



SAINT LUKE'S HIGH SCHOOL

THE WAY AHEAD

For Senior pupils
moving to S5 and S6

SUBJECT DETAILS SESSION
2019/2020

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CHOOSING YOUR COURSES

Making the right course choices in S5 and S6 is a very important part of your educational development. The choices that you make at these times are crucial to your educational future and your possible career thereafter. It is vitally important, therefore, that you take the subject choice process seriously and that you give it your full attention and commitment.

It is important that your course choices are based on full and accurate information. This document is a starting point and contains details of each of the courses on offer. You should read it carefully. You should also discuss your course choices with your family as this will give you every opportunity to think through your decisions.

You will, of course, receive advice and support from staff in the school. You will have a formal interview with your pupil support teacher. During this interview you will also discuss when you plan to leave school and what you want to do when you leave. However, by the time of your interview, you should have some idea about which subjects you are planning to take. If you are unsure, you should speak to your pupil support teacher and/or your subject teachers before your options interview. You can also request a careers appointment through your pupil support teacher and you can use the My World of Work website. It is essential that, if you are considering further study at college or university, you check carefully which subjects are essential for your preferred courses. You will find this information by checking the prospectus or website of the college or university concerned.

Think carefully before you make any decisions and remember to seek advice if you are unsure.

Karen Hunter

Depute Headteacher S4/5/6

S5 COURSE CHOICE

This is an important stage in secondary school. At the end of fourth year, you are faced with a number of possible choices:

- Stay on for a fifth year
- Stay on until Christmas of fifth year if you have not reached school leaving age by the end of fourth year*
- Take up full-time employment/training
- Apply for a college course – Further Education

If you are considering leaving school, it is crucial that you have an interview with the SDS (Careers) Officer. You should also be discussing your plans with your pupil support teacher and using the internet to research career areas. Useful websites include My World of Work , apprenticeships.scot and planitplus – ensure you make a sensible and informed choice. The Careers Library within the school also contains information on careers, modern apprenticeships and other relevant pathways. If your choice is to continue at school, you should still be making use of the Careers Library to help you select appropriate subjects to study next year.

All students entering fifth year must choose English at the appropriate level and usually choose four other subjects that they are currently studying in S4 at the appropriate next level. In partnership with several Further Education providers (usually colleges) there are also a wide range of vocational courses on offer. Please note that some of these courses will only be suitable for S6 pupils, so make sure you read the course information in this booklet.

*Official school leaving dates:

You may leave at the end of May 2019 if you will reach the age of sixteen on or before 30th September 2019.

You may leave at Christmas 2019 if you will reach the age of sixteen between 1st October 2019 and 28th February 2020.

CHOOSING SUBJECTS

When you were choosing your subjects at the end of second year, you were advised to keep a balanced set of subjects and not to cut out any subjects which might be important later on. This time, you should be thinking more selectively about which subjects to take. You should take the following factors into account:

- Choose subjects that are essential for your chosen career area / university or college course
- Choose the subjects that you are most likely to pass at the next level and at the highest grade
- Keep a balanced range of subjects if you are still unsure of a career area

The correct choice of subject is very important. In S4 you studied nine subjects, whereas in S5 you will be studying five subjects. You must choose a sensible set of subjects. To ensure progression you must choose the correct LEVEL to study in each subject. The five subjects will be chosen from the nine subjects that you are currently studying.

You should by now have some idea of the kind of Higher Education, Further Education, training course or career for which you are aiming and you should be aware of any subjects that you require to study in order to achieve that aim. It may be difficult for students to decide which other subjects to choose. You should speak to your class teachers, Pupil Support teacher and your family who can all advise you of your realistic prospects in your proposed course.

If you are considering applying to university, particularly for courses such as Medicine, Veterinary Medicine, Dentistry, Physiotherapy and Pharmacy you are advised to consult the university website and/or telephone the admissions officer, as the entrance requirements can change from year to year.

S6 COURSE CHOICE

At the end of fifth year, you are faced with a number of possible choices:

- Stay on for a sixth year
- Apply to Higher Education (this would be through Clearing if you have not submitted an application before now)
- Apply to Further Education (you should be applying for this now)
- Take up full-time employment/training

If you are considering leaving school, it is crucial that you have an interview with the Careers Officer. You should also be discussing your plans with your pupil support teacher and using the internet to research career areas. Useful websites include My World of Work , apprenticeships.scot and planitplus – ensure you make a sensible and informed choice.

All students entering sixth year:

- a) should choose four subject options;
- b) can take carefully chosen “crash” subjects;
- c) can attend work experience placements as part of their timetable;
- d) can attend vocational courses;
- e) must take part in the senior skills development programme which involves supporting younger pupils.

ADVANCED HIGHER

Universities are keen to encourage applicants to pursue their studies to a more advanced level in sixth year. Students who meet or exceed the minimum university entrance requirements after fifth year are recommended to study at least one (and preferably more) subject at Advanced Higher (SCQF level 7). These courses are great preparation for university as it requires a greater level of independent study. However, it is not always advisable for students who have not met the minimum university entrance requirements to take Advanced Highers. The universities will continue to look for breadth of study across four or more subjects; it is, therefore, vital to select more Highers in these circumstances. For example, if a course has a minimum entrance requirement of BBBB and a student achieves AACC or BBCC at Higher, taking two Advanced Highers in the subjects in which the As or Bs have been gained **may not help the applicant reach the minimum requirement**. Pupils should instead concentrate on improving their qualifications across the broad range of subjects, as opposed to specialising in the areas in which they have already performed well.

Students should note that for certain courses, Advanced Highers are compulsory. Please consult the appropriate university website for more information.

Please note that taking an Advanced Higher course may involve studying in another East Renfrewshire school. All our schools have a consortium agreement which covers this arrangement.

"CRASH" SUBJECTS

Only students in **S6** should take a "crash" Higher i.e. a subject that they have not previously studied to National 5 level. Advice should be sought from the relevant subject principal teacher and also from your pupil support teacher as this is not an easy option.

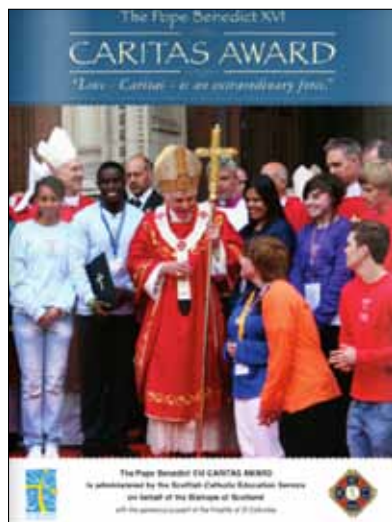
Similarly, students may choose to "crash" at National 5 level.

CAREER CHOICES

Students planning to take up full-time employment or training after sixth year should take advice from their pupil support teacher and from the SDS (Careers) Officer on appropriate subject choices. There are a variety of vocational options within the vocational programme which may be of relevance and interest. Students can take a combination of school based courses and college based courses.

THE SIXTH YEAR EXPERIENCE

In sixth year, students are expected to take greater responsibility for their learning and use their non-class time profitably. Making the best use of this time can be quite complex and involves careful advance planning and disciplined working. If you find this difficult, ask your pupil support teacher for help. Sixth year should also be a particularly enriching year for our young people. We encourage each and every one of our students to think carefully about the academic and personal choices offered to them and to make decisions that will have a positive impact on them for life.



The S6 experience is about each young person adding to their portfolio of academic qualifications and aspiring to academic excellence. It is about them developing skills for life and utilising their God given gifts. The sense of '**service to others**' will feature highly.

The opportunities offered to our S6 are many and varied. For example, those S6 who participate in the CARITAS Award are given the opportunity to take up the invitation of God's friendship by offering their talents in the service of others. **The Pope Benedict XVI CARITAS AWARD** encourages and promotes the ongoing faith journey of young people. It recognises that some are already active and committed within their homes, schools, parishes and dioceses and it invites others to respond to God's call of love. It supports and celebrates the faith witness which young people give within their

communities. We anticipate large numbers of S6 will accept this special opportunity. The award is designed to be inclusive of all young people and is open to pupils of all faiths, denominations and backgrounds.

GENERAL ADVICE

PUPIL SUPPORT

Your Pupil Support teacher will be able to advise you about the balance of subjects you are considering, and their appropriateness in the light of your progress over the past few years and in the context of any career interests you may already have.

SUBJECT TEACHER

Your current S5 teachers will be able to tell you whether you have a realistic chance of success if you take that subject to a more advanced level. Ask them!

If you are thinking of starting a new subject or “crash” subject, be sure that you really understand what will be involved – how much practical work, how much written work, how much homework, what work you might need to catch up in your own time – the best person to ask is the principal teacher of that department.

CAREERS LIBRARY

The Careers Library contains reference material, university and college prospectuses, general information about careers, jobs, modern apprenticeships etc. Please use this excellent resource.

EDUCATIONAL MAINTENANCE ALLOWANCE (EMA)

Those of you who are over the leaving age when in fifth year are eligible to apply for an EMA. The decision to grant this money is not taken by the school. Whether or not you qualify depends on a number of things: for example, whether or not your parents are in employment, the size of your family, etc. Those who are successful will have the money paid directly into a bank account.

Regular checks are made of your attendance, behaviour and progress. If your attendance any week falls below 100% for that week, unless a medical certificate is provided, your EMA will be stopped.

VOCATIONAL PROGRAMME

East Renfrewshire Council and St. Luke's High School have developed a very successful vocational programme providing young people with the opportunity to achieve qualifications and a progression route that fits them best, and that will serve their interests, talents and ambition.

Pupils interested in college based options should see their pupil support teachers to find out more about the college-based options. This will not commit pupils to a course but will give them, and their parents, the opportunity to consider the courses available so they may make a relevant and appropriate choice.

On the school option form there is a box to tick if pupils are interested in work-related courses. Pupils who tick this box will be given the opportunity to find out more about the specific courses on offer as further details become available. In the meantime, you may wish to contact Mrs Karen Hunter (Depute Head Teacher) who will be happy to discuss the vocational programme with you and answer any questions you may have.

We will also offer, in partnership with West College Scotland, a range of distance learning opportunities to supplement your course choices.

FOUNDATION APPRENTICESHIPS

Foundation Apprenticeships are a work-based learning opportunity for high school pupils in S5 for the two year model and S6 for the shorter delivery model (1 academic year). Pupils will spend time out of school at college or with a local employer, and complete the Foundation Apprenticeship alongside their other subjects.

The qualification takes two years to complete and is linked to one of six key sectors of the Scottish economy, so young people are getting industry experience which will help them kick-start a successful career in their chosen field.

Pupils interested in Foundation Apprenticeships can obtain more information from their pupil support teacher.



SAINT LUKE'S HIGH SCHOOL

COURSE INFORMATION

ACCESS TO PRIMARY EDUCATION/CHILDHOOD PRACTICE HIGHER – SCQF LEVEL 6 SOUTH LANARKSHIRE COLLEGE

PUPIL ELIGIBILITY

You must:

- have National 5 English
- have National 5 Mathematics
- have achieved or working towards Higher English (A-C) by end of S6

ATTENDANCE PATTERN

Monday, Tuesday, Wednesday (1.30pm to 4pm) and Thursday all day (9.30am to 4pm).

Please note, that unlike other options, this option is continuous attendance from August to June and may impact on other subjects attendance.

COURSE OUTLINE

The Access to Primary Education and Childhood Practice will prepare you for working with children from pre-birth to 16. South Lanarkshire College will offer you the opportunity to develop an understanding of child development. The course explains the roles and responsibilities of practitioners, other professionals, and parent and carers in meeting the needs of children. You will participate in a range of tasks, including evaluating and analysing theories that inform current childhood practice will be put into practice during the half day in practical placement. This placement will involve working with children in either a Primary or Nursery setting.

QUALIFICATION BREAKDOWN

Childcare and Development – SCQF Level 6

- Child Development
- Child Development: Theory
- Services for Children and Young People
- Play experience
- Safeguarding
- Communicating with Children and Young People
- Paediatric First Aid: college certificate

Please note: all candidates are required to be vetted by Disclosure Scotland as part of the Protecting Vulnerable Groups Scheme (PVG Scheme).

WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do: HNC Childhood Practice / University BA Primary Teaching degree programme. The level you might enter would depend on the level and relevance of your other qualifications

ACCOUNTING – SCQF LEVEL 6 SOUTH LANARKSHIRE COLLEGE

PUPIL ELIGIBILITY

You must have, or are studying:

- National 5 Accounting or
- You should enjoy working with numbers and be capable of working to a high degree of accuracy.
- National 5 Mathematics and English

ATTENDANCE PATTERN

Tuesday & Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

COURSE OUTLINE

The aim of the Higher Accounting course is to help you understand and use financial information. You will learn to prepare accounting statements as well as analyse, interpret and report on a company's financial performance. The skills you will develop in this course include numeracy and logical reasoning. The course combines practical and theoretical aspects of learning related to accounting, and will allow you to use IT for some tasks. Accounting relates to many aspects of everyday life, and therefore will provide you with experiences which are topical and will develop skills for learning, life and work. You will learn to think logically and to apply accounting principles, thereby supporting your personal financial awareness.

QUALIFICATION BREAKDOWN

Accounting SCQF Level 6:

- Financial Accounting
- Management Accounting

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- Other National Qualifications, National Certificates, Higher National Certificates, Higher National Diplomas and degrees in accountancy or other business related subjects. The level you might enter would depend on the level and relevance of your other qualifications.
- Employment and/or training in an accounting related industry

ACCOUNTANCY - FOUNDATION APPRENTICESHIP

SCQF LEVEL 6 – CITY OF GLASGOW OR WEST COLLEGE SCOTLAND

Open to S5 Pupils for 2 Year Model / S6 for 1 Year Model

PUPIL ELIGIBILITY

City of Glasgow: 2 Year Model

Pupils intending to leave school at the end of S6 with minimum of one or more Highers. Essential criteria as follows:

- Achieved or working towards Higher English (A-C) by end of S6
- Achieved or working towards Nat 5's (A-C)

West College Scotland Foundation Apprenticeship: 1 Year Model

You must have:

- Achieved National 5 English and Maths at grade A or B by end of S5
- National 5 Business Studies will be advantageous
- Working at Higher level in S6

ATTENDANCE PATTERN

City of Glasgow: 2 Year Delivery Model

Year 1: Tuesday and Thursday (pm) August to May. 1 week in June (Mon - Fri 9.30am - 4.00pm)

Year 2 proposed attendance: Thursday all day shared between college and work experience placement. 1 week in June (Mon - Fri 9.30am - 4.00pm)

Please note: Year 2 may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed

West College Scotland: 1 Year Model

Monday, Tuesday, Wednesday and Thursday (1.30pm to 4pm) from August to November

2 afternoons at college (Monday, Tuesday or Wednesday 1.30pm to 4.00pm) and a full day work placement from November to June

Please note: this option may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed

COURSE OUTLINE

The aim of the Foundation Apprenticeship Accounting course is to help you understand and use financial information. You will learn to record financial accounting information (and bookkeeping), prepare financial information, indirect tax, analysing accounting information, management accounting and professional ethics for accountants.

QUALIFICATION BREAKDOWN

Foundation Apprenticeship in Accountancy – GN7T-46

National Progression Award (NPA) in Accountancy

- Preparing Management Accounting Information
- Analysing Account Information
- Preparing Financial Accounting Information
- Recording Data in the Ledger
- Professional ethics for Accountants
- Work Placement

AAT (Association of Accounting Technicians) Advanced Diploma in Accounting (part of)

- Advanced Bookkeeping
- Final Accounts Preparation
- Indirect Tax

A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.

WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Modern Apprenticeship
- Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications

ADMINISTRATION AND IT – NATIONAL 5

PURPOSE AND AIMS OF THE COURSE

The key purpose of this Course is to develop learners' administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in administrative positions. The Course aims to enable learners to:

- develop an understanding of administration in the workplace and key legislation affecting both organisations and employees
- develop an understanding of good customer care and its benefits to organisations
- develop IT skills and use them to perform administrative tasks
- acquire organisational skills in the context of organising and supporting events

The Course makes an important contribution to general education through developing a range of essential skills which will stand learners in good stead regardless of the career path they ultimately choose.

COURSE STRUCTURE

The key purpose of this Course is to develop learners' administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations in administrative positions. The Course aims to enable learners to:

- develop an understanding of administration in the workplace and key legislation affecting both organisations and employees
- develop an understanding of good customer care and its benefits to organisations
- develop IT skills and use them to perform administrative tasks
- acquire organisational skills in the context of organising and supporting events

Students learning experiences will focus on developing:

- skills in the use of IT applications such as word processing, spreadsheets, databases, presentations and desktop publishing and use them to complete administrative tasks
- skills to use technology including the internet for communication purposes and investigations in largely familiar administrative contexts
- problem-solving skills in largely familiar administrative contexts
- organisational and planning skills through organising events / meetings
- organising, managing and communicating information in a variety of formats

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course includes:

- skills, qualities and attributes required of administrators
- skills in using the IT applications, in familiar administrative contexts
- skills in organising and supporting events
- skills in using technology, for electronic communication and investigation in largely familiar administrative contexts
- knowledge and understanding of key legislation affecting both organisations and employees
- knowledge and understanding of the benefits to organisations of good customer care
- skills in organising, managing and communicating information in largely familiar administrative contexts
- problem solving skills in largely familiar administrative contexts

COURSE ASSESSMENT

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for a candidate to complete the course is 160 hours.

The course assessment has two components:

Component 1 : Question Paper

Marks: 50

Duration: 2 Hours

Component 2: Assignment

Marks: 70

Duration: 3 hours - see course assessment section

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's Skills Framework: *Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below.

1. Literacy

1.3 Listening and talking

2. Numeracy

2.3 Information handling

4. Employability, enterprise and citizenship

4.1 Employability

4.2 Information and communication technology (ICT)

5. Thinking skills

5.2 Understanding 5.3 Applying

5.4 Analysing and evaluating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

ADMINISTRATION AND IT – HIGHER

PURPOSE AND AIMS OF THE COURSE

Candidates develop the ability to use a range of advanced software application functions covering word processing, spreadsheets, databases and emerging technologies.

Candidates develop understanding of:

- the importance of administration theory in the workplace
- advanced digital literacy skills and how to use them to process, manage and communicate information
- organisational and management skills in the context of organising and supporting the workplace

COURSE STRUCTURE

The course consists of two areas of study:

Administrative theory and practice

Candidates develop their understanding of the factors contributing to an efficient administrative function. These include time and task management, effective teams, complying with workplace legislation, the impact of digital technologies, and customer care.

IT applications

Candidates develop skills in organising and managing information using digital technology in administrative contexts. They use software application functions to analyse, process and manage information, in order to create and edit complex business documents. Candidates develop an understanding of barriers to communication and ways of overcoming them to ensure communication is effective. They also develop skills, knowledge and understanding of how to maintain the security and confidentiality of information.

SKILLS, KNOWLEDGE AND UNDERSTANDING

Candidates will learn skills and knowledge in:

- using a range of advanced functions of the following software applications — word processing, spreadsheets, databases and presentation software — in both familiar and unfamiliar contexts
- organising, managing and communicating complex information to a range of audiences
- solving problems in an administrative context
- knowledge and understanding of administration in the workplace and its importance
- knowledge and understanding of effective teams, and time and task management
- knowledge and understanding of key legislation affecting administration and its implications for organisations
- knowledge and understanding of the impact of digital technology on working practices
- knowledge and understanding of the features of good customer care and the benefits of good, and consequences of poor, customer care
- knowledge and understanding of procedures for organising and supporting meetings and events
- using technology for electronic communication in both familiar and unfamiliar contexts

COURSE ASSESSMENT

Component 1 - Assignment 70 Marks

Component 2 - Question Paper 30 Marks

Total marks 100 marks

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below.

1. Literacy

1.3 Listening and talking

2. Numeracy

2.3 Information handling

4. Employability, enterprise and citizenship

4.1 Employability

4.2 Information and communication technology (ICT)

5. Thinking skills

5.2 Understanding

5.3 Applying

5.4 Analysing and evaluating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

ART & DESIGN – NATIONAL 5

PURPOSE AND AIMS OF THE COURSE

The purpose of the Course is to provide a broad practical experience of art and design and related critical activity. The Course provides opportunities for learners to be inspired and creatively challenged as they explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work. Learners will analyse the factors influencing artists' and designers' work and practice.

The aims of the Course are to enable learners to:

- communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology
- develop critical understanding of a range of art and design practice
- plan, develop, produce and present creative art and design work
- understand the impact of external factors on artists and designers and their work
- develop creativity, problem solving, critical thinking and reflective practice skills

COURSE STRUCTURE

The course integrates investigative and practical learning, and knowledge and understanding of art and design practice. In the course, candidates draw upon their understanding of artists' and designers' work and practice. They follow art and design processes to develop their own creative work. They also reflect on and evaluate their creative processes and the qualities of their expressive and design portfolio. The course comprises two areas of study:

Expressive

This part of the course helps candidates plan, research and develop creative expressive work in response to a theme/stimulus. Candidates develop knowledge and understanding of artists' working practices and the social, cultural and other influences affecting their work and practice. They select a theme/stimulus and produce 2D/3D analytical drawings, studies and investigative research, and use this to produce a single line of development leading to a final piece. Candidates reflect on and evaluate their creative process and the visual qualities of their work.

Design

This part of the course helps candidates plan, research and develop creative design work in response to a design brief. Candidates develop knowledge and understanding of designers' working practices and the social, cultural and other influences affecting their work and practice. They select a design brief and compile a variety of 2D/3D investigative material and market research, and use this to produce a single line of development leading to a design solution. Candidates reflect on and evaluate their creative process and the aesthetic and functional queries of their work.

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section. These are:

- producing analytical drawings and related investigative studies in response to stimuli
- using visual elements expressively, showing a clear understanding of the subject matter
- producing focused investigative visual and market research for a design activity
- skills in using a range of art and design materials, techniques and/or technology creatively
- developing and refining a variety of creative ideas for art and design work in 2D and/or 3D formats
- describing how artists and designers use materials, techniques and/or technology in their work
- analysing the impact of social, cultural and other influences on artists' and designers' work and practice
- using problem solving, planning and self-evaluation skills within the creative process

COURSE ASSESSMENT

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

- Breadth – drawing on knowledge and skills from across the course
- Challenge – requiring greater depth or extension of knowledge and/or skills
- Application – requiring application of knowledge and/or skill in practical or theoretical contexts as appropriate

This enables candidates to:

- Demonstrate their knowledge and understanding of art and design practice in an extended-response format in a question paper
- Produce a portfolio of expressive art work showing a selection of relevant 2D/3D analytical drawings, studies and investigative research, and the development of one idea leading to an expressive final piece.
- Produce a portfolio of design work showing a selection of relevant 2D/3D investigative material and market research, and the development of one idea leading to a design solution

Course assessment structure

Component 1 - Expressive Portfolio	40% of the marks
Component 2 - Design Portfolio	40% of the marks
Component 3 - Question Paper	20% of the marks

Total marks 250 marks

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's Skills Framework: *Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below.

3 Health and wellbeing

3.1 Personal learning

5 Thinking skills

5.4 Analysing and evaluating

5.5 Creating

Valuable resources available in school and online include:

- World of Work at www.myworldofwork.co.uk
- Planit at www.planitplus.net
- Workit at www.workit.info

ART & DESIGN – HIGHER

PURPOSE AND AIMS OF THE COURSE

The purpose of the course is to provide a broad, investigative and practical experience of art and design. Creativity is the key focus.

Candidates develop knowledge of art and design practice by studying artists and designers and their work. They also develop an understanding of expressive art and design processes and gain related skills. The course provides opportunities for candidates to be inspired and creatively challenged as they communicate their personal thoughts, ideas and feelings through their work.

The aims of the Course are to enable candidates to:

- communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology
- analyse a range of art and design practice and critically reflect on the impact of external factors on artists and designers and their work
- plan, develop, produce and present creative art and design work
- develop personal creativity, using problem solving, critical thinking and reflective practice skills

COURSE STRUCTURE

The course has an integrated approach to learning. It combines investigative and practical learning with knowledge and understanding of art and design practice. Candidates develop a range of art and design techniques and complex problem-solving skills.

The course has two areas of study:

Expressive

This part of the course helps candidates to plan, research and develop creative expressive work in response to a theme or stimulus. Candidates develop knowledge and understanding of artists' working practices and the social, cultural and other influences affecting their work and practice. They respond to a theme or stimulus and produce 2D/3D analytical drawings, studies and investigative research. They use these to produce a single line of development and a final piece. Candidates also reflect on and evaluate their creative process and the visual qualities of their work.

Design

This part of the course helps candidates to plan, research and develop creative design work in response to a design brief. Candidates develop knowledge and understanding of designers' working practices and the social, cultural and other influences affecting their work and practice. They respond to a design brief and compile a variety of 2D/3D investigative material and market research. They use these to produce a single line of development and a design solution. Candidates also reflect on and evaluate their design process and the aesthetic and functional qualities of their work.

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course.

This course will enable pupils to:

- producing analytical drawings and investigative studies in response to stimuli
- using visual elements expressively, showing clear understanding of the subject matter
- producing focused investigative visual and market research for a design activity
- using a range of art and design materials, techniques and/or technology creatively and expressively
- developing and progressively refining a variety of personal and creative ideas for art and design work in 2D and/or 3D formats
- analysing and critically reflecting on artists' and designers' use of materials, techniques and/or technology
- analysing the impact of social, cultural and other influences on the work and practice of artists and designers
- using a range of complex problem-solving, planning and self-evaluation skills within the creative process

COURSE ASSESSMENT

The Course assessment will consist of two Components: a portfolio and a question paper.

Component 1 – Portfolio 200 marks 77% of the marks
Candidates will produce a portfolio covering expressive artwork with a selection of relevant 2D/3D analytical drawings, studies and investigative research, and showing the development of one idea leading to an expressive final piece design work with a selection of relevant 2D/3D investigative material and market research, and showing the development of one idea leading to a design solution

Component 2 – Question paper 60 marks 23% of the marks
The question paper will allow candidates to demonstrate their knowledge and understanding of art and design practice in an extended-response format in a question paper

Total marks 260 marks 100% of the marks

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that candidates will develop broad, generic skills through this Course. The skills that candidates will be expected to improve on and develop through the Course are based on SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work and drawn from the main skills areas listed below.

3 Health and wellbeing

3.1 Personal learning

5 Thinking skills

5.4 Analysing and evaluating

5.5 Creating

Valuable resources available in school and online include:

- World of Work at www.myworldofwork.co.uk
- Planit at www.planitplus.net
- Workit at www.workit.info

ART & DESIGN – ADVANCED HIGHER

PURPOSE AND AIMS OF THE COURSE

The purpose of the Course is to provide a broad practical experience of art and design and related critical activity. The Course provides opportunities for learners to be inspired and creatively challenged as they explore how to visually represent and communicate their personal thoughts, ideas and feelings through their work. Learners will analyse the factors influencing artists' and designers' work and practice.

The aims of the Course are to enable learners to:

- communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology.
- analyse a range of art and design practice and critically reflect on the impact of external factors on artists and designers and their work.
- plan, develop, produce and present creative art and design work.
- develop personal creativity, using problem solving, critical thinking and reflective practice skills.

COURSE STRUCTURE

All Units are internally assessed and are a course requirement. They will be assessed on a pass/fail basis within centres.

The assessment of the Units in this Course will be as follows.

Art and Design: Expressive Activity (Higher)

In this Unit, evidence will be required to show that the learner can produce a range of creative ideas and art work in response to stimuli. Learners will produce a range of analytical drawings, studies and expressive development work showing visual continuity and the creative development of the stimuli. Knowledge and understanding of expressive artists and art practice will also be assessed.

Art and Design: Design Activity (Higher)

In this Unit, evidence will be required to show that the learner can produce a range of creative design ideas in response to a design brief. Learners will produce investigative studies and market research and will use this when developing and refining a range of design ideas. Knowledge and understanding of designers and design practice will also be assessed.

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course.

This course will enable pupils to:

- Producing analytical drawings and investigative studies in response to stimuli
- Using visual elements expressively, showing clear understanding of the subject matter
- Producing focused investigative studies and market research for a complex design activity
- Skills in using a range of art and design materials, techniques and/or technology creatively and expressively developing and progressively refining a variety of personal and creative ideas for art and design work in 2D and/or 3D formats
- Analysing and critically reflecting on artists' and designers' use of materials, techniques and/or technology.
- Analysing the impact of social, cultural and other influences on artists' and designers' work and practice
- Using a range of complex problem solving, planning and self-evaluation skills within the creative process

COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At Higher level the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

Course assessment structure

Component 1 — portfolio	70% of the marks
Component 2 — Critical Enquiry	30% of the marks
Total marks 220 marks	100% of the marks

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below.

3 Health and wellbeing

3.1 Personal learning

5 Thinking skills

5.4 Analysing and evaluating

5.5 Creating

AUTOMOTIVE SKILLS – GREENPOWER SKILLS FOR WORK LEVEL 4 (SCQF LEVEL 4) WEST COLLEGE SCOTLAND

PUPIL ELIGIBILITY

You must:

- Have a genuine interest in car mechanics and enjoy working as part of a team
- Not be registered colour blind

ATTENDANCE PATTERN

Tuesday all day. The duration of the course is August to May.

COURSE OUTLINE

The Skills for Work Award in Automotive Skills will give you an opportunity to develop basic practical skills necessary to work in the automotive industry. You will gain experience of carrying out basic vehicle checks, including the specific skills involved in removal and replacement of components and mechanisms of a vehicle. You're going to get dirty and it's going to be physical! Relevant jobs such as light and heavy vehicle maintenance, motorcycle maintenance, vehicle fitting, auto electrical, accident repair – body and paint operations, parts distribution and roadside assistance. You will gain an overview and an awareness of the skills required by employers within this industry.

QUALIFICATION BREAKDOWN

Skills for Work: Automotive Skills SCQF 4:

- The Garage
- The Technician
- The Car
- The Vehicle Modification Project

You will fund raise to design, build and then race an electric kit car.

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

This course will allow a taste of what to expect in the vehicle repair industry. It will give knowledge which could assist in getting a Modern Apprenticeship position within a garage or alternatively a full time position on a further education course.

BARBERING – CITY & GUILDS SVQ LEVEL 2 – SCQF LEVEL 5 SOUTH LANARKSHIRE COLLEGE

PUPIL ELIGIBILITY

You must:

- have a minimum of 2 National 5's at Level C or above
- be 16 years of age at the beginning of the programme
- have excellent communication skills and the ability to work effectively with members of the general public
- be highly motivated and have creative and artistic skills
- demonstrate a level of maturity required for the course

You are required to work on each other and must be prepared to get treatments applied to your hair.

