigating customer service.
<b>Why should a student choose to study this subject?</b>	This qualification will give you an overview of the key ingredients of a successful business, how businesses are organised, how they operate and how this helps them and their activities. Business is any activity that provides goods or services; as an engineering student you are very much part of this process. Having an understanding of how businesses operate will put you in a stronger position once you are a qualified engineer/civil engineer.
<b>Progression routes:</b>	High level apprenticeship / university
<b>Who should parents contact for further information:</b>	Simon Richardson simon.richardson@energycoastutc.co.uk

I came to the UTC to pursue a career in engineering but part of my option block was business. At first I wasn't sure what the benefit of this subject would be but the more units of work I completed, the more it became apparent that there is a direct link between engineering and business, especially at a management level. I am now completing a project management apprenticeship and my business A Level not only helped me to secure this apprenticeship but it is also helping me to complete it as there are many aspects of the course which I have already covered.

*Student*

# CIVIL ENGINEERING

<b>Subject:</b>	Construction and the Built Environment
<b>Exam Board:</b>	Pearson Edexcel
<b>Qualification gained upon successful completion of course:</b>	BTEC Level 3 National Extended Certificate (1 x A Level equivalent)
<b>Graded:</b>	Distinction* - Pass
<b>Minimum entry requirements:</b>	Grade 4 or above in English and maths
<b>Examined through:</b>	Internal assessments Written exam
<b>Length of course:</b>	2 years
<b>No. of lessons per week:</b>	6 lessons
<b>Content of course:</b>	There are four mandatory units, which cover the following aspects of construction: <ul style="list-style-type: none"><li>• construction principles</li><li>• construction design</li><li>• health and safety in construction</li><li>• construction technology.</li></ul>
<b>Why should a student choose to study this subject?</b>	As well as direct entry to employment, this qualification is ideal for post-16 learners wanting to gain the core skills and knowledge required to progress to an Apprenticeship or to a work-based training programme in the construction sector.
<b>Progression routes:</b>	<b>Employment:</b> Students can go into a number of professions within the construction industry and also within engineering. <b>Further education:</b> This is a suitable qualification for students looking to progress either to university, apprenticeships or the job market. The subject complements construction and architecture qualifications.
<b>Who should parents contact for further information:</b>	Helenlaura Bew helenlaura.bew@energycoastutc.co.uk

Civil engineering qualifications at the UTC gave me a variety of career pathways when I completed my course. These courses were not available in any other local sixth form so they gave me the best possible chance of getting on to advanced apprenticeships. Although I had the opportunity to go to university with my qualifications, I decided to accept an offer for a local advanced apprenticeship so that I could earn a salary while I continued to learn.

*Student*

# COMPUTER SCIENCE

<b>Subject:</b>	Computer Science
<b>Exam Board:</b>	OCR
<b>Qualification gained upon successful completion of course:</b>	A Level
<b>Graded:</b>	A* - E
<b>Minimum entry requirement:</b>	Grade 6 GCSE in computer science and/or grade 6s in maths and/or physics
<b>Examined through:</b>	20% of grade through project work and 80% in end of year 13 examinations
<b>Length of course:</b>	2 years
<b>No. of lessons per week:</b>	6 lessons
<b>Content of course:</b>	<p>Students complete component 1: Computing Principles. This is assessed by an exam worth 40% and covers the characteristics of contemporary processors, input, output and storage devices; types of software and the different methodologies used to develop software; data exchange between different systems; data types, data structures and algorithms; legal, moral, cultural and ethical issues.</p> <p>Students also complete component 2: Algorithms and problem solving. This is also assessed by a 2hr 30min exam worth 40% and covers: what is meant by computational thinking (thinking abstractly, thinking ahead, thinking procedurally etc.); problem solving and programming – how computers and programs can be used to solve problems; algorithms and how they can be used to describe and solve problems.</p> <p>Students also complete component 3: Programming project. This is a non-exam assessment. Students will be expected to analyse a problem and design, develop, test and evaluate a program. The program must be to solve it written in a suitable programming language.</p>
<b>Why should a student choose to study this subject?</b>	The aims of this qualification are to enable learners to develop the ability to analyse problems in computational terms through practical experience of solving such problems as well as the capacity for thinking creatively, innovatively, analytically, logically and critically.
<b>Progression routes:</b>	<p><b>Employment:</b> Students can go into a number of professions within the IT industry and also Engineering. There is a strong focus on computer programming and software development within the course but the progression routes are by no means limited.</p> <p><b>Progression to further qualifications:</b> This is a suitable qualification for students looking to progress either to university, apprenticeships or the job market. The subject complements Maths and other Science qualifications.</p>
<b>Who should parents contact for further information:</b>	Brian Swan brian.swan@energycoastutc.co.uk

