# **Skills Development Scotland**

Cat Burns – SDS Careers Adviser for Craigmount High School <a href="mailto:catriona.burns@sds.co.uk">catriona.burns@sds.co.uk</a> 07909 874259

II**II** Skills Development **Scotland** 

In school Mondays, Tuesdays, Thursdays & Friday mornings www.skillsdevelopmentscotland.co.uk

## SDS service offer in school – S2 and beyond

- Group delivery in PSE to all S1, S2, S3 and S4 classes
- Option Choice appointments with S2 pupils choosing subjects for S3
- Optional appointments with S3 pupils
- Senior phase appointments in S4, S5 and S6 developing Career Management Skills in one-to-one appointments to work towards achieving positive post-school destinations
- Supporting DYW, JET and Support for Learning groups
- Assisting with applications to college and UCAS
- Promoting My World of Work and apprenticeship pathways (apprenticeships.scot)
- Allocating to the Post-School team for continued careers support, if required

## Careers support with S2 coursing

- S2 careers appointments started in December and every pupil has been offered an appointment
- 85% complete as of today; the second half of 2S2 will receive their appointments tomorrow, then second appointments will be offered to all those who missed their first
- S2 careers appointments include:
- Reviewing the S2 into S3 subject choice curriculum columns
- Checking subject choice against requirements for specific career plans
- Researching job profiles on My World of Work, alongside entry requirements for university, college and apprenticeships, to check for specific subjects and qualifications required
- Using the option choice tool on My World of Work, for those who are unsure of their future choices to start exploring their options
- 90% attendance in S2 group work these sessions covered personal preferences, reasons for choosing subjects and the importance of individual choice

#### Architect

Alternative job titles: architectural designer

Job category: <u>Construction and building</u> Pathways: <u>Create</u>

#### Career outlook for architect

UK Salary Ranges		Currently employed in	
Entry-level	Experienced	Scotland	
£27,500	£90,000	5,500	⑦ Fe



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#### **Qualifications**

An honours degree (SCQF Level 10) recognised by Architects Registration Board (ARB) or Royal Institute of British Architects (RIBA).

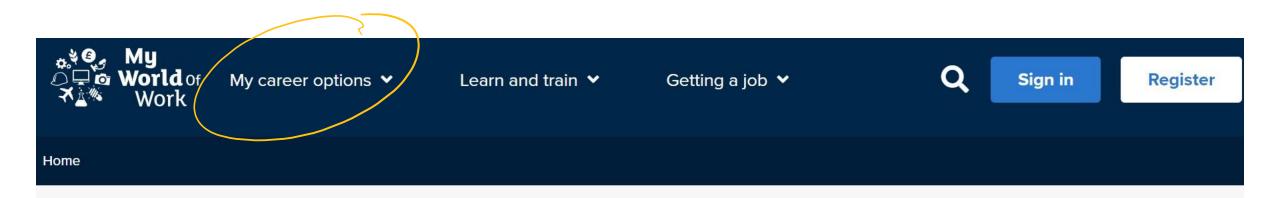
Minimum entry to an Architecture degree (SCQF Level 9/10) is Highers at ABBB (some courses ask for AABB) or an HND.

Entry to postgraduate qualifications (SCQF Level 11) usually require a first or second class degree in architecture and an academic portfolio, though degrees relating to the built environment may be considered.

#### **Useful subjects**

- English (required by most courses)
- Maths (required by most courses)
- Physics (required by most courses)
- Art and design
- Design and manufacture
- Graphic communication

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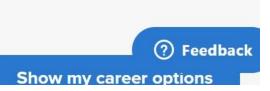
### **Option Choices tool**

Discover jobs that might suit you based on your option choices. Enter up to six school subjects including Foundation Apprenticeships.

Enter subject title

Choose some options

1 2 3 4 5 6



## **Career Management Skills**

These are the skills you need to make your career a success.