ATTENDANCE PATTERN

Tuesday & Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

COURSE OUTLINE

This course is an ideal introduction for pupils starting out and who want an understanding of the industry; this qualification is designed for you to prepare for further learning or training in the hair and beauty sector. You will learn how to prepare the clients for barbering services, shampoo and diagnose hair on a variety of hair types and conditions, cut hair using barbering techniques, style and blow dry. Alongside practical skills you will learn consultation techniques, gowning and preparation of client for services, customer care and product knowledge and communication skills.

QUALIFICATION BREAKDOWN

Barbering City & Guilds SVQ Level 2 – SCQF Level: 5

Mandatory Units

- Cut hair using basic barbering techniques
- Develop and maintain your effectiveness at work
- Advise and consult with clients
- Cut facial hair to shape, using basic techniques
- Dry and finish men's hair
- Create basic outlines and detailing in hair

Optional units

- Colour and lighten men's hair

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- SVQ Level 3 Barbering
- Modern Apprenticeship
- Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications

BEAUTY AND COMPLEMENTARY THERAPY SKILLS (SCQF LEVEL 4) – OPEN TO S5/6 PUPILS GLASGOW CLYDE COLLEGE – LANGSIDE CAMPUS

PUPIL ELIGIBILITY

You must:

- have a keen interest in beauty therapy and complementary therapies
- enjoy working as part of a team and have a caring, mature approach

You are required to work on each other and must be prepared to give and receive massage treatments, remove make up to have make up reapplied and participate in skin care.

ATTENDANCE PATTERN

Tuesday & Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

COURSE OUTLINE

Studying at Glasgow Clyde College will ensure you experience a broad introduction to this area of study. Practical and theory sessions are designed to ensure you develop both vocational skills and the knowledge and understanding required. Practical experience will include working on classmates to practice and perfect a range of skills including skin cleansing and brow shaping, Make Up application and both Back, Leg and Facial Massage. Written work will include workbooks, short tests, projects, portfolio production and home study. Emphasis throughout all units is on the employability skills and attitudes which will help to prepare you for the workplace.

QUALIFICATION BREAKDOWN

National Progression Award in Beauty Skills: An Introduction - SCQF Level 4

Mandatory Units:

- Cosmetology: Make Up Artistry Practical Skills
- Beauty Skills: An Introduction
- Creative Finishes to Hand and Foot

Optional Units

- Fashion Make-Up
- Introduction to Face and Back Massage
- Introduction to Thai Foot Massage

To achieve the NPA Group Award you must successfully complete the three mandatory units listed.

WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- A full time NC in Wellness or Beauty Therapy at a local college of further education which can progress to Higher
- VTCT Level 2 or 3 diploma in Complementary Therapies
- National Certificate & Higher National Diploma in Beauty Therapy or Make Up Artistry

The level you might enter would depend on the level and relevance of your other qualifications

After training you can be employed in a beauty salon, spa, cruise ship or nail bar

BIOLOGY – HIGHER

PURPOSE AND AIMS OF THE COURSE

The aims of this Course are to enable learners to:

- develop and apply knowledge and understanding of Biology
- develop an understanding of Biology's role in scientific issues and relevant applications of Biology, including the impact these could make in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills, including scientific evaluation, in a biological context
- develop the use of technology, equipment and materials, safely, in practical scientific activities, including using risk assessments
- develop planning skills
- develop problem solving skills in a biological context
- use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in biology
- develop skills of independent working

COURSE STRUCTURE

Unit 1: DNA and the Genome: In this Unit, learners will develop knowledge through the study of DNA and the genome. The Unit covers key areas such as: the structure of DNA; replication of DNA; control of gene expression; cellular differentiation; the structure of the genome; mutations; evolution; genomic sequencing. This Unit explores the molecular basis of evolution and biodiversity, while the unity of life is emphasised in the study of gene expression. An understanding of gene expression, at the cellular level, leads to the study of differentiation in organisms.

Unit 2: Metabolism and Survival: In this Unit, learners will develop knowledge by investigating the central metabolic pathways of ATP synthesis by respiration and how control of the pathways is essential to cell survival. The Unit covers the key areas of metabolic pathways and their control; cellular respiration; metabolic rate; metabolism in conformers and regulators; metabolism and adverse conditions; environmental control of metabolism; genetic control of metabolism; ethical considerations in use of microorganisms, hazards and control of risks.

Unit 3: Sustainability and Interdependence: In this Unit, learners will develop knowledge by investigating how humans depend on sufficient and sustainable food production from a narrow range of crop and livestock species, focusing on photosynthesis in plants. The Unit covers the key areas of food supply, plant growth and productivity; plant and animal breeding; crop protection; animal welfare; symbiosis; social behaviour; mass extinction and biodiversity. The importance of plant productivity and the manipulation of genetic diversity to maintain food security are emphasised. The Unit also covers interrelationships and dependence, through symbiosis and social behaviour. By studying biodiversity, the Unit attempts to measure, catalogue, understand and address the human impact, including mass extinction.

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course:

- demonstrating knowledge and understanding of Biology and applying this knowledge to new situations, analysing information and solving problems
- planning and designing experiments, carrying out experiments safely, recording detailed observations and collecting data
- selecting information from a variety of sources and presenting information appropriately in a variety of forms
- processing information (using calculations and units, where appropriate)
- making predictions and generalisations from evidence/information
- drawing valid conclusions and giving explanations supported by evidence/ justification

COURSE ASSESSMENT

Question Paper (Multiple Choice) 25 marks
40 minutes

Question Paper 2 95 marks
2 hours 20 minutes

Assignment 20 marks
8 hours

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below:

1. Literacy

1.2 Writing

2. Numeracy

2.1 Number processes

2.2 Money, time and measurement

2.3 Information handling

5. Thinking skills

5.3 Applying

5.4 Analysing and evaluating

5.5 Creating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

BIOLOGY – ADVANCED HIGHER

PURPOSE AND AIMS OF THE COURSE

The aims of this Course are to enable learners to:

- develop a critical understanding of the role of Biology in scientific issues and relevant applications, including the impact these could make on the environment/society
- extend and apply knowledge, understanding and skills of Biology
- develop and apply the skills to carry out complex practical scientific activities, including the use of risk assessments, technology, equipment and materials
- develop and apply scientific inquiry and investigative skills, including planning and experimental design
- develop and apply analytical thinking skills, including critical evaluation of experimental procedures, in a biological context
- extend and apply problem solving skills in a biological context
- further develop an understanding of scientific literacy, using a wide range of resources, in order to communicate complex ideas and issues and to make scientifically informed choices
- extend and apply skills of independent/autonomous working in Biology

COURSE STRUCTURE

Unit 1: Cells and Proteins: Learners will develop knowledge and understanding of proteomics, protein structure, binding and conformational change; membrane proteins; detecting and amplifying a stimulus; communication within multicellular organism and protein control of cell division. The study of protein is primarily a laboratory-based activity, so the Unit includes important laboratory techniques for biologists. This skills-based sequence covers health and safety considerations, selection of relevant separation and antibody techniques and includes techniques related to cell culture and microscopy.

Unit 2: Organisms and Evolution: Learners will develop knowledge and understanding of evolution; variation and sexual reproduction; sex and behaviour and parasitism. It covers the role of sexual reproduction and parasitism in the evolution of organisms. This Unit covers suitable techniques for ecological field study. Methods of sampling and the classification and identification of organisms are introduced. Evolution is considered from the impact of drift and selection on variation. The study of sexual behaviour provides opportunities to use the techniques of ethology. There are many opportunities to explore the systems approach required for the understanding of parasite biology and to explore wider ethical issues relating to the importance of scientific knowledge and its application in challenging social and economic circumstances.

Unit 3: Investigative Biology: Learners will develop knowledge and understanding of the principles and practice of investigative biology and its communication. The Unit covers scientific principles and processes, experimentation and critical evaluation of biological research. Learners will do this through the key aspects of the scientific method, literature and communication and ethics; pilot studies, variables, experimental design, controls, sampling and ensuring reliability; evaluating background information, experimental design, data analysis and conclusions. The collection of experimental data will provide an opportunity to develop planning and organising skills. Pupils will have the opportunity to attend a residential field trip to Kindrogan Field Centre to consolidate their Investigative Biology unit and collect on site data for their projects. There will be a cost for pupils wishing to be involved in this trip.

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course:

- applying knowledge of biology to new situations, interpreting and analysing information to solve more complex problems
- planning and designing biological experiments/investigations, using reference materials and including risk assessments, to test a hypothesis or to illustrate particular effects
- carrying out complex experiments in biology safely, recording systematic detailed observations and collecting data
- selecting and presenting detailed information appropriately, in a variety of forms
- processing and analysing biological information (using calculations, significant figures and units, where appropriate)
- making reasoned predictions and generalisations from a range of evidence/information
- drawing valid conclusions and giving explanations supported by evidence/justification
- critically evaluating experimental procedures by identifying sources of error, suggesting and implementing improvements
- drawing on knowledge and understanding of biology to make accurate statements, describe complex information, provide detailed explanations and integrate knowledge
- communicating biological findings/ information fully and effectively
- analysing and evaluating scientific publications and media reports

COURSE ASSESSMENT

To gain the award of the Course, the learner must pass all the Units as well as the Course assessment.

Course Assessment:

Component 1 — question paper 100 marks

Component 2 — project 30 marks

Total marks 130 marks

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course are based on *SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below:

1. Literacy

1.1 Reading 1.2 Writing

2. Numeracy

2.1 Number processes 2.2 Money, time and measurement
2.3 Information handling

5. Thinking skills

5.3 Applying 5.4 Analysing and evaluating 5.5 Creating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

BUILDING SERVICES ENGINEERING NATIONAL PROGRESSION AWARD (SCQF LEVEL 5) GLASGOW KELVIN COLLEGE

PUPIL ELIGIBILITY

You must have:

- National 5 Maths

ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

COURSE OUTLINE

The National Progression Award (NPA) in Building Services Engineering will teach you the basic knowledge and skills required to prepare you for further study or potential career in heating and ventilation, plumbing, electrical installation, refrigeration and air conditioning.

QUALIFICATION BREAKDOWN

National Progression Award in Building Services Engineering SCQF Level 5:

- Basic Electrical Installation Operations
- Basic Plumbing Operations
- Basic Heating and Ventilation Operations
- Basic Refrigeration and Air Conditioning Operations
- Energy and the Environment
- Systems, Roles, Responsibilities and Procedures
- Science

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- Modern Apprenticeships in Heating and Ventilation, Service and Maintenance, Refrigeration and Air Conditioning or general employment in the engineering or construction industry. A National Certificate in Building Services Engineering, Electrical Installation, Plumbing, Mechanical Engineering or Manufacturing Engineering.

BUILDING SERVICES ENGINEERING NATIONAL CERTIFICATE (SCQF LEVEL 6) GLASGOW KELVIN COLLEGE

PUPIL ELIGIBILITY

You must have:

- National 5 or Higher Maths

ATTENDANCE PATTERN

Monday and Wednesday all day. The duration of the course is August to June.

Please note, that unlike other options, this option is continuous attendance from August to June.

COURSE OUTLINE

This National Certificate (NC) in Building Services Engineering course covers design technology, materials, science, electrical engineering and health and safety with options in air conditioning, refrigeration and heating. Potential careers might include designing, installing and/or maintaining building services. The introduction of new renewable energy technologies make this a very exciting time to get into this field.

QUALIFICATION BREAKDOWN

National Certificate in Building Services Engineering SCQF Level 6:

Mandatory Units:

- Health and Safety
- Graphical Detailing
- Science
- Electrical & Electronic Technology
- Building Services Engineering Technology
- Mathematics: Technician 1
- Construction Technology & Design
- Building Services Engineering: Design Project

You can study optional units such as:

- Heating & Plumbing
- Air Conditioning & Ventilation
- Refrigeration Technology
- Planning, Organisation and Control of Resources in Construction

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- A degree in engineering
- HNC in Building Services Engineering
- Modern Apprenticeships in Heating and Ventilation Service and Maintenance
- Refrigeration and Air Conditioning or general employment in the engineering or construction industry

BUILDING SERVICES ENGINEERING HIGHER NATIONAL CERTIFICATE (SCQF LEVEL 7) GLASGOW KELVIN COLLEGE

PUPIL ELIGIBILITY

You must be working towards or have at least one of the following:

- 6th Year pupil with Higher Maths and a Science at A or B level

ATTENDANCE PATTERN

Monday and Wednesday all day. The duration of the course is August to June.

Please note, that unlike other options, this option is continuous attendance from August to June.

COURSE OUTLINE

The Higher National Certificate (HNC) course leads to a national qualification, recognised by employers, universities and professional bodies within the Building Services Engineering sector. It prepares you for a range of technical, professional and managerial careers in Building Services Engineering. You will undertake a course of study that relates to the design, installation, maintenance and management of heating, ventilation and air conditioning (HVAC) systems within commercial/industrial buildings and understand the roles and responsibilities such a profession places on the consumption and management of both existing and future energy sources.

Building Services Engineers work with architects to provide their expertise in the design of large commercial/industrial buildings for the installation of vital systems i.e. air conditioning, refrigeration, heating & ventilation, service & maintenance, plumbing and many more vital services required for large building projects to function i.e. shopping centres, office blocks, schools, universities etc.

QUALIFICATION BREAKDOWN

Higher National Certificate in Building Services Engineering SCQF Level 7:

- Design Principles and Application
- Heating
- Ventilating and Air Conditioning
- Thermofluids and Acoustic Criteria
- Analytical Methods
- Building Services Engineering Science
- Piped Distribution Services
- Health and Safety in the Building Services Industry
- Building Services Project Management
- Final Project

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- Glasgow Kelvin College has an articulation partnership with many universities to a degree in engineering
- Modern Apprenticeships in Heating and Ventilation Service and Maintenance
- Refrigeration and Air conditioning or general employment in the engineering or construction industry

Valuable resources available in school and online include:

- World of Work at www.myworldofwork.co.uk
- Planit at www.planitplus.net
- Workit at www.workit.info

BUSINESS

HIGHER NATIONAL CERTIFICATE (SCQF LEVEL 7/8)

SOUTH LANARKSHIRE COLLEGE

PUPIL ELIGIBILITY

You must:

- have 3 passes at National 5, 1 of which should be English and a Business subject
- have any relevant Scottish Group Award at SCQF level 5 or SCQF level 6 (Higher)
- be work at Higher (SCQF Level 6)

ATTENDANCE PATTERN

Monday, Tuesday, Wednesday (1.30pm to 4pm) and Thursday all day (9.30am to 4pm). Please note, that unlike other options, this option is continuous attendance from August to June and may impact on other subjects attendance.

COURSE OUTLINE

The Higher National Certificate in Business aims to develop the required knowledge and skills required for employment in a business environment, enabling you to enter a range of administrative, commercial or managerial positions in an organisation. It will provide you with the opportunity to adopt an innovative and creative approach to work; give you the tools to respond quickly to challenges posed by changes in the business environment.

QUALIFICATION BREAKDOWN

HNC in Business – SCQF Level 7/8

Mandatory Units:

- Managing people and Organisations
- Marketing: An Introduction
- Economic Issues: An Introduction
- Business Accounting
- Communication: Business Communication
- I.T. in Business: Spreadsheets
- I.T. Applications Software 1
- Business: Graded Unit 1

A range of Optional units are available such as:

- Company Law: An Introduction
- Creating a Culture of Customer Care

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

Undertake further Academic Qualifications such as:

- HND in HRM, Business, Accounting or Legal Studies
- Articulation agreements are in place with a range of Universities for progression into 2nd or 3rd Year degree programmes

Employment Opportunities:

- The HNC/D in Business prepare candidates for a wide range of employment opportunities in Business such as:
- Office Supervisor
- Assistant Manager/Manager
- Team Leader

BUSINESS AND MARKETING NATIONAL PROGRESSION AWARD (SCQF LEVEL 5) SOUTH LANARKSHIRE COLLEGE

PUPIL ELIGIBILITY

You must have:

- 3 passes at National 4, which should include English and Maths
- A genuine interest in Business and Marketing

ATTENDANCE PATTERN

Tuesday & Thursday afternoons (1:30pm to 4pm). The duration of the course is August to May.