# CYBER SECURITY

<b>Subject:</b>	Cyber Security
<b>Exam Board:</b>	OCR
<b>Qualification gained upon successful completion of course:</b>	Level 3 Cambridge Technical Extended Certificate
<b>Graded:</b>	Distinction* - Pass
<b>Minimum entry requirement:</b>	A minimum of 5 GCSEs grade 4 and above, including English and maths, with preferably a proven background in computer programming and/or a strong aptitude for maths and/or physics (grade 6 in either). Completion of a Cyber First course with Energuis is highly recommended.
<b>Examined through:</b>	2 pieces of coursework and 2 external examinations
<b>Length of course:</b>	2 years
<b>No. of lessons per week:</b>	6 lessons
<b>Content of course:</b>	<p>Students will study a range of topics to build their understanding of computer networks; from the fundamental principles of computing, including how networks connect and communicate, to computer forensic investigation and the legalities of hacking.</p> <p>Through our varied and diverse employer sponsorships, students on the course will be able to gain industry relevant experience and receive advice from leading industry experts.</p>
<b>Why should a student choose to study this subject?</b>	The cyber security pathway is aimed at ambitious students who want to pursue a career in this ever-growing field of digital technology, it will give students the necessary skills and experience to pursue employment or higher education throughout the digital technology sector.
<b>Progression routes:</b>	With data breaches and headline-grabbing ransomware attacks becoming more common and increasingly sophisticated, cyber security professionals have never been in higher demand. Salaries across the sector are rising and by 2022 there will be 100,000 unfilled cyber security jobs in the UK alone. Right now, cyber security is a brilliant career path - whether you're technical or not. As well as progression to level 4-6 cyber security apprenticeships, some of the exciting careers available to cyber security experts are network security specialists, security managers and penetration testers (also known as ethical hackers).
<b>Who should parents contact for further information:</b>	Ian Lindner ian.lindner@energycoastutc.co.uk

# DEC!

<b>Subject:</b>	Civil engineering (design, engineer, construct!)
<b>Exam Board:</b>	TQUK
<b>Tiered entry?</b>	No
<b>Qualification gained upon successful completion of course:</b>	TQUK L3 Certificate (1 x A Level equivalent)
<b>Graded:</b>	A* - E
<b>Minimum entry requirement:</b>	Grade 4 or above in English and maths
<b>Examined through:</b>	Internal portfolio Examination
<b>Length of course:</b>	2 years
<b>No. of lessons per week:</b>	6 lessons
<b>Content of course:</b>	Students will study various elements of design and architecture following RIBA protocols for a project from its inception to completion. The units consist of designing, developing and investigating a building project.
<b>Why should a student choose to study this subject?</b>	Supported by Jacobs, Morgan Sindall and Sellafield, the DEC course builds the knowledge and skills required to define, develop, deliver and evaluate a digital construction project from concept to handover. It encourages learners to focus on the impact on the end user, the wider community and the environment.
<b>Progression routes:</b>	This qualification will provide the best possible opportunity to progress into higher education or employment in the Digital Built Environment. It provides entry to a wide range of career pathways, for example in Architecture and Architectural Technology, Geospatial and Property Surveying, Quantity Surveying and Cost Management, Civil, Structural and Building Services Engineering and Construction Project Management.
<b>Who should parents contact for further information:</b>	Helenlaura Bew helenlaura.bew@energycoastuttc.co.uk

Their desire to benefit from this provision is reflected in their highly positive attitudes to learning.

*Ofsted 2019*

# ENGINEERING

**Subject:** Engineering

**Exam Board:** Pearson Edexcel

**There are 2 engineering courses available:**

**Engineering 1** BTEC Level 3 National Extended Certificate

**Engineering 2** BTEC Level 3 National Diploma (2x A-Level equivalent)

**Graded:** Distinction\* - Pass

**Minimum entry requirements:** A minimum of 5 GCSEs grade 4 and above, including English and maths. Students wishing to study for the diploma should have a grade 6 in maths.