Your SDS Careers Adviser is just one of the people who can help you develop these skills.

Some of them you'll have already – just by being you!





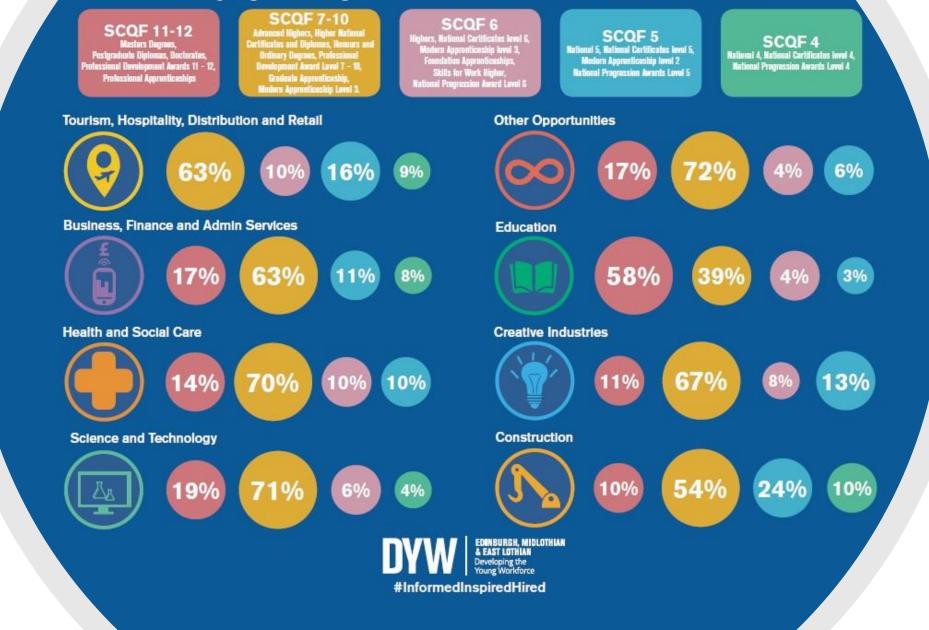
### WELCOME TO DYW SCOTLAND

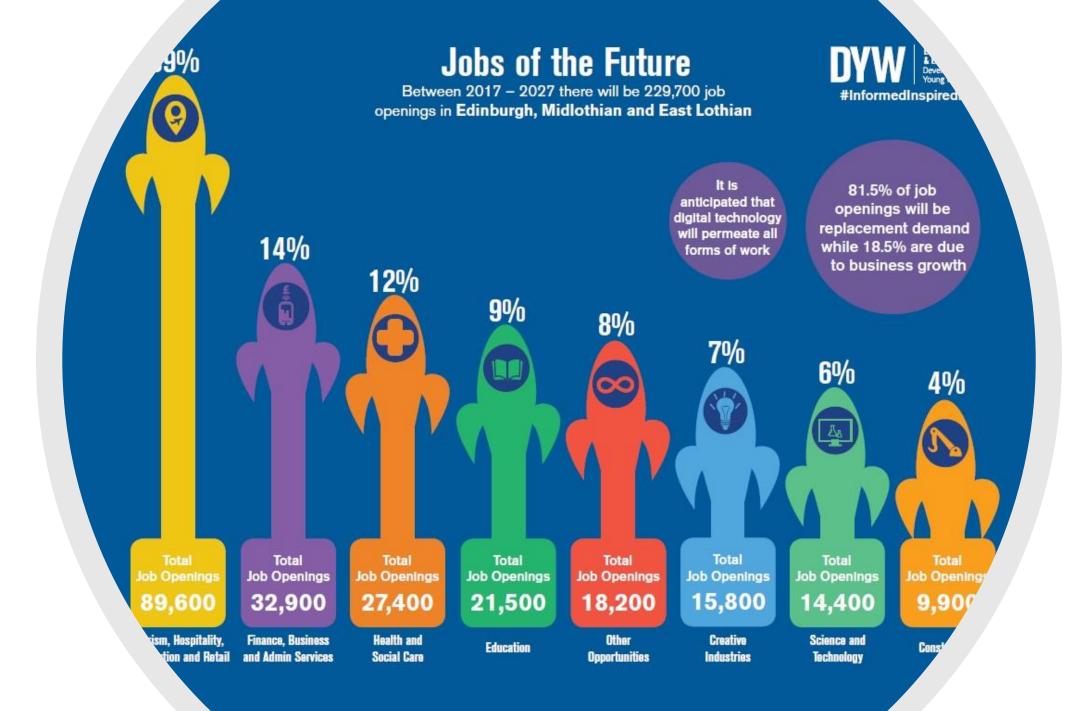
Transforming how businesses and education engage.