COURSE OUTLINE

This National Progression Award (NPA) in Business and Marketing will provide you with the basic theoretical knowledge of the marketing principles in business. The NPA in Business and Marketing will offer you the foundation knowledge and skills in market research, promotion, event organisation, customer care and selling skills. This course aims to provide you with the opportunity to develop skills and aptitudes that will improve your employment potential and career development within this business area.

QUALIFICATION BREAKDOWN

National Progression Award in Business and Marketing – SCQF Level 5:

Mandatory Units

- Management of Marketing and Operations
- Marketing: Basic Principles

You will study optional units to be discussed with your lecturer once course commences:

- Management of People and Finance
- Skills for Customer Care

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- Modern Apprenticeship
- Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree.

The level you might enter would depend on the level and relevance of your other qualifications.

BUSINESS MANAGEMENT – NATIONAL 5

PURPOSE AND AIMS OF THE COURSE

The purpose of the Course is to highlight ways in which organisations operate and the steps they take to achieve their goals.

This purpose will be achieved through combining practical and theoretical aspects of business learning through the use of real-life business contexts. The skills, knowledge and understanding gained are embedded in current business practice and theory, and reflect the integrated nature of organisations, their functions, and their decision-making processes. A main feature of this Course is the development of enterprising skills and employability skills. Learners will be able to understand and make use of business information to interpret and report on overall business performance in a range of contexts. The Course therefore includes the study of organisations in the private, public and voluntary sectors. The Course explores the important impact businesses have on everyday life, and therefore gives learners experiences which are topical. It develops skills for learning, life and work that will be of instant use in the workplace. It supports personal financial awareness through improving learners' knowledge of financial management in a business context. Learners will be given the opportunity to be involved in activities which are challenging, motivating and inspiring.

The Course aims to enable learners to develop:

- knowledge and understanding of the ways in which society relies on business to satisfy our needs
- an insight into the systems organisations use to ensure customers' needs are met
- enterprising skills and attributes by providing them with opportunities to explore realistic business situations
- financial awareness through a business context
- an insight into how organisations organise their resources for maximum efficiency and improve their overall performance
- an awareness of how external influences impact on organisations

COURSE STRUCTURE

This Course is made up of 3 mandatory Units. Each of these Units is designed to provide progression from the Units at National 5 to related Units at Advanced Higher.

Understanding Business

In this unit, learners will be introduced to the business environment. Learners will develop relevant skills, knowledge and understanding by carrying out learning activities relating to the role of business organisations and entrepreneurship in society, using real-life contexts.

Management of People and Finance

In this unit, learners will develop skills, knowledge and understanding relating to the internal issues facing organisations in the management of people and finance.

Management of Marketing and Operations

In this unit, learners will develop skills, knowledge and understanding relating to the importance to organisations of having effective marketing and operations systems.

SKILLS, KNOWLEDGE AND UNDERSTANDING

- knowledge and understanding of the impact of business activities on society, in contexts which have some complex features
- decision making – by applying the ideas of ethical and effective business decisions
- communicating straightforward business ideas, opinions and information relating to the effects of internal and external factors knowledge and understanding of how entrepreneurial attributes can help in business development
- understanding how to enhance employability skills
- knowledge and understanding of the contribution of staff to business success
- interpreting and evaluating straightforward business financial data to ensure effective financial management
- analysing the effectiveness of a limited range of marketing activities, and how they can be used to enhance customer satisfaction
- evaluating a range of production techniques used to maximise the quality of goods/services
- basic knowledge of the use of existing and emerging technologies in current business practice

COURSE ASSESSMENT

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for a candidate to complete the course is 160 hours.

The course assessment has two components.

Component 1: Question Paper

Marks: 90

Duration: 2 Hours

Component 2: Assignment

Marks: 30

Duration: 5 Hours

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These are built into the Course where there are appropriate opportunities.

1. Literacy

1.2 Writing

2. Numeracy

2.3 Information handling

4. Employability, enterprise and citizenship

4.1 Employability 4.2 Enterprise

5. Thinking skills

5.3 Applying 5.4 Analysing and evaluating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

BUSINESS MANAGEMENT – HIGHER

PURPOSE AND AIMS OF THE COURSE

The course studies the different ways in which large organisations operate. Candidates learn to understand and make use of business information to interpret and report on overall business performance, in a range of contexts. Using current business theory and practice, the course reflects the integrated nature of large organisations, their functions and decision-making processes.

Candidates develop understanding of:

- the ways in which society relies on organisations and how external influences can affect them
- a range of methods that businesses and other organisations use to meet customer needs
- enterprising skills and attributes
- how to analyse and interpret business information and communicate it in a clear and concise way

COURSE STRUCTURE

The course consists of five areas of study:

Understanding business

Candidates develop their understanding of how large organisations in the private, public and third sectors operate, make decisions and pursue their strategic goals. They analyse the impact that internal and external environments have on an organisation's activity, and consider the implications of these factors.

Management of marketing

Candidates develop their understanding of the importance of effective marketing systems to large organisations. They learn about the relevant theories, concepts and procedures used by organisations to improve competitiveness and customer satisfaction.

Management of operations

Candidates develop their understanding of the importance of effective operations systems to large organisations. They learn about the relevant theories, concepts and procedures used by organisations to improve and/or maintain quality, and the importance of satisfying both internal and external customers' needs.

Management of people

Candidates develop their understanding of the issues that large organisations face when managing people. They learn about the relevant theories, concepts and procedures used by organisations when dealing with staff, including retention, training, leadership and motivation.

Management of finance

Candidates develop their understanding of the issues that large organisations face when managing finance. They learn about the relevant theories, concepts and procedures used by organisations in financial situations.

SKILLS, KNOWLEDGE AND UNDERSTANDING

Candidates will learn skills and knowledge in:

- applying knowledge and understanding of the impact of business activities on society, in contexts which have complex features
- applying the ideas of ethical and effective business decision making to solve strategic business-related problems
- communicating relatively complex business ideas and opinions from a range of information relating to the effects of opportunities and constraints on business activity, some of which may be unfamiliar
- understanding how entrepreneurial attributes can help business development and risk management
- analysing the effectiveness of a range of marketing activities and understanding how they can be used to enhance customer satisfaction
- analysing a range of activities which can be used during the production process to maximise the quality of goods/services
- understanding leadership styles and how they can be used to enhance the contribution of staff to business success
- analysing business financial data to draw conclusions and suggest solutions where appropriate
- analysing the use of existing and emerging technologies to improve business practice

COURSE ASSESSMENT

The course consists of 24 SCQF credit points which includes time for preparation for course assessment.

The course assessment has two components:

Component 1: question paper 90 marks
2 hours and 45 minutes

Component 2: assignment 30 marks
8 hours

SKILLS FOR LEARNING, LIFE AND WORK

This course helps candidates to develop broad, generic skills. These skills are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and draw from the following main skills areas:

1. Literacy

1.2 Writing

2. Numeracy

2.3 Information handling

4. Employability, enterprise and citizenship

4.1 Employability 4.4 Enterprise

5. Thinking skills

5.3 Applying 5.4 Analysing and evaluating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

BUSINESS MANAGEMENT – ADVANCED HIGHER

PURPOSE AND AIMS OF THE COURSE

Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices. Therefore, it is essential for society to have effective businesses and business managers if they are to sustain this role.

This Course aims to enable learners to develop and extend:

- enhance the skills of independent learning, research, critical analysis and problem solving in a business context
- apply business and management concepts and theories to reach conclusions
- evaluate the social, ethical and global factors that affect organisations
- analyse and evaluate leadership theories, management schools of thought and approaches to managing change
- prepare and critically evaluate a range of analytical techniques and management techniques

COURSE STRUCTURE

This Course is made up of 3 mandatory Units. Each of these Units is designed to provide progression from the Units at National 5 to related Units at Advanced Higher.

The External Business Environment

In this unit, learners will develop a detailed knowledge and in-depth understanding of the effects of external influences on organisations operating at a multinational and global level.

The Internal Business Environment

In this unit, learners will gain a thorough grounding in the discipline that forms the basis of management practice. The Unit allows learners to carry out activities that will expand their knowledge of both traditional and contemporary management theories used by organisations to maximise their efficiency.

Evaluating Business Information

In this unit, learners will develop skills in evaluating a range of business information used by organisations to reach conclusions.

SKILLS, KNOWLEDGE AND UNDERSTANDING

- evaluating strategic planning in complex business situations
- applying management concepts to real-life business contexts
- understanding and evaluating a range of schools of management thought in current business contexts
- analysing and evaluating a range of approaches to manage change in the current business environment
- analysing equality and diversity in the workplace
- analysing and evaluating the different skills needed for effective leadership in different business contexts
- analysing the impact that external agencies can have on business
- evaluating the impact of business at home and in a global context
- evaluating how analytical techniques and emerging technology can be used to support business decisions
- reaching conclusions and making recommendations based on the analysis and evaluation of research

COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value is assessed in the Course assessment.

In the Advanced Higher Business Management Course assessment, added value will focus on:

Breadth – drawing on knowledge and skills from across the Course

Challenge – requiring greater depth or extension of knowledge and/or skills

Application – requiring application of knowledge and/or skills in practical or theoretical contexts

Course assessment structure

Component 1 — question paper 70 marks

Component 2 — assignment 30 marks

Total marks 100 marks

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These are built into the Course where there are appropriate opportunities.

1. Literacy

1.2 Writing

2. Numeracy

2.3 Information handling

4. Employability, enterprise and citizenship

4.1 Employability

4.2 Enterprise

5. Thinking skills

5.3 Applying

5.4 Analysing and evaluating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

BUSINESS SKILLS OPEN TO S5 FOR 2 YEAR MODEL/ S6 FOR 1 YEAR MODEL FOUNDATION APPRENTICESHIP (SCQF LEVEL 6) CITY OF GLASGOW COLLEGE OR WEST COLLEGE SCOTLAND

PUPIL ELIGIBILITY

City of Glasgow College

Candidates who plan to leave school at the end of S6 with minimum of 1 or more Highers in relevant subject areas and National 5's. Essential criteria as follows:

- Achieved or working towards Higher (A-C) in relevant subject areas – Economics, Accounts, Business etc. by end of S6
- Achieved or working towards National 5's (A-C)

West College Scotland

- National 5 in either English, Maths or a Business subject
- Progression to a Higher in either Economics, Accounts or Business in S6

You should have an interest in at least one of the following areas: business processes, procurement, entrepreneurship, accounting or management, including a desire to pursue business as a career prospect.

- You will be asked to provide a short personal statement on why you want to attend college and do a Foundation Apprenticeship

Please note: if studying Business Higher at school there will be 2 from the 3 business units included in the Foundation Apprenticeship.

ATTENDANCE PATTERN

2 Year Delivery Model - City of Glasgow:

Year 1: Tuesday and Thursday (pm) August to May. 1 week in June (Mon - Fri 9.30am - 4.00pm)

Year 2 proposed attendance: Thursday all day shared between college and work experience placement. 1 week in June (Mon - Fri 9.30am - 4.00pm)

2 Year Model - West College Scotland

Year 1: Tuesday and Thursday (pm). The duration of the course is August to June

Year 2 proposed attendance: Tuesday (1:30 to 4pm) at college. Thursday all day shared between college and work experience placement.

Please note: Year 2 may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.

1 Year Model- City of Glasgow

All day Tuesday at college/All day Thursday shared between college and work placement. One block week in June (Mon - Fri 9.30am - 4.00pm)

Please note: this option may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.

COURSE OUTLINE

The aim of the Foundation Apprenticeship is to provide you with a range of business and IT skills allowing you to apply a solutions-based approach to improving business processes, to work logically and methodically to pre-set deadlines.

QUALIFICATION BREAKDOWN

Foundation Apprenticeship in Business Skills SCQF Level 6 - GL8H 46:

SVQ Level 3 Business and Administration

- Plan how to manage own performance in a business environment
- Communicate in a business environment
- Support other people to work in a business environment
- Design and produce documents in a business environment

National Progression Award in Business with Information Technology

- Understanding Business
- Management of People and Finance
- PC Passport: Working with IT Software – Word Processing and Presenting Information
- PC Passport: Working with IT Software – Spreadsheet and Database
- Contemporary Business Issues
- Work Placement

A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- Modern Apprenticeship
- Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications.

Valuable resources available in school and online include:

- World of Work at www.myworldofwork.co.uk
- Planit at www.planitplus.net
- Workit at www.workit.info

CHEMISTRY – HIGHER

PURPOSE AND AIMS OF THE COURSE

Chemistry, the study of matter and its interactions, contributes essential knowledge and understanding across all aspects of our lives. Chemistry explains the links between the particulate nature of matter and the macroscopic properties of the world. Chemistry research and development is essential for the introduction of new products. The chemical industry is a major contributor to the economy of the country.

The purpose of the Course is to develop learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course. The relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

COURSE STRUCTURE

Chemical Changes and Structure (Higher): This Unit covers the knowledge and understanding of Periodic trends, structure and bonding and oxidising and reducing agents, and strengthens the learner's ability to make reasoned evaluations by recognising underlying patterns and principles. Learners will explore the concepts of electro-negativity and intramolecular and intermolecular forces. Learners will also investigate the ability of substances to act as oxidising or reducing agents and their use in analytical chemistry through the context of volumetric titrations.

Researching Chemistry (Higher): This Unit covers the key skills necessary to undertake research in chemistry. Learners will research the relevance of chemical theory to everyday life by exploring the chemistry behind a topical issue. Learners will develop the key skill associated with collecting and synthesising information from a number of different sources. Equipped with the knowledge of common chemistry apparatus and techniques, they will plan and undertake a practical investigation related to a topic.

Nature's Chemistry (Higher): This Unit covers the knowledge and understanding of organic chemistry within the context of the chemistry of food and the chemistry of everyday consumer products, soaps, detergents, fragrances and skincare. The relationship between the structure of organic compounds, their physical and chemical properties and their uses are investigated.

Chemistry in Society (Higher): This Unit covers knowledge and understanding of controlling reaction rates and the principles of physical chemistry which allow a chemical process to be taken through to industrial production. Learners will investigate collision theory and calculate quantities of reagents and products, percentage yield and the atom economy of processes. They will develop skills to manipulate dynamic equilibria and predict enthalpy changes.

SKILLS, KNOWLEDGE AND UNDERSTANDING

- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills, including scientific evaluation, in a chemistry context
- develop the use of technology, equipment and materials, safely, in practical scientific activities, including using risk assessments
- develop planning skills
- develop problem solving skills in a chemistry context
- use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in chemistry
- develop skills of independent working

COURSE ASSESSMENT

Question Paper (Multiple Choice) 25 marks
40 minutes

Question Paper 2 95 marks
2 hours 20 minutes

Assignment 20 marks
8 hours

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

SKILLS FOR LEARNING, LIFE AND WORK

The Course serves to equip all learners with an understanding of the impact of chemistry on everyday life, and with the knowledge and skills to be able to reflect critically on scientific and media reports. This will also equip learners to make their own reasoned decisions on many issues within a modern society where the body of scientific knowledge and its applications and implications are ever developing.