**Examined through:** End of course written exam  
Controlled assessments

**Length of course:** 2 years

**No. of lessons per week:** 6 lessons

**Engineering 1** 12 lessons

**Engineering 2**

**Content of course:**

**Engineering 1** Material technology and science, mechanical systems, engineering design and production / manufacturing.

**Engineering 2** This qualification is aimed at learners preparing for roles many roles within engineering. Learners gain relevant skills and knowledge from studying a range of content focused on electrical/electronic and mechanical disciplines, for example electrical machines and maintenance of mechanical systems.

**Why should a student choose to study this subject?** Engineering is at the heart of the Energy Coast UTC. If you want to be able to access university or a high level apprenticeship, this new engineering qualification is the ideal pathway.

**Progression routes:** High level apprenticeship / university

**Who should parents contact for further information:** Helenlaura Bew  
helenlaura.bew@energycoastutc.co.uk

My engineering A Levels allowed me to be spoiled for choice when I finished year 13 at the UTC. I successfully applied for a high level apprenticeship as I wanted to get hands on straight away but I could easily have chosen to go to a top university as I had a number of conditional and unconditional offers available to me.

*Student*

# ENGLISH LITERATURE

<b>Subject:</b>	English Literature
<b>Exam Board:</b>	Pearson Edexcel
<b>Tiered entry?</b>	No
<b>Qualification gained upon successful completion of course:</b>	A level
<b>Graded:</b>	A* - E
<b>Minimum entry requirement:</b>	Grade 6 GCSE English literature
<b>Examined through:</b>	End of course written exam
<b>Length of course:</b>	2 years
<b>No. of lessons per week:</b>	6 lessons
<b>Content of course:</b>	<p>Exploration of the 'Science and Society' texts - 'Never Let Me Go' and 'Frankenstein' to analyse the ways that society and science quite often contradict each other, further exploring the division in opinion between a science perspective and the social implications as a result of these perspectives.</p> <p>Exam based upon the Oscar Wilde play 'The Importance of Being Earnest' developing a response to the hypocrisy which evaded Victorian society, and further the influence of the stage craft upon audience response.</p>
<b>Why should a student choose to study this subject?</b>	<p>Literature students will scrutinise and debate a variety of texts throughout the course, as well as acquiring knowledge of literary movements, periods and critical approaches that have shaped the way we view literature- and indeed the world- today. This course will also facilitate the opportunity to develop communication skills - both written and verbal, which are key transferable skills in the workplace. Through close analysis of sensitive 'real world' problems students will further be able to develop comprehensive written and spoken communication skills, teaching you to be adept at arguing a point, framing a narrative and analysing various levels of meaning.</p>
<b>Progression routes:</b>	<p>Potential career pathways: project management, media and journalism, business, accounting and finance, teaching and training, advertising, marketing and PR.</p>
<b>Who should parents contact for further information:</b>	<p>Hope Redmond hope.redmond@energycoastutc.co.uk</p>

English Literature helps me develop my communication skills for life that I can use and adapt in the future to pursue a career within the engineering field.

*Student*

# EXTENDED PROJECT

<b>Subject:</b>	Extended Project Qualification
<b>Exam Board:</b>	AQA
<b>Tiered entry?</b>	No
<b>Qualification gained upon successful completion of course:</b>	EPQ (0.5 A-Level equivalent)
<b>Graded:</b>	A*- E
<b>Minimum entry requirement:</b>	A minimum of 5 GCSEs grade 4 and above, including English and maths.
<b>Examined through:</b>	A choice of either: 1. A 5000 word written Dissertation 2. A 'production' or 'artefact' and write a 1000-word report. Students will also have to give a presentation lasting ten to fifteen minutes, to an audience of people who are not specialists in the chosen topic
<b>Length of course:</b>	1 years
<b>No. of lessons per week:</b>	2 supervised study sessions.
<b>Content of course:</b>	<p>The course is a standalone qualification which allows students to study a topic of their choice with the agreement of their school. The subject content of the Extended Project is not prescribed as it focuses on developing skills.</p> <p>These skills are summarised in the four learning outcomes:</p> <ul style="list-style-type: none"><li>- Managing a project</li><li>- Using resources</li><li>- Developing and realising a project</li><li>- Reviewing the project.</li></ul> <p>Students can tailor their project to fit their individual needs, choices and aspirations with the agreement of their centre. The outcome of the project can be a design, performance, report, dissertation or artefact.</p>
<b>Why should a student choose to study this subject?</b>	This qualification helps students develop and demonstrate their Independence in terms of project management skills and provides opportunities for extended writing, both of which are highly valued for progression to higher education and employment.
<b>Progression routes:</b>	This course is ideal for students who may wish to study at university or those who aim to apply for a degree level apprenticeship.
<b>Who should parents contact for further information:</b>	Andrew Davidson andrew.davidson@energycoastutc.co.uk