### Developing the Young Workforce (DYW) is the Scottish Government's Youth Employment strategy to better prepare young people for the world of work.

The employer-led Developing the Young Workforce Regional Groups set up across Scotland are connecting employers with education.

#### **Employment by Qualification Scotland 2014 – 2024**





### **Skills for the Future**

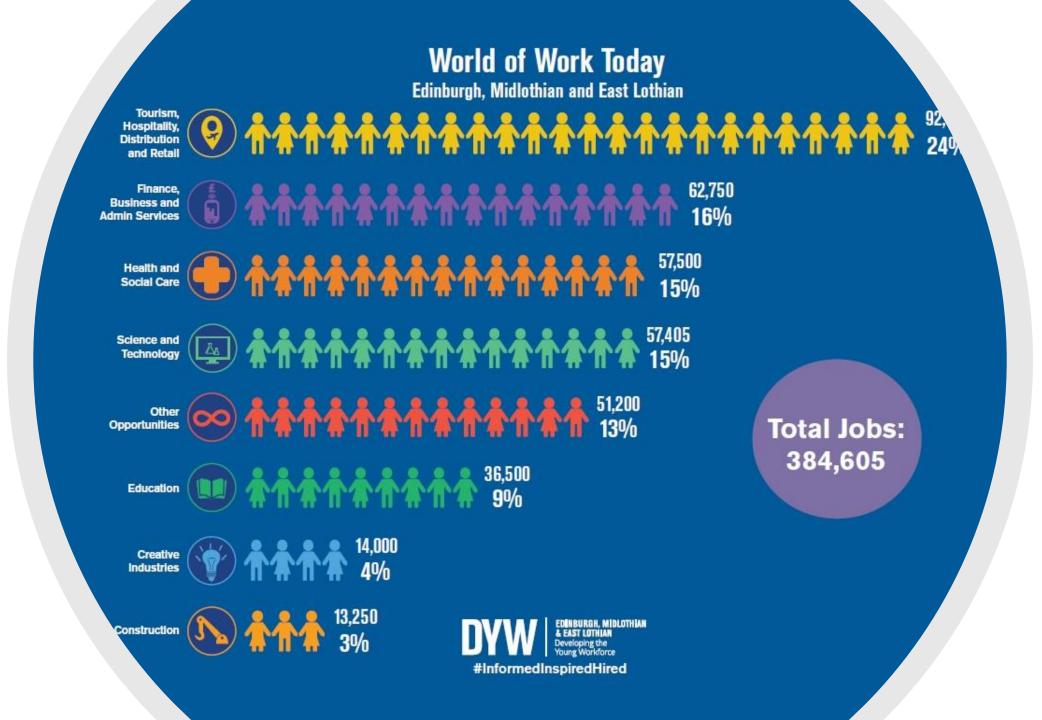
Timeless skills creating adaptive learners and promoting success in whatever the future brings

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**Critical Thinking** Critical Thinking Communicating Innovation Social Intelligence **Social Intelligence** Leading Self-Management Making Focussing g Creativity Curiosity Collaborating Sense





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