The Course content has been selected to allow learners to study key chemical areas within situations of personal relevance using up-to-date contexts. Skills of scientific investigation, communication skills, literacy and numeracy are all developed within the Course. The Units offer opportunities for collaborative and independent learning, set within familiar and unfamiliar contexts, and for high-quality experimental work.

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

CHEMISTRY – ADVANCED HIGHER

PURPOSE AND AIMS OF THE COURSE

The Course provides well-mapped concept and skills development pathways. The Course develops scientific understanding of issues relating to chemistry, and uses the development of chemical theory to build an extensive set of skills for learners. Through application of a detailed knowledge and understanding of chemical concepts, in practical situations, learners develop an appreciation of the impact of chemistry on their everyday lives.

The Course gives opportunities for learners to develop the ability to think analytically, creatively and independently, and to make reasoned evaluations. Learners' creativity will be developed and encouraged through opportunities to generate new ideas when planning and designing investigations and experiments, which they will carry out.

The key skills of scientific inquiry and investigation are integrated and developed throughout the Course.

COURSE STRUCTURE

Inorganic and Physical Chemistry (Advanced Higher)

Learners will discover how electromagnetic radiation is used in atomic spectroscopy to identify elements. They will extend an understanding of the concept of atomic structure by considering atomic orbitals and electronic configuration related to the periodic table. Using electron pair theory, learners will predict the shape of molecules. Learners will gain an understanding of the physical and chemical properties of transition metals and their compounds. Learners will investigate the quantitative component of chemical equilibria.

Organic Chemistry and Instrumental Analysis (Advanced Higher)

Learners will research the structure of organic compounds, including aromatics and amines, and draw on this to explain the physical and chemical properties of the compounds. They will consider the key organic reaction types and mechanisms, and link these to the synthesis of organic chemicals. Learners will discover the origin of colour in organic compounds and how elemental analysis and spectroscopic techniques are used to verify chemical structure. They will study the use of medicines in conjunction with the interactions of the drugs.

Researching Chemistry (Advanced Higher)

In this Unit, learners will be given the opportunity to gain an understanding of stoichiometric calculations, to develop practical skills and to carry out research in chemistry. Learners will develop the key skills associated with a variety of different practical techniques, including the related calculations.

SKILLS, KNOWLEDGE AND UNDERSTANDING

- develop a critical understanding of the role of chemistry in scientific issues and relevant applications, including the impact these could make on the environment/society
- extend and apply knowledge, understanding and skills of chemistry
- develop and apply the skills to carry out complex practical scientific activities, including the use of risk assessments, technology, equipment and materials
- develop and apply scientific inquiry and investigative skills, including planning and experimental design
- develop and apply analytical thinking skills, including critical evaluation of experimental procedures in a chemistry context
- extend and apply problem solving skills in a chemistry context
- further develop an understanding of scientific literacy, using a wide range of resources, in order to communicate complex ideas and issues and to make scientifically informed choices

COURSE ASSESSMENT

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Component 1 — question paper 100 marks

Component 2 — project 30 marks

Total marks 130 marks

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

SKILLS FOR LEARNING, LIFE AND WORK

The Course serves to equip all learners with an understanding of the impact of chemistry on everyday life, and with the knowledge and skills to be able to reflect critically on scientific and media reports. This will also equip learners to make their own reasoned decisions on many issues within a modern society where the body of scientific knowledge and its applications and implications are ever developing.

The Course content has been selected to allow learners to study key chemical areas within situations of personal relevance using up-to-date contexts. Skills of scientific investigation, communication skills, literacy and numeracy are all developed within the Course. The Units offer opportunities for collaborative and independent learning, set within familiar and unfamiliar contexts, and for high-quality experimental work.

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

CIVIL ENGINEERING

OPEN TO S5 FOR 2 YEAR MODEL/S6 FOR 1 YEAR MODEL

FOUNDATION APPRENTICESHIP (SCQF LEVEL 6)

GLASGOW KELVIN COLLEGE OR WEST COLLEGE SCOTLAND

PUPIL ELIGIBILITY

Glasgow Kelvin College

Candidates who plan to leave school at the end of S6 with minimum of 1 or more Highers and National 5's. Essential criteria as follows:

- Achieved or working towards Higher Maths, Physics or Chemistry (A-C) by end of S6
- Achieved or working towards National 5's (A-C) by end S6

West College Scotland

You must be working towards:

- National 5 Maths and Physics
- Working towards Higher Maths & Physics by end of S6

You will be asked to provide a short personal statement on why you want to attend college and do this Foundation Apprenticeship.

ATTENDANCE PATTERN

2 Year Delivery Model - Glasgow Kelvin College

Year 1: Tuesday and Thursday (pm) August to May.
1 week in June (Mon - Fri 9.30am - 4.00pm)

Year 2 proposed attendance: Thursday all day shared between college and work experience placement.
1 week in June (Mon - Fri 9.30am - 4.00pm)

2 Year Delivery Model - West College Scotland

Year 1: Tuesday and Thursday (pm). The duration of the course is August to June

Year 2 proposed attendance: Tuesday (1:30 to 4pm) at college. Thursday all day shared between college and work experience placement.

Please note: Year 2 may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.

1 Year Model - Glasgow Kelvin College

All day Tuesday and Friday at college/All day Thursday shared between college and work placement. 1 week in June (Mon - Fri 9.30am - 4.00pm)

Please note, that unlike other options, this option is continuous attendance from August to June and may impact on other subjects attendance and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.

COURSE OUTLINE

The aim of the Foundation Apprenticeship is to provide you with the opportunity to develop the skills required by modern professional Civil Engineering Technicians and provide an insight to the many career options available. You will study the principles and practices utilised by engineers and consultancy teams working in the field of renewable energy, roads and bridges, flood alleviation, commercial buildings, marine works and environmental protection.

QUALIFICATION BREAKDOWN

Foundation Apprenticeship in Civil Engineering SCQF Level 6 - GL51 46

National Certificate (NC) in Civil Engineering

- Civil Engineering Materials
- Civil Engineering Project
- Civil Engineering Site Work
- Civil Engineering Technology
- Computer Aided Drafting: An Introduction
- Construction Site Surveying: An Introduction
- Health and Safety in the Construction Industry
- Mathematics: Craft 1
- Mechanics for Construction: An Introduction
- Mathematics for Construction Technicians
- Construction Project Management: An Introduction
- Sustainability in the Construction Industry

SVQ level 3 Site Technical Support Portfolio

- Develop and maintain working relationships of personal development
- or
- Maintain professional relationships and practice in built environment design

A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- Modern Apprenticeship in Civil Engineering or other construction technician area (SVQ Level 3)
- Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications.

Valuable resources available in school and online include:

- World of Work at www.myworldofwork.co.uk
- Planit at www.planitplus.net
- Workit at www.workit.info

COMMERCIAL VENTURES

SCQF LEVEL 3/4 OPEN TO S4/5/6 PUPILS

WEST COLLEGE SCOTLAND – PAISLEY CAMPUS

PUPIL ELIGIBILITY

You must:

- want to continue your studies in further education

ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

COURSE OUTLINE

This course is aimed at introducing you to a college environment. You will develop business and enterprise ideas whilst developing team working and problem solving skills.

The course is aimed at pupils working at National 3 or National 4.

VOCATIONAL OPTION BREAKDOWN

Please note, you will be studying 3 units at SCQF Level 3/4. This is not a Group Award:

- Enterprise Activity
- Media Production
- Team Building – College Certificate

WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- This course will allow a taste of what to expect in further education. It will give you knowledge which could assist in getting employment or alternatively a full time position on a further education course. You will work with staff from the Learner Development sector and progression to other courses in this area will be encouraged and supported. Networking, Interactive Media or Multimedia or related area of study. The level you might enter would depend on the level and relevance of your other qualifications

COMPUTER AIDED DESIGN PROFESSIONAL DEVELOPMENT AWARD (SCQF LEVEL 7) GLASGOW KELVIN COLLEGE – SPRINGBURN

PUPIL ELIGIBILITY

You must have, or are studying:

- S5 or S6 entry permitted
- Three passes at National 5 (One of which must be Design and Manufacture, Maths, Computer Science or Graphical Communications)
- Studying towards Higher Design and Manufacture or Higher Graphical Communication

ATTENDANCE PATTERN

Tuesday & Thursday afternoons
(1.30pm to 4pm).

The duration of the course is August to June

COURSE OUTLINE

The Professional Development Award (PDA) Computer Aided Design Course at Glasgow Kelvin College teaches CAD within the disciplines of mechanical engineering, civil engineering, architectural engineering and graphical design. You will become skilled in the use of Autodesk software packages, enabling you to effectively tackle complex CAD related tasks and problems. You will undertake all your studies within a purpose built CAD laboratory that contains a range of CAD associated equipment that includes 3D printers, 3D scanners and Virtual Reality equipment.

The Professional Development Award in Computer Aided Design is a nationally recognised SQA qualification specifically tailored to teach the CAD knowledge and skills required by industry.

QUALIFICATION BREAKDOWN

- CAD: 2D1
- CAD: 3D Surface and Modelling (Double Unit)
- CAD: Principles
- CAD: Visualisation, Rendering and Presentation
- CAD: Feature Based Modelling 1

WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- HNC/D Computer Aided Design
- HND Engineering programmes (with Higher Maths or Higher Physics)
- University (Subject to university entry criteria)
- Successful completion of the course will provide you with the knowledge and skills needed to seek employment as a junior CAD Technician or engineering apprentice

COMPUTER GAMES DEVELOPMENT NATIONAL PROGRESSION AWARD (SCQF LEVEL 5) WEST COLLEGE SCOTLAND

PUPIL ELIGIBILITY

You must have:

- 3 passes at National 4, 1 of which should be Maths
- Due to the competitive nature of this sector, it helps if you demonstrate a real passion for gaming and you will be asked to provide a short personal statement on why you want to attend college

ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May

COURSE OUTLINE

The National Progression Award (NPA) in Computer Games Development provides an opportunity for you to develop your knowledge and understanding of games design and games programming. Computer Gaming is an intensive course and requires you to be self-motivated, enthusiastic and prepared to study out with college. You will be working in labs that are equipped with the latest games software and hardware and foster an atmosphere conducive to creative games development.

QUALIFICATION BREAKDOWN

National Progression Award in Computer Games Development SCQF Level 5:

- Computer Games Design
- Computer Games Media Assets
- Computer Games Development

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree, in the computer games industry, computer games (Design), programmer, or related area of study. The level you might enter would depend on the level and relevance of your other qualifications
- A career in graphic design or games tester

COMPUTING SCIENCE – NATIONAL 5

PURPOSE AND AIMS OF THE COURSE

This course conveys the importance of computing science to everyday life – socially, technologically and economically. Learners will be introduced to an advanced range of computational processes and thinking.

The main aims of the Course are to enable learners to:

- develop computational thinking skills across a range of contemporary contexts
- develop knowledge and understanding of key concepts and processes in computing science
- apply skills and knowledge in analysis, design, implementation and evaluation to a range of digital solutions
- communicate computing concepts and explain computational behaviour clearly and concisely using appropriate terminology
- develop an understanding of the role and impact of computing science in changing and influencing our environment

COURSE STRUCTURE

At this level, the course covers a common core of concepts which underpin the study of computing science and explores the role and impact of contemporary computing technologies. It also includes a range of transferable skills, which opens up a wide range of career and study opportunities.

The course has four areas of study:

Software design and development

Candidates develop knowledge, understanding and practical problem-solving skills in software design and development, through a range of practical and investigative tasks using appropriate software development environments. This develops their programming and computational-thinking skills by implementing practical solutions and explaining how these programs work. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates. They are expected to analyse problems, and design, implement, test and evaluate their solutions.

Computer systems

Candidates develop an understanding of how data and instructions are stored in binary form and basic computer architecture. They gain an awareness of the environmental impact of the energy use of computing systems and security precautions that can be taken to protect computer systems.

Database design and development

Candidates develop knowledge, understanding and practical problem-solving skills in database design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test, and evaluate practical solutions, using a range of development tools such as SQL. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates.

Web design and development

Candidates develop knowledge, understanding and practical problem-solving skills in web design and development, through a range of practical and investigative tasks. This allows candidates to apply computational-thinking skills to analyse, design, implement, test and evaluate practical solutions to web-based problems, using a range of development tools such as HTML, CSS and Javascript. Tasks involve some complex features (in both familiar and new contexts), that require some interpretation by candidates.

SKILLS, KNOWLEDGE AND UNDERSTANDING

There are a number of mandatory subject skills, knowledge and understanding that will be assessed in the course. These include:

- applying aspects of computational thinking across a range of contexts
- analysing problems within computing science across a range of contemporary contexts
- designing, implementing and testing digital solutions (including computer programs)
- developing skills in computer programming and the ability to communicate how a program works

- communicating understanding of key concepts related to software design and development and information system design
- understanding of the legal implications and environmental impact of contemporary information system technologies
- applying computing science concepts and techniques to create solutions across a range of contexts

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course.

COURSE ASSESSMENT

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for a candidate to complete the course is 160 hours.

The course assessment has two components.

Component 1:

Question Paper Marks: 110

Component 2:

Assignment Marks: 50

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

2. Numeracy

2.1 Number processes 2.3 Information handling

4. Employability, enterprise and citizenship

4.2 Information and communication technology (ICT)

5. Thinking skills

5.3 Applying 5.4 Analysing and evaluating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

COMPUTING SCIENCE – HIGHER

PURPOSE AND AIMS OF THE COURSE

This course provides candidates with an understanding of the technologies and develops a wide range of practical skills that underpin our modern, digital world. The course also builds awareness of the importance of computing in meeting our needs today and for the future, in many fields including science, education, business and industry.

The course enables candidates to:

- develop and apply aspects of computational thinking in a range of contemporary contexts
- apply knowledge and understanding of advanced concepts and processes in computing science
- apply skills and knowledge in analysis, design, implementation, testing and evaluation to a range of digital solutions with some complex aspects
- communicate advanced computing concepts and explain computational behaviour clearly and concisely, using appropriate terminology
- develop awareness of current trends in computing technologies and their impact in transforming and influencing our environment and society

COURSE STRUCTURE

The course has four areas of study:

Software design and development

Candidates develop modular programming and computational-thinking skills by analysing, designing, implementing, testing, and evaluating practical solutions and explaining how these programs work. They use their knowledge of data types and constructs to create efficient programs to solve advanced problems.

Computer systems

Candidates develop their understanding of how data and instructions are stored in binary form, and factors affecting system performance. They gain an awareness of the environmental impact of intelligent systems, as well as the security risks, precautions and laws that can protect computer systems.

Database design and development

Candidates develop knowledge, understanding and advanced practical problem-solving skills in database design and development. The practical tasks use a minimum of three linked tables and implemented in SQL. Candidates analyse, design, implement, test, and evaluate practical solutions, using a range of development tools. Candidates apply interpretation skills to tasks involving some complex features in both familiar and new contexts.

Web design and development

Candidates work in a web design and development environment involving a range of practical and investigative tasks. Candidates analyse, design, implement, test, and evaluate practical solutions to web-based problems, using a range of development tools including HTML, Cascading Style Sheets (CSS) and JavaScript. Candidates apply interpretation skills to tasks involving some complex features in both familiar and new contexts.