# HEALTH AND SOCIAL CARE

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<b>Subject:</b>	Health and Social Care
<b>Exam Board:</b>	Pearson Edexcel
<b>Qualification gained upon successful completion of course:</b> (1 x A level equivalent)	BTEC Level 3 National Extended Certificate
<b>Graded:</b>	Distinction* - Pass
<b>Minimum entry requirement:</b>	Grade 4 GCSE English and maths & science
<b>Examined through:</b>	Written exams Controlled assessments
<b>Length of course:</b>	2 years
<b>No. of lessons per week:</b>	6 lessons
<b>Content of course:</b>	This course will look at human lifestyle development, the realities of work in a health and social care environment, anatomy, physiology and current research in the health and social care sphere.
<b>Why should a student choose to study this subject?</b>	This qualification is designed as a first step for those considering a career in the social care (social work, nursing, care worker) or health sectors. Students will learn all about different health and care settings; for example hospitals, surgeries, mental health units, care homes etc. and how to keep people well and safe in these settings. They will also learn how the human body works.
<b>Progression routes:</b>	This course is ideal for students who may wish to complete further health and social care study at university or through an apprenticeship or employment. Students who take this subject frequently move on to degrees, apprenticeships or employment, in nursing or other health care settings.
<b>Who should parents contact for further information:</b>	Ian Lindner ian.lindner@energycoastutc.co.uk

# MATHS

<b>Subject:</b>	Maths
<b>Exam Board:</b>	Pearson Edexcel
<b>Qualification gained upon successful completion of course:</b>	A Level
<b>Graded:</b>	A* - E
<b>Minimum entry requirement:</b>	Grade 6 GCSE maths
<b>Examined through:</b>	3 end of course written exams: each paper lasts for 2 hours and each is worth 33.3% of final grade.
<b>Length of course:</b>	2 years
<b>No. of lessons per week:</b>	6 lessons
<b>Content of course:</b>	<ul style="list-style-type: none"><li>• Component 1: mathematical argument, language and proof</li><li>• Component 2: Mathematical problem solving</li><li>• Component 3: Mathematical modelling</li><li>• Various sub-components include: proof, algebra and functions, coordinate geometry in the (x,y) plane, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, numerical methods, vectors, statistical sampling, data presentation and interpretation, probability, statistical distributions, statistical hypothesis testing, quantities and units in mechanics, kinematics, forces and newton's laws, moments.</li></ul>
<b>Why should a student choose to study this subject?</b>	It provides a good introduction to many technical university courses and is a highly valued qualification in employment and higher level apprenticeships.
<b>Progression routes:</b>	Apprenticeships, employment, university.
<b>Who should parents contact for further information:</b>	Chris Slater chris.slater@energycoastutc.co.uk

**Those with Maths A-level  
earn on average 10%  
more than those without.**  
*Office for National Statistics*

# MATHS

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<b>Subject:</b>	Maths
<b>Exam Board:</b>	AQA
<b>Qualification gained upon successful completion of course:</b>	Level 3 Certificate (0.5 x A Level equivalent)
<b>Graded:</b>	A* - E
<b>Minimum entry requirement:</b>	Grade 5 GCSE maths
<b>Examined through:</b>	End of course written exam: Paper 1 (1h30m) worth 50% of final grade plus Paper 2 (1h30m), also worth 50% of final grade.
<b>Length of course:</b>	2 years
<b>No. of lessons per week:</b>	6 lessons
<b>Content of course:</b>	<p><b>Core Units:</b> Analysis of data, maths for personal finance, estimation, critical analysis of data and models</p> <p><b>Optional Content:</b> Statistical analysis, cost benefit analysis, graphical methods, functions.</p>
<b>Why should a student choose to study this subject?</b>	<p>Level 3 mathematical studies (core maths) is a relatively new qualification designed for students who have achieved a grade 4 or above at GCSE. It helps to develop students' mathematical skills and thinking and supports courses such as A Level psychology, sciences and geography as well as technical and vocational qualifications</p> <p>It is a good alternative to A Level maths, with the same UCAS points for university. The course also complements key parts of the engineering course.</p>
<b>Progression routes:</b>	Apprenticeships, employment, university.
<b>Who should parents contact for further information:</b>	Chris Slater <a href="mailto:chris.slater@energycoastutc.co.uk">chris.slater@energycoastutc.co.uk</a>

