

## EAC Secondary examples working with SQA qualifications alongside John Muir Award

*“National Courses reflect Curriculum for Excellence values, purposes, and principles. They offer flexibility, provide time for learning, focus on skills and applying learning, and provide scope for personalisation and choice.” SQA*

Karen Fulton a teacher at St Joseph’s Academy in East Ayrshire uses the John Muir Award alongside her Geography Nat 5, Higher and Travel & Tourism classes. A trip to Arran staying at the local youth hostel and camping. Hostelling Scotland are very supportive of schools using their hostels and offer incentives. <https://www.hostellingscotland.org.uk/group-bookings/school-and-youth-groups/> Hostelling Scotland are part of Learning Away Brilliant Residential consortium, for more information on how schools can access support for their Brilliant Residential <https://learningaway.org.uk/>

**SQA Purpose and Aims Geography** - *“The study of geography encourages positive lifelong attitudes of environmental stewardship, sustainability and global citizenship. The course develops candidates’ understanding of our changing world, its human interactions, and physical processes. Practical activities, including fieldwork, provide opportunities for candidates to interact with their environment.”*

**Field trip** - Glen Sannox on the Island of Arran is a perfect location for coursework activity as pupils carry out a river study. Starting near the source of the river and taking measurements at several points down the river to its mouth near the car park of Sannox. The purpose in gathering information about the river’s width, depth, speed, and bed load is to see if there is any difference in these characteristics as we move down stream.



Glaciated features are also identified with the use of a map and discussions take place about the characteristics of these features when related to the map e.g. steepness, shape, presence of scree etc. Photographs are taken both of the river study sites and glaciated features for use later in the

classroom links are made with the map and for the purpose of producing field sketches. After processing the information gathered, analysis of the data will take place in the evening on Arran and back in the classroom at school.

While carrying out our study care is taken not to stray from the designated path while walking through the valley. Discussions take place including issues such as litter and footpath erosion in this and similar sites of natural beauty on the island. Further discussion on the importance of educating people who use these areas for recreational purposes in order that the area is preserved for the continued enjoyment of not only people but the flora and fauna it is inhabited by.

Processing gathered data to produce graphs, tables, and diagrams is a key skill used before analysis in order to complete a write-up for the Assignment element of the National 5 and Higher exam. Pupils will be asking a question like: "Do the characteristics of the River Sannox change as you move downstream?" or "Do the characteristics of the River Sannox match the Bradshaw Model of a river?"

**SQA Purpose and Aims Travel and Tourism (National 5)** - *The National 5 Skills for Work: Travel and Tourism Course is an introductory qualification in travel and tourism. It develops the skills, knowledge, and attitudes, needed for work in the travel and tourism industry. The product knowledge and skills to deal effectively with customer enquiries in relation to travel and tourism in Scotland, the rest of the United Kingdom and worldwide.*

**Survey** - The island of Arran is a popular tourist destination and is often called Scotland in miniature. Karen had planned to include the Travel and Tourism class with their peers on the field trip. The coursework for this class was to research visitor's views and discover what makes Arran such a popular tourist destination. A pupil from the higher geography class designed survey questions which were asked to locals and tourists in order to make opinion comparisons about issues such as litter and footpath erosion etc. Customer care is as big a part of the survey as collating answers.

As many visitors to the island choose to enjoy hill walking the significance of the class experiencing this should not be overlooked. Understanding why customers choose to venture into the hills shines through when pupils immerse themselves in wild places. The walking can be challenging encouraging life skills future employers may look for. Pupils work on what needs to be done to keep wild places accessible and in keeping the natural character as part of coursework.



**Why John Muir Award?** - The John Muir Award is an environmental award scheme that encourages people to connect with, enjoy and care for wild places. All sorts of people get involved including families, adult's, and young people.

The Award is a structure or framework in which activities identified by learning groups (such as schools, colleges, clubs or youth organisations) can be tailored to meet the needs of participants, the wild place(s) and desired outcomes (such as meeting the Curriculum for Excellence). The Award is not a set programme, and it does not have a syllabus, but it does have a criteria.

Four Challenges lie at the heart of each John Muir Award. **Discover** a wild place - this can range from urban school grounds to rugged mountain tops; **Explore** it- do things to increase awareness and understanding in an active way; **Conserve** a wild places- take personal responsibility and **Share** your experiences. The Award encourages progression through three levels.

The John Muir Award is a nationally recognised certificate. It is part of the network of youth awards in Scotland - [www.awardsnetwork.org](http://www.awardsnetwork.org).

The John Muir Trust chooses not to credit-rate the John Muir Award and it is therefore not currently on the Scottish Credit and Qualifications Framework (SCQF). However, the Award can be used in conjunction with SCQF credit-rated awards such as SQA, and Youth Achievement Awards and with non-credit rated awards such as Duke of Edinburgh's Award, and the Girlguiding Scotland Award. Links to other awards can add value.

**Further information:**

The John Muir Award website gives guidance on how to get involved, both as a group, and as an individual. You can also find introductory films, information on training, and examples or case studies of involvement - [www.johnmuiraward.org](http://www.johnmuiraward.org).

**The Curriculum for Excellence and John Muir Award** – is a useful resource that shows how the Award can help teachers deliver the Curriculum for Excellence. [www.jmt.org/assets/john\\_muir\\_award/downloads/jmt\\_cfe\\_final-1.pdf](http://www.jmt.org/assets/john_muir_award/downloads/jmt_cfe_final-1.pdf)

**Employability and the John Muir Award** - An overview of how the John Muir Award is being used to help move participants towards employment with examples of building key employability skills. <http://www.jmt.org/assets/john%20muir%20award/downloads/employability%20and%20the%20john%20muir%20award.pdf>

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