SKILLS, KNOWLEDGE AND UNDERSTANDING

Candidates analyse problems with some complex aspects within computing science across a range of contemporary contexts:

- design, implement, test and evaluate digital solutions (including computer programs) to problems with some complex aspects across a range of contemporary contexts
- develop skills in computer programming and the ability to communicate how a program works by being able to read and interpret code

- communicate understanding of advanced concepts related to software design and development, and information system design and development, clearly and concisely, using appropriate terminology
- understand and evaluate the legal and environmental impact of contemporary computing technologies
- apply computing science concepts and techniques to create solutions across a range of contexts

COURSE ASSESSMENT

The course assessment has two components:

Component 1: question paper 110 marks
2 hours and 30 minutes

Component 2: assignment 50 marks
8 hours

SKILLS FOR LEARNING, LIFE AND WORK

This course helps candidates to develop broad, generic skills and draw from the following main skills areas:

2. Numeracy

2.1 Number processes 2.3 Information handling

4. Employability, enterprise and citizenship

4.2 Information and communication technology (ICT)

5. Thinking skills

5.3 Applying 5.4 Analysing and evaluating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

COMPUTING SCIENCE – ADVANCED HIGHER

PURPOSE AND AIMS OF THE COURSE

This course conveys the importance of computing science to everyday life – socially, technologically and economically. Learners will be introduced to an advanced range of computational processes and thinking. The aims of the Course are to enable learners to:

- understand and apply computational thinking skills across a range of computing contexts
- extend and apply knowledge and understanding of advanced concepts and processes in computing science
- apply skills and knowledge in analysis, design, development, implementation and evaluation to a range of digital solutions
- apply creative problem-solving skills across a range of contexts
- develop autonomous learning, investigative and research skills
- communicate advanced computing concepts clearly and concisely, using appropriate terminology
- develop an informed understanding of the role and impact of computing technologies

COURSE STRUCTURE

The course consists of two mandatory Units and a Course assessment. The course assessment will consist of a project and a question paper.

Software Design and Development (Advanced Higher)

This unit explores a range of advanced concepts and processes relating to software design and development, including the use of standard algorithms, structured data types and a range of programming constructs.

Information System Design and Development (Advanced Higher)

This unit explores a range of advanced concepts and processes relating to the design and development of complex information systems. Learners will develop skills in developing and implementing complex information systems through practical tasks using appropriate development tools.

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section. This course will enable pupils to:

- apply computational thinking to solve complex computing problems
- analyse complex problems within computing science across a range of contemporary contexts
- analyse, design, develop, implement, test and evaluate digital solutions (including computer programs)
- develop advanced skills in computer programming and the ability to communicate how a program works

- communicate understanding of complex concepts related to software design and development and information system design, development and management
- knowledge and understanding of the wide role and impact of contemporary computing technologies
- investigate and report on contemporary computing technologies

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course.

COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale, by addressing one or more of breadth, challenge or application.

In the Advanced Higher Computing Science Course, added value will focus on:

- challenge
- application
- breadth

Component 1 — question paper (90 Marks)

Component 2 — assignment (60 Marks)

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

2. Numeracy

2.3 Information handling

3 Health and wellbeing

3.1 Personal learning

4. Employability, enterprise and citizenship

4.2 Information and communication technology (ICT)

5. Thinking skills

5.3 Applying

5.4 Analysing and evaluating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

CONSTRUCTION CRAFTS (SCQF LEVEL 4) GLASGOW KELVIN COLLEGE

PUPIL ELIGIBILITY

There are no entry criteria for this award.
School pupils must have a genuine interest in construction when applying.

ATTENDANCE PATTERN

Tuesday & Thursday afternoons (1.30pm to 4pm).
The duration of the course is August to June

COURSE OUTLINE

The Course includes practical construction crafts units in five trade areas. It is a suitable level of entry for candidates with an aptitude for practical crafts work who could cope with demands at National 4 (General Level). You will learn a variety of skills in the trades' specific units. In addition, they will develop skills and attitudes that enhance employability, not just in the construction industry, but in employment generally.

QUALIFICATION BREAKDOWN

Skills for Work: Construction SCQF Level 4:

To achieve the course award (C218 74) the pupil must successfully achieve eight of the following units.

- Construction Crafts: Practical Copper Pipework
- Construction Crafts: Site Carpentry and Bench Joinery
- Construction Crafts: Decorative Painting
- Construction Crafts: Half-Brick Walling
- Construction Crafts: Employability Skills
- Construction Crafts: Plumbing
- Construction Crafts: Roof Tiling
- Construction Crafts: Decorative Finishes Using Waterborne Paints
- Construction Crafts: Brickwork Techniques

WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- A Modern Apprenticeship in construction (such as bricklaying) at craft or operative level. You would train on the job, on a building site or workshop, and off the job at a college or training centre.

Apprenticeships usually last for three years

- A one year full time course National Certificate (NC) or National Qualification (NQ) course, in a related area of study such as Construction Skills or Construction Crafts at a college of further education

CONSTRUCTION CRAFTS SKILLS FOR WORK (SCQF LEVEL 4 & 5) GLASGOW CLYDE COLLEGE

PUPIL ELIGIBILITY

You must have:

- 3 passes at National 4, one of which should be Maths and a Technical subject
- An interest in working in the construction industry
- Some aptitude for graphical forms of communication, as you will be required to read basic drawings.
- You are required to work independently and in a team

ATTENDANCE PATTERN

Monday, Tuesday, Wednesday (1.30pm to 4pm) and Thursday all day (9.30am to 4pm). The duration of the course is August to May.

COURSE OUTLINE

The Skills for Work (SfW) in Construction Crafts will provide you with an insight into several trades and allows you to make an informed choice regarding a career in construction. Relevant job opportunities would be joiner, bricklayer, roof tiler, painter & decorator and plasterer. This is a very practical course; you will work in a variety of workshops producing products and models to industry standards.

QUALIFICATION BREAKDOWN

You will achieve two Skills for Work qualifications:

Skills for Work: Construction SCQF Level 4:

- Employability Skills
- Half Brick Walling
- Decorative Painting
- Site Carpentry and Bench Joinery
- Plumbing
- Joinery Techniques
- Roofing
- Electrical

SCQF Level 5:

- Health & Safety & CSCS Testing

Skills for Work: Construction SCQF Level 5:

- Employability Skills • Bench Joinery
- Decorative Painting • Half Brick Walling

SCQF Level 5:

- Fabrication & Welding Engineering

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- A Modern Apprenticeship in construction (such as bricklaying) at craft or operative level. You would train on the job, on a building site or workshop, and off the job at a college or training centre. Apprenticeships usually last for three years
- A one year full time course National Certificate (NC) or National Qualification (NQ) course, in a related area of study such as Construction Skills or Construction Crafts at a college of further education

CONSTRUCTION CRAFTS SKILLS FOR WORK (SCQF LEVEL 5) WEST COLLEGE SCOTLAND

PUPIL ELIGIBILITY

You must have:

- 3 passes at National 4, 1 of which should be Maths

ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

COURSE OUTLINE

The Skills for Work (SfW) in Construction Crafts will provide you with an insight into several trades and allows you to make an informed choice regarding a career in construction. Relevant job opportunities would be joiner, bricklayer, roof tiler, painter & decorator and plasterer. This is a very practical course; you will work in a variety of workshops producing products and models to industry standards.

QUALIFICATION BREAKDOWN

Skills for Work in Construction SCQF Level 5:

- Employability Skills
- Half Brick Walling
- Decorative Painting
- Site Carpentry Bench Joinery

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

The construction sector is a major employer and significant contributor to the Scottish economy and there is a need for trainees in all trades in this diverse sector. You will have the opportunity to progress at NQ level in construction with further opportunity to continue on to HNC Construction at college.

You might go on to do:

- A Modern Apprenticeship in one of the main trades at craft or operative level. You would train on the job, on a building site or workshop, and off the job at college
- Apprenticeships usually last for three years
- A one year full time National Progression Award (NPA) in Construction at college

CONSTRUCTION MANAGEMENT HIGHER NATIONAL CERTIFICATE (SCQF LEVEL 7) GLASGOW KELVIN COLLEGE

PUPIL ELIGIBILITY

You must have:

- 2 passes at Higher, 1 of which should be Maths or English
- An interest in working in the construction industry

ATTENDANCE PATTERN

Monday and Tuesday all day. The duration of the course is August to June.

Please note, that unlike other options, this option is continuous attendance from August to June and may impact on other subjects attendance.

COURSE OUTLINE

The Higher National Certificate (HNC) Construction Management course is a unique opportunity to complete a recognised qualification within 1 year and providing you with the opportunity to progress to HND Level or University. This is an excellent course for learners in the Senior Phase of secondary school where learners can enhance their potential prospects for employment in the Construction Industry in a supervisory role.

The HNC in Construction Management is designed to provide in-depth insight into the roles, responsibilities, and duties performed by Construction Management Trainees in the Building Industry and equip you with the knowledge, understanding and skills to allow you to gain employment in the built environment sector and to progress to a higher education or professional body qualification.

QUALIFICATION BREAKDOWN

Higher National Certificate in Construction Management SCQF Level 7:

- Building Services in Large Buildings
- Building Services: Introduction
- CAD: 2D1
- Construction Materials and Specification
- Construction Site Surveying
- Construction Technology
- Construction Technology: Industrial/Commercial Superstructure
- Domestic Construction
- Health and Safety in Construction
- Site Administration
- Standard Forms of Construction Contracts
- Substructure

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- Glasgow Kelvin College has an articulation partnership with many universities to a degree in engineering
- Modern Apprenticeships in Construction
- Construction Management Trainee

Valuable resources available in school and online include:

- World of Work at www.myworldofwork.co.uk
- Planit at www.planitplus.net
- Workit at www.workit.info

CONSTRUCTION SKILLS CERTIFICATE SCHEME (SCQF LEVEL 4) WEST COLLEGE SCOTLAND – BARRHEAD VOCATIONAL FACILITIES

PUPIL ELIGIBILITY

It is essential that you have:

- A desire to work in the construction industry
- National 4 in English and Maths

ATTENDANCE PATTERN

Friday mornings (9:15am to 11am).

The duration of the course is August to December.

COURSE OUTLINE

In order to access a construction site you are required to possess a current up to date CSCS (Construction Skills Certificate Scheme) Card. CSCS was set up to help the construction industry to improve quality and reduce accidents. CSCS cards are increasingly demanded as proof of occupational competence by contractors, public and private clients and others.

This would enhance any Monday to Thursday construction course.

QUALIFICATION BREAKDOWN

CSCS SCQF Level 4:

- Health and Safety Essentials
- Introduction to Workplace Safety
- Personal Protective Equipment
- Accidents at Work
- Site Safety Documentation
- Manual Handling
- Safety Signage
- Site Welfare
- Working at Height
- Fire Prevention
- Emergency Procedures including First Aid
- Electrical Safety
- Hand Held Equipment
- Excavation and Confined Spaces

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- Passing the assessment of CSCS certificate will allow you to prove competency to work on a construction site
- Enhanced CV for apprenticeship application. Improved opportunities to secure full time construction course in College
- You might go on to do a Modern Apprenticeship in construction

CREATIVE & DIGITAL MEDIA – FOUNDATION APPRENTICESHIP (SCQF LEVEL 6) OPEN TO S5 FOR 2 YEAR MODEL / S6 FOR 1 YEAR MODEL WEST COLLEGE SCOTLAND – BARRHEAD VOCATIONAL FACILITIES OR PAISLEY CAMPUS

PUPIL ELIGIBILITY

West College Scotland

2 year Model:

You must be working towards:

- National 5 English
- Progression to a Higher English by S6
- You should have an appreciation of different technologies, alongside general knowledge and soft skills, including the capacity to work efficiently and in teams

1 Year Model:

You must be:

- Working towards Higher English by end of S6
- Able to demonstrate an interest in creative subjects
- You should have an appreciation of different technologies, alongside general knowledge and soft skills, including the capacity to work efficiently and in teams

You will be asked to provide a short personal statement on why you want to attend college and do this Foundation Apprenticeship.

ATTENDANCE PATTERN

1 Year Model - West College @ Vocational Facilities Barrhead

Monday, Tuesday, Wednesday and Thursday (1:30pm to 4pm) from August to November

2 afternoons at College (Monday, Tuesday or Wednesday 1:30pm to 4pm) and a full day work placement from November to June

Please note: may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.

2 Year Model

Year 1 - Tuesday & Thursday afternoons at college (1.30pm to 4.00pm). The duration of the course is August to June.

Year 2 – 1 afternoon at college (1.30pm to 4.00pm) and a full day work placement. The duration of the course is August to June

Please note: Year 2 may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.

COURSE OUTLINE

The aim of the Foundation Apprenticeship is to provide you with the opportunity to develop the skills required by the Creative and Digital Media industry for pupils in S5 and S6. You will gain knowledge units that will develop an understanding of the technologies, processes and practices used within the Creative Industries.

QUALIFICATION BREAKDOWN

Foundation Apprenticeship in Creative and Digital Media SCQF Level 6 - GM69 46:

National Progression Award (NPA) in Creative and Digital Media: Technologies, Processes and Practices

- Creative Industries: An Introduction – Scotland
- Creative Industries: Understanding a Creative Brief
- Media: Understanding the creative process
- Storytelling for the Creative Industries

Diploma in Creative Digital Media

- Work effectively with others in the Creative Industries
- Ensure Your Own Actions Reduce Risks to Health and Safety
- Communicating Using Digital Marketing/Sales Channels
- Use Digital and Social Media in Marketing Campaigns

A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.

WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Modern Apprenticeship
- Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree.

The level you might enter would depend on the level and relevance of your other qualifications

Valuable resources available in school and online include:

- World of Work at www.myworldofwork.co.uk
- Planit at www.planitplus.net
- Workit at www.workit.info

CREATIVE BEAUTY SKILLS WITH HAIR STYLING (SCQF LEVEL 4) GLASGOW CLYDE COLLEGE – CARDONALD CAMPUS

PUPIL ELIGIBILITY

You must:

- have a keen interest in beauty therapy and make-up artistry
- enjoy working as part of a team and have a creative flair

You are required to work on each other and must be prepared to remove make up to have make up reapplied and participate in skin care.

ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

COURSE OUTLINE

Studying at Glasgow Clyde College will ensure you experience a broad introduction to this area of study. Practical and theory sessions are designed to ensure you develop both vocational skills and the underpinning knowledge and understanding required. Practical experience will include working on classmates to practice and perfect a range of skills including skin cleansing and brow shaping, Day and Fantasy Make Up application, artistic design for the nails and face. In addition, candidates will learn hair styling techniques to complement the looks created. Written work will include workbooks, short tests, projects, portfolio production and home study. Emphasis throughout all units is on the employability skills and attitudes which will help to prepare you for the workplace.

QUALIFICATION BREAKDOWN

**National Progression Award in Beauty Skills
SCQF Level 4:**

Mandatory Units:

- Beauty Skills: An Introduction
- Cosmetology: Make-Up Artistry
- Creative Nail Finishes to Hand and Feet

Optional Units

- Fantasy Make Up
- Long hair design

To achieve the NPA Group Award you must successfully complete the three mandatory units listed, (although you will study both the optional units in addition).

WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- A full time NC in Beauty Therapy at a local college of further education which can progress to Higher National Certificate & Higher National Diploma in Beauty Therapy or Make Up Artistry
- After training you can be employed in a beauty salon, spa, cruise ship or nail bar

CYBER SECURITY (SCQF LEVEL 6) GLASGOW CLYDE COLLEGE – CARDONALD CAMPUS

PUPIL ELIGIBILITY

You must have:

- 3 passes at National 5, 1 of which should be Maths
- a clear interest in the subject area

ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm).