# PRODUCT DESIGN

<b>Subject:</b>	Design Technology: Product Design
<b>Exam Board:</b>	OCR
<b>Tiered entry?</b>	No
<b>Qualification gained upon successful completion of course:</b>	A level
<b>Graded:</b>	A*- E
<b>Minimum entry requirement:</b>	Grade 4 GCSE English and maths
<b>Examined through:</b>	End of course written exam Coursework
<b>Length of course:</b>	2 years
<b>No. of lessons per week:</b>	6 lessons
<b>Content of course:</b>	<p>Product Design focuses on consumer products and applications and analysis of materials, components and processes 50% of the course is assessed through student coursework. Their "Iterative Design Project" requires learners to undertake a substantial design, make and evaluate project centred on the iterative processes of explore, create and evaluate.</p> <p>Students will look at 9 key areas:</p> <ol style="list-style-type: none"><li>1. Identifying requirements</li><li>2. Learning from existing products</li><li>3. Implications of wider issues</li><li>4. Design thinking and communication</li><li>5. Material considerations</li><li>6. Technical understanding</li><li>7. Manufacturing processes and techniques</li><li>8. Viability of design solutions</li><li>9. Health and safety.</li></ol>
<b>Why should a student choose this subject?</b>	This course is seen as an excellent foundation for several <b>to</b> related degree courses, apprenticeships and careers. These can include architecture, interior design, graphic design, furniture design, product design, civil engineering, mechanical engineering, structural engineering, surveying, town and country planning and business management. You could also move into project management or design management.
<b>Progression routes:</b>	Students could look into a career in the design industry, working in graphic design, 3D CAD design, marketing products and the creation of products.
<b>Who should parents contact for further information:</b>	Helenlaura Bew helenlaura.bew@energycoastutc.co.uk

# SPORT

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<b>Subject:</b>	Sport
<b>Exam Board:</b>	Pearson Edexcel
<b>Qualification gained upon successful completion of course:</b>	BTEC Level 3 National Extended Certificate (1 x A Level equivalent)
<b>Graded:</b>	Distinction* - Pass
<b>Minimum entry requirement:</b>	Grade 4 GCSE English and maths
<b>Examined through:</b>	The current specification is all internally assessed through coursework and externally moderated by the exam board.
<b>Length of course:</b>	2 years
<b>No. of lessons per week:</b>	6 lessons
<b>Content of course:</b>	YEAR 12 COURSE CONTENT In year 12 students complete 2 units. Unit 1 - Anatomy and physiology in sport Unit 6 - Sports psychology YEAR 13 COURSE CONTENT In year 13 students complete a further 3 units: Unit 1: Fitness testing for sport and exercise Unit 2: Instructing physical activity and exercise Unit 3: Sport development
<b>Why should a student choose to study this subject?</b>	Those thinking about or have a passion for a career in sport or wanting to consider a degree in sport science, sport coaching or sport management will develop a strong base of learning which will help them progress on to their future career goals.
<b>Progression routes:</b>	Employment: Within the sport sector at an operative or supervisory level e.g. sports assistant, leisure attendant, pool lifeguard, swimming teacher, fitness instructor, sports coach, personal trainer, sports development officer.
<b>Progression to further qualifications</b>	A popular progression route is to a degree in sports science or into apprenticeships as leisure attendants or sports centre based assistants.
<b>Who should parents contact for further information:</b>	Simon Richardson simon.richardson@energycoastutc.co.uk

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**STUDENTS MAKE  
OUTSTANDING  
PROGRESS IN  
THEIR STUDIES  
WITH ALMOST ALL  
PROGRESSING TO  
APPRENTICESHIPS IN  
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