COURSE OUTLINE

This National Progression Award (NPA) in Cyber Security provides foundation knowledge and skills in data security, digital forensics and ethical hacking – providing a skills pipeline into the Cyber Security industry. The course is designed to raise awareness of Cyber Security and fill the current skills gap in this field. You will be taught how to improve your cyber hygiene and resilience, and enable you to identify security vulnerabilities safely, legally and ethically. It will also help you to contribute more safely to virtual communities. The award will provide you with the tools to become knowledgeable, skilled and aware of the potential misuses of, and unauthorised access to, computer systems but who use these competences for legal and ethical purposes

QUALIFICATION BREAKDOWN

National Progression Award in Cyber Security SCQF level 6:

- Data Security
- Ethical Hacking
- Digital Forensics

WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree, in Digital Media, Information Technology, Computing, Computer Games (Development), Computer Networking, Interactive Media or Multimedia or related area of study. The level you might enter would depend on the level and relevance of your other qualifications

DESIGN & MANUFACTURE – NATIONAL 5

PURPOSE AND AIMS OF THE COURSE

The Course provides a broad practical introduction to design, materials and manufacturing processes. It provides opportunities for learners to gain skills in both designing and in communicating design proposals. It allows learners to consider the various factors that impact on a product's design. It will consider the life cycle of a product from its inception through design, manufacture and use, including its disposal or re-use.

The aims of the Course are to enable learners to develop:

- skills in design and manufacturing models, prototypes and products
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design and manufacturing technologies on our environment and society

COURSE STRUCTURE

The National 5 Design and Manufacture course allows candidates to develop knowledge and skills enabling them to appreciate, contribute and adapt to the diverse opportunities offered in manufacturing industries.

The course comprises two areas of study:

Design

Candidates study the design process from brief to design proposal. This helps them develop skills in initiating, developing, articulating, and communicating design proposals. They gain an understanding of the design/make/test process and the importance of evaluating and resolving design proposals on an on-going basis. Candidates also develop an understanding of the factors that influence the design of products.

Manufacture

Candidates study the manufacture of prototypes and products. This helps them develop practical skills in the design/make/test process. They gain an appreciation of the properties and uses of materials, as well as a range of manufacturing processes and techniques, allowing them to evaluate and refine design and manufacturing solutions. Candidates also gain an understanding of commercial manufacture.

SKILLS, KNOWLEDGE AND UNDERSTANDING

There are a number of mandatory subject skills, knowledge and understanding that will be assessed in the course. These include:

This course will enable pupils to:

- evaluating existing products using a range of research techniques
- applying a range of idea generation techniques
- writing a simple specification with some aspects of complex detail
- applying a range of creative design skills when refining and resolving straightforward product design tasks
- using graphic techniques and a range of simple modelling and manufacturing techniques to visually represent design ideas and solutions in simple, straightforward and some new contexts
- planning a simple manufacturing process and selecting and using a range of tools
- selecting and using equipment, software and materials in designing, making and testing models, prototypes and products
- evaluation of their own design proposals and associated manufacturing practicalities, and applying suggestions for improvement
- knowledge and understanding of the impact of a range of design and manufacturing technologies on our environment and society
- knowledge and understanding of a range of factors that influence the design and manufacture of artefacts and products
- knowledge and understanding of a range of manufacturing processes and the properties and uses of materials

COURSE ASSESSMENT

The course assessment will consist of three Components:

Component 1 Question paper

The question paper has 80 marks out of a total of 180 marks available for the course assessment.

Component 2 Assignment – Design

This design assignment has 55 marks out of a total of 180 marks available for the course assessment. It assesses the application of design skills to develop a proposal to a set brief. The proposal is then manufactured as evidence for the assignment – practical.

Component 3 Assignment – Practical

This practical assignment has 45 marks out of a total of 180 marks available for the course assessment. It assesses the application of practical skills to manufacture the proposal developed in the assignment – design.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners are expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

2. Numeracy

2.2 Money, time and measurement

4. Employability, enterprise and citizenship

4.4 Enterprise

5. Thinking skills

5.2 Understanding

5.3 Applying

5.4 Analysing and evaluating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

DESIGN & MANUFACTURE – HIGHER

PURPOSE AND AIMS OF THE COURSE

The main purpose of the course is to allow candidates to develop the skills and knowledge associated with designing and manufacturing.

Candidates study the lifecycle of products from their inception through design, manufacture, and use, including their disposal and/or re-use. It helps candidates to appreciate the impact commercial manufacture has on design and the need for balance and compromise when developing successful commercial products.

Candidates develop:

- research skills
- skills in designing products
- knowledge and understanding of materials and commercial manufacture
- knowledge and understanding of design factors
- an understanding of the impact of design and manufacturing technologies on society, the environment and the world of work

COURSE STRUCTURE

The course has two areas of study:

Design

Candidates study the design process from brief to design proposal. Candidates develop skills in initiating, developing, articulating and communicating design proposals. Candidates explore and refine design proposals using the design/make/test process and by applying knowledge of materials, processes and design factors to reach a viable solution. Candidates develop an understanding of the iterative nature of the design process. Candidates also develop an understanding of the factors that influence the design, marketing and use of commercial products.

Manufacture

Candidates study the manufacture of commercial products. They develop knowledge of materials, manufacturing and production processes and strengthen their understanding of how these influence the design of products. This provides candidates with the knowledge and understanding required to develop a viable design proposal for a commercial product and to plan its production.

Integrating the two areas of study is fundamental to delivering the course successfully. It helps candidates to understand the relationship between designing products and manufacturing products and it helps them to see how this connection influences a product's lifecycle.

By combining the study of design with the study of manufacturing, candidates also learn to appreciate the impact design and manufacturing technologies have on society, the environment and the world of work.

SKILLS, KNOWLEDGE AND UNDERSTANDING

Candidates will learn skills and knowledge in:

- researching and evaluating existing product types
- selecting and using a range of research techniques and evaluating their usefulness
- selecting and applying a range of idea-generation techniques
- writing a detailed specification based on research
- applying a range of creative design skills when refining and resolving product design tasks that cover key design challenges
- selecting and using graphic techniques to visually represent design solutions, justifying the choice of techniques
- selecting, using, and evaluating a range of simple modelling and manufacturing techniques to represent design ideas in three dimensions
- planning the manufacture of a commercial product and analysing its effectiveness
- selecting and using a range of tools, equipment, software and materials for designing, making and testing models and prototypes
- evaluating personal design proposals and associated manufacturing practicalities, and applying suggestions for improvement
- developing broad knowledge and understanding of the impact of a range of design and manufacturing technologies on our environment and society
- critically evaluating a range of factors that influence the design and manufacture of products
- developing knowledge and understanding of a broad range of industrial and commercial manufacturing processes and the properties and uses of materials

COURSE ASSESSMENT

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for candidates to complete the course is 160 hours.

The course assessment has two components

Component 1: question paper 80 marks
2 hour and 15 minutes

Component 2: assignment 90 marks
In class – extended period of time.

SKILLS FOR LEARNING, LIFE AND WORK

This course helps candidates to develop broad, generic skills. These skills are based on SQA's Skills Framework: *Skills for Learning, Skills for Life and Skills for Work* and draw from the following main skills areas:

2. Numeracy

2.2 Money, time and measurement

4. Employability, enterprise and citizenship

4.4 Enterprise

5. Thinking skills

5.3 Applying 5.4 Analysing and evaluating 5.5 Creating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

DESIGN & MANUFACTURE – ADVANCED HIGHER

PURPOSE AND AIMS OF THE COURSE

The Course provides a broad and practical experience in design and manufacturing and builds on the experience, knowledge and skills which learners will have acquired in the Higher Design and Manufacture Course.

The aims of the Course are to enable learners to:

- develop understanding and skills in the processes of designing for the manufacture of products
- develop and apply an understanding of the factors which influence thinking for product design and manufacturing activities
- develop a critical and visual awareness associated with requirements for user interface and product detailing
- develop independence in learning and enquiry skills in the context of problem solving in designing and manufacturing
- develop economic, social and environmental awareness of the implications of a product's design

COURSE STRUCTURE

The Course is made up of three mandatory Units.

Design and Manufacture: Product Analysis (Advanced Higher)

This unit will require learners to carry out an analysis of the performance and production of a product or suitable item. Learners should consider the design and record its functional requirements, operation and use. Learners will consider the relationships between form and function, and the impact of the design in terms of environment, aesthetics, user interface, and socio-economic factors.

Design and Manufacture: Product Development (Advanced Higher)

This unit allows learners to critically explore and consider design and manufacturing aspects of an existing commercial product. Learners will consider modifications that might be made to such products and seek opportunities for designing and communicating improvements.

Design and Manufacture: Product Evolution (Advanced Higher)

The Unit allows learners to explore the historical factors which have influenced the design, development and manufacture of a commercial product in terms of the influences of technology, materials, trend, and policy, considering how these have directed and influenced its evolution.

SKILLS, KNOWLEDGE AND UNDERSTANDING

There are a number of mandatory subject skills, knowledge and understanding that will be assessed in the course. These include:

- analysing often complex aspects and activities which surround and support commercial product design and manufacture in developing, synthesising and presenting effective proposals
- exploring contemporary techniques for three-dimensional visualisation of solutions in product design and manufacturing activities
- applying a range of techniques for visualising, modelling, testing and evaluating design proposals
- developing skills, techniques and strategies for communicating ideas appropriate to a range of audiences and users
- developing knowledge and understanding of the role of product design and manufacturing in contributing to a global economy
- developing a critical understanding of factors which influence and support commercial product development — past, present and future
- applying ethical, social, and environmental considerations in the decision-making process of product design and development
- planning, managing and undertaking a significant design and manufacture project

COURSE ASSESSMENT

The Course assessment will consist of two Components: an assignment and a question paper.

Component 1 — assignment

The purpose of the assignment is to assess the learner's ability to apply skills, knowledge and understanding to solve a design task in a given context. It assesses the learner's ability to communicate, generate and refine ideas and apply practical skills in producing a potential solution.

Design skills (50% of assignment marks) Learners will produce a folio covering; design ideas, development, communication and evaluation.

Practical skills (50% of assignment marks) Learners will produce a prototype in order to evaluate their solution to the assignment task.

Component 2 — question paper

The purpose of the question paper is to assess the learner's ability to retain and integrate knowledge and understanding from across the Course.

The question paper will have 60 marks out of a total of 150 marks. This is 40% of the overall marks for the Course assessment.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners are expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

2 Numeracy

- 2.2 Money, time and measurement
- 2.3 Information handling

4 Employability, enterprise and citizenship

- 4.2 Information and communication technology (ICT)

5 Thinking skills

- 5.4 Analysing and evaluating
- 5.5 Creating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

DIGITAL FUTURE HOMES – SCQF LEVEL 4

WEST COLLEGE SCOTLAND VOCATIONAL FACILITIES

@ BARRHEAD HIGH SCHOOL

PUPIL ELIGIBILITY

You must:

- Have a genuine interest in building services and enjoy working as part of a team
- Not be registered colour blind

ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1:30pm to 4pm). The duration of the course is August to May.

COURSE OUTLINE

The Digital Future Homes course will provide you with the opportunity to develop basic practical skills necessary to work within the building services industry, in particular within the domestic electrical installation, plumbing and heating sectors. You will gain experience in the specific skills involved in the installation of electricity, plumbing and heating systems. In addition, you will learn how to integrate new digital control and monitoring systems operated by Amazon Echo, Google home or similar into new and existing homes. You will gain an overview and an awareness of the skills required by employers within this industry. The inclusion of digital home technology will give you a good understanding of new innovations within the home technology market. You will design and build a digital future home electrical, plumbing and heating installation.

QUALIFICATION BREAKDOWN

- West College Scotland Certificate in Digital Future Homes (SCQF 4)
- IOSH Working Safely

WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

This course will reflect what to expect in the building services sector including skilled job roles such as electrician, plumber and gas technician. You will gain knowledge which could assist in getting a Modern Apprenticeship position within the building services industry or alternatively a full time position on a further education course.

DRAMA – NATIONAL 5

PURPOSE AND AIMS OF THE COURSE

National 5 Drama provides opportunities for learners to develop skills creating and presenting drama. This Course focuses on the development and use of a range of drama skills and production skills to present drama. This Course is practical and experiential.

The aims of the Course are to enable learners to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of a range of social and cultural influences on drama
- develop a range of skills in presenting drama
- develop knowledge, understanding and the use of a range of production skills when presenting drama
- explore form, structure, genre and style

COURSE STRUCTURE

The Course uses an integrated approach to learning which develops practical skills as well as knowledge and understanding of drama. As learners develop their creating skills, they will also learn how to use a range of drama skills. They will experiment with presenting through portrayal of character and by using a range of production skills. Through creating and presenting drama, evaluation skills will also be developed as learners evaluate their own skills and progress, and that of other learners. Learners will also consider cultural values, identities and ideas which influence drama.

During this course, learners will explore and develop a range of drama skills and ways of communicating thoughts and ideas to an audience. They will develop a range of skills as an actor. They will learn how to respond to stimuli, including text. They will also learn how to develop portrayal of character in a range of ways and develop knowledge and understanding of form, structure, genre and style when creating and presenting drama. Learners will develop knowledge and understanding of social and cultural influences on drama. They will also learn how to evaluate their own progress and that of other learners.

Learners will also develop a range of production skills. They will use these skills to enhance drama when presenting. Learners will use problem-solving skills in order to generate ideas for presenting drama.

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

- responding to stimuli, including text, when creating drama
- working with others to share and use drama ideas
- developing awareness of social and cultural influences when creating drama
- exploring drama form, structure, genre and style
- gaining knowledge and understanding a range of production skills
- using a range of drama and production skills when presenting
- using evaluative skills within the creative process

COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

Learners will draw on, extend and apply the skills they have learned during the Course. They will be assessed through a performance and a question paper.

The performance will involve creating and presenting a drama.

The question paper will require demonstration of a depth of knowledge and understanding from the Course in the form of one textual analysis and one performance analysis.

The question paper adds value by requiring integration and application of knowledge and skills from across the Units.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

1 Literacy

1.3 Listening and talking

3 Health and wellbeing

3.1 Personal learning

4 Employability, enterprise and citizenship

4.3 Working with others

5 Thinking skills

5.3 Applying

5.4 Analysing and evaluating

5.5 Creating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

DRAMA – HIGHER

PURPOSE AND AIMS OF THE COURSE

Higher Drama provides opportunities for candidates to develop skills creating and presenting drama. The Course focuses on the development and use of complex drama and production skills.

This Course is practical and experiential. The aims of the Course are to enable candidates to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of the social and cultural influences on drama
- develop complex skills in presenting and analysing drama
- develop knowledge and understanding of complex production skills when presenting drama
- explore form, structure, genre and style

Candidates will develop practical skills creating and presenting drama. They will also develop knowledge and understanding of cultural and social influences on drama. Candidates will analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. Candidates will develop critical thinking skills as they explore and develop complex drama and production skills.

COURSE STRUCTURE

The course has an integrated approach to learning, giving candidates the opportunity to develop practical and evaluative skills, as well as knowledge and understanding of drama and its influences.

Candidates explore and develop a range of complex drama skills and approaches to communicating thoughts and ideas to an audience. They explore acting skills by developing and portraying a range of characters.

They learn how to respond to stimuli, including text, and develop knowledge, understanding and practical experience of form, structure, genre and style when creating and presenting drama.

Candidates generate ideas for presenting text using production areas. They explore and develop practical skills in a range of complex production areas. They apply these skills to enhance the presentation of text.

Candidates develop knowledge and understanding of historical, social, cultural and theatrical influences on drama. They learn how to evaluate their own progress and the progress of others.

Candidates also consider the influence that cultural values, identities and ideas have on drama.

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

- responding to stimuli, including text, when creating drama
- working with others to share and use drama ideas
- developing knowledge and understanding of social and cultural influences when creating drama
- exploring drama form, structure, genre and style

- gaining knowledge and understanding of complex production skills
- applying complex drama and production skills when presenting
- applying evaluative skills within the creative process

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level.

COURSE ASSESSMENT

The Course assessment will consist of two Components: a performance and a question paper.

Component 1 – Question Paper 50 marks
40% of the marks

The question paper has three sections:

section 1: theatre production: text in context (extended-response questions)

section 2: theatre production: application (structured questions)

section 3: performance analysis (extended-response questions)

For sections 1 and 2, candidates must answer on their selected text. For section 3, candidates must answer on a performance they have seen using a different text from that used in sections 1 and 2.

Component 2 – Performance 60 marks
60% of the marks

The performance allows candidates to draw on, extend and apply the skills, knowledge and understanding they have learned during the course. The performance assesses candidates' preparation and performance of a textual extract from a full-length play. Candidates are assessed in an acting or directing or design role.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that candidates will develop broad, generic skills through this Course. The skills that candidates will be expected to improve on and develop through the Course are based on SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

1. Literacy

1.3 Listening and talking

3. Health and wellbeing

3.1 Personal learning

4. Employability, enterprise and citizenship

4.3 Working with others

5. Thinking skills

5.3 Applying

5.4 Analysing and evaluating

5.5 Creating

DRAMA – ADVANCED HIGHER

PURPOSE AND AIMS OF THE COURSE

The Advanced Higher Drama Course allows learners to explore both the practical and analytical aspects of the subject. It provides opportunities for learners to develop skills through practical aspects of theatre, the creative exploration of the art of theatre and its forms and practices.

The aims of the Course are to enable learners to:

- develop autonomy and independent thinking skills
- develop skills in performing within their chosen area of acting, directing or design
- develop individual creativity when applying skills in problem solving, analysis and evaluation
- analyse current theatrical performance
- develop analytical skills in the interpretation of texts
- develop knowledge and understanding of theatre practice and key practitioners
- develop knowledge and understanding of social and cultural influences on drama

COURSE STRUCTURE

The Course has an integrated approach to learning, with a mix of practical learning and exploration of theatre practice. The Course allows learners to further develop and apply skills in their acting/directing/design roles to make a creative and coherent theatrical statement.

Drama Skills (Advanced Higher)

This unit will focus on learners developing their knowledge of methodologies, theatre practices and texts to progress their devising skills. Their knowledge and skills will be informed by the work of a key theatre practitioner. Learners will independently create a devised drama production. This will explore how meaning can be communicated to an audience through practical realisation of their own theatrical concepts. Learners will also evaluate the effectiveness of their concepts.

Drama: Production Skills (Advanced Higher)

In this unit, learners will focus on a study of a key theatre practitioner, and explore in depth the influences on and the theory and practice of their chosen practitioner. They will explore and analyse key productions that reflect their acting or directing or design methodologies through both research and practical experimentation. Learners will take on the role of the actor or director or designer in the exploration of a textual extract.

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment.

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

- interpreting the historical, social and cultural contexts of complex drama texts
- analysing and interpreting the role and craft of the actor, director, and designer
- working independently to produce a theatrical concept
- applying skills in performing and directing and design

- creating and presenting their own theatrical concepts
- investigating how meaning can be communicated to an audience
- using a range of complex creative problem solving, planning and evaluation skills within the creative process
- exploring and investigating the influence, theory and practice of key theatre practitioners
- analysing and evaluating the impact of key productions by theatre practitioners

COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

Learners will draw on, extend and apply the skills they have learned during the Course. They will be assessed through a performance and a question paper.

The performance will involve creating and presenting a drama.

The question paper will require demonstration of a depth of knowledge and understanding from the Course in the form of one textual analysis and one performance analysis.

The question paper adds value by requiring integration and application of knowledge and skills from across the Units.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

1. Literacy

1.3 Listening and talking

3. Health and wellbeing

3.1 Personal learning

4. Employability, enterprise and citizenship

4.3 Working with others

5. Thinking skills

5.4 Analysing and evaluating

5.5 Creating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

EARLY EDUCATION AND CHILDCARE SKILLS FOR WORK 4 (SCQF LEVEL 4) GLASGOW CLYDE COLLEGE

PUPIL ELIGIBILITY

You must have:

- English National 4

ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

COURSE OUTLINE

The Skills for Work (SfW) in Early Education and Childcare course at Glasgow Clyde College can offer you an introduction to the basic knowledge and skills required to prepare you for further study leading to potential employment in the early education and childcare sector. The course is designed as an introduction to Early Education and Childcare at National 4 level and will help you understand some of the demands and responsibilities for working in this sector.

QUALIFICATION BREAKDOWN

Skills for Work: Early Education and Childcare SCQF Level 4:

- Child Development
- Play
- Care of Children
- Working in Early Education and Childcare

Please note that there is no placement attached to this course.

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- A Modern Apprenticeship in Childcare or Early Years Care and Education, leading to a Scottish Vocational Qualification (SVQ) Levels 2 to 4 in Children's Care, Learning and Development. You would train on the job in a nursery and off the job (usually one day a week) at a college or training centre. Apprenticeships usually last for two years
- A one year full time National Certificate (NC) or National Qualification (NQ) course in Early Education and Child Care at a local college of further education
- A one year full time higher education course, such as a Higher National Certificate (HNC) in Early Education and Childcare. You may be able to progress to a Nursery Manager post once you have achieved a degree or equivalent in Childhood Practice

EARLY EDUCATION AND CHILDCARE (SCQF LEVEL 5) GLASGOW CLYDE COLLEGE – CARDONALD CAMPUS

ENTRY REQUIREMENTS

You must have or be working towards:

- English National 5

ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

COURSE OUTLINE

The Skills for Work (SfW) in Early Learning and Childcare Level 5 course at Glasgow Clyde College can offer you an introduction to the knowledge and skills required to prepare you for further study leading to potential employment in the Early Learning and Childcare sector. The course is designed as an introduction to Early Education and Childcare at National 5 level and will help you understand some of the demands and responsibilities for working in this sector.

QUALIFICATION BREAKDOWN

Skills for Work: Early Education and Childcare SCQF Level 5:

This course is a group award and consists of 4 units at National 5 level which will cover a broad range of issues in each area of the units listed:

Mandatory Units:

- Development and Wellbeing of Children and Young People
- Play in Early Learning and Childcare
- Working in Early Learning and Childcare

You will also complete one optional unit which will be chosen by the college:

- Contemporary Families
- Care and Feeding of Children and Young People
- Introduction to First Aid
- Children and Young People: Rights and Protection

Please note that there is no placement element attached to this course

WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

This may lead to further vocational training and/or potential employment within certain posts in the childcare sector.

You might go on to:

- A Modern Apprenticeship in Childcare or Early Years Care and Education, leading to a Scottish Vocational Qualification (SVQ) Levels 2 to 4 in Social Services: Children and Young People. You would train on the job in a nursery and off the job (usually one day a week) at a college or training centre. Apprenticeships usually last for two years SVQ Level's 2 – 4 in Early Years Level 6 Early Education and Childcare course at college, dependent upon achieving the required Nat 5's, one must be English, and satisfactory outcome of college interview
- HNC level 7 Early Education and Childcare at college. The level you might enter would depend on the level and relevance of your other qualifications
- On gaining employment, further possible progression onto level 8 Professional Development Award as well as degree level study at level 9

ENGINEERING SYSTEMS

FOUNDATION APPRENTICESHIP (SCQF LEVEL 6)

OPEN TO S5 FOR 2 YEAR MODEL / S6 FOR 1 YEAR MODEL

GLASGOW KELVIN COLLEGE OR WEST COLLEGE SCOTLAND

PUPIL ELIGIBILITY

Glasgow Kelvin College

Candidates intending to leave school at the end of S6 with minimum of 1 or more Highers and National 5's. Essential criteria as follows:

- Achieved or working towards Higher Maths, Physics or Chemistry (A-C) by end of S6
- Achieved or working towards National 5's (A-C) by end S6

West College Scotland

You must be working towards:

- National 5 Maths and Physics
- Progression to Higher Maths in S6

You will be asked to provide a short personal statement on why you want to attend college and do this Foundation Apprenticeship.

ATTENDANCE PATTERN

2 Year Model – Glasgow Kelvin College

Year 1: Tuesday and Thursday (pm). 1 week in June (Mon - Fri 9.30am - 4.00pm)

Year 2: Two days per week shared between college and work experience placement. 1 week in June (Mon - Fri 9.30am - 4.00pm)

2 Year Model - West College Scotland

Year 1: Tuesday & Thursday afternoons at college (1:30pm to 4.30pm). The duration of the course is August to June

Year 2 - Tuesday & Thursday afternoons at college (1.30pm to 4.30pm) and a full day work placement. The duration of the course is August to June.

Please note: Year 2 may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.

1 Year Model - Glasgow Kelvin College

All day Tuesday and Friday at college/All day Thursday shared between college and work placement. 1 week in June (Mon - Fri 9.30am - 4.00pm)

Please note, that unlike other options, this option is continuous attendance from August to June and may impact on other subjects attendance and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.

COURSE OUTLINE

The aim of the Foundation Apprenticeship is to provide you with the opportunity to develop the skills and knowledge to enter into a career in Engineering. You will gain vocational qualifications that combine sector-specific skills alongside the knowledge that underpins these skills in a workplace setting.

QUALIFICATION BREAKDOWN

Foundation Apprenticeship in Engineering Systems SCQF Level 6 - GL51 46:

NC Engineering Systems SCQF L6

- Communication
- Engineering: Applying Information Technology
- Mathematics: Technician 1
- Mechanical Engineering Principles L6
- Engineering Systems
- Engineering Materials
- Graphical Engineering Communication
- Electrical Principles
- Electrical Principles
- Health and safety: Engineering
- Pipework systems
- Mechanical Engineering Principles L5

SVQ2 in Performing Engineering Operations SCQF L5 (part of)

- Working Efficiently and Effectively in Engineering
- Complying with statutory regulations and organisational safety requirements
- Using and interpreting engineering data and documentation
- Wiring and testing electrical equipment and circuits
- Forming and assembling electrical cable enclosure and support systems

A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- Modern Apprenticeship • Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications.

Valuable resources available in school and online include:

- World of Work at www.myworldofwork.co.uk
- Planit at www.planitplus.net
- Workit at www.workit.info

ENGLISH – NATIONAL 5

PURPOSE AND AIMS OF THE COURSE

The main purpose of the Course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language.

As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

Building on literacy skills, the Course develops understanding of the complexities of language, including through the study of a wide range of texts. The Course develops high levels of analytical thinking and understanding of the impact of language.

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop the ability to:

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, including Scottish texts, as appropriate to purpose and audience in the contexts of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- apply knowledge and understanding of language

COURSE STRUCTURE

The course consists of four components:

Component 1: Reading for Understanding, Analysis and Evaluation. This is externally assessed in the form of answering questions from a nonfiction text.

Component 2: Critical Reading. This is externally assessed and requires candidates to answer questions on a printed excerpt of their Scottish text and answer a further question on one or more of the set texts by the prescribed author. Pupils also write a critical essay based on the literature they have studied throughout the course.

Component 3: Portfolio of Writing. This is externally assessed. Pupils are required to produce two extended pieces of writing, one broadly creative, the other broadly discursive. The Portfolio is produced within agreed time limits for completion and is sent to the SQA for external marking in March of the academic year.

Component 4: Performance – Spoken Language. This is internally assessed as either Achieved/Not Achieved. Assessment of this aspect of the course takes into consideration pupils' contribution to talking and discussion activities throughout the course as well as formal assessment of either group or individual talk.

The structure of the course enables learners to focus on the skills required to understand and use language and to integrate listening, talking, reading and writing skills across all four components. All skills developed within English are transferable to each aspect of the course.

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section. This covers:

- listening, talking, reading and writing skills, as appropriate to purpose and audience
- understanding, analysing and evaluating detailed texts, as appropriate to purpose and audience in the contexts of literature, language and media – texts studied must include Scottish texts
- creating and producing detailed texts, as appropriate to purpose and audience in a range of contexts
- knowledge and understanding of language

The Course enables learners to communicate, be critical thinkers, develop cultural awareness and be creative.

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course.

Skills: Analysis and Evaluation

Through the study of detailed texts in the contexts of literature, language or media, learners will use their listening and reading skills to provide evidence of understanding, analysis and evaluation, as appropriate to purpose and audience.

Skills: Creating and Production

Learners will be required to provide evidence of their talking and writing skills to create and produce detailed texts in a chosen context. Learners will be required to demonstrate technical accuracy in written texts.

COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the National 5 English Course, added value will focus on:

- challenge
- application

Learners will provide evidence of their reading and writing skills, and their ability to understand and use English language. The Course assessment will take the form of a portfolio through which learners will demonstrate their writing skills and a question paper through which learners will demonstrate their reading skills. Learners will answer at least one question on a Scottish text.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These are built into the Course where there are appropriate opportunities.

1. Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

5. Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

ENGLISH – HIGHER

PURPOSE AND AIMS OF THE COURSE

The main purpose of the Course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing in order to understand and use language.

As learners develop their literacy skills, they will be able to process information more easily, apply knowledge of language in practical and relevant contexts, and gain confidence to undertake new and more challenging tasks in a variety of situations.

Building on literacy skills, the Course develops understanding of the complexities of language, including through the study of a wide range of texts. The Course develops high levels of analytical thinking and understanding of the impact of language.

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop the ability to:

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, including Scottish texts, as appropriate to purpose and audience in the contexts of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- apply knowledge and understanding of language

COURSE STRUCTURE

The course consists of four components:

Component 1: Reading for Understanding, Analysis and Evaluation. This is externally assessed in the form of answering questions from two nonfiction texts which are thematically linked. At Higher English pupils are required to answer questions on the first text and then compare and contrast this with the second text.

Component 2: Critical Reading. This is externally assessed and requires candidates to answer questions on a printed excerpt of their Scottish text and answer a further question on one or more of the set texts by the prescribed author. Pupils also write a critical essay based on the literature they have studied throughout the course.

Component 3: Portfolio of Writing. This is externally assessed. Pupils are required to produce two extended pieces of writing, one broadly creative, the other broadly discursive. The Portfolio is produced within agreed time limits for completion and is sent to the SQA for external marking in March of the academic year.

Component 4: Performance – Spoken Language. This is internally assessed as either Achieved/Not Achieved. Assessment of this aspect of the course takes into consideration pupils' contribution to talking and discussion activities throughout the course as well as formal assessment of either group or individual talk.

The structure of the course enables learners to focus on the skills required to understand and use language and to integrate listening, talking, reading and writing skills across all four components. All skills developed within English are transferable to each aspect of the course.

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section. This covers:

- listening, talking, reading and writing skills, as appropriate to purpose and audience
- understanding, analysing and evaluating detailed and complex texts, as appropriate to purpose and audience in the contexts of literature, language and media — texts studied must include Scottish texts
- creating and producing detailed and complex texts, as appropriate to purpose and audience in a wide range of contexts
- knowledge and understanding of language

The Course enables learners to communicate, be critical thinkers, develop cultural awareness and be creative.

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course.

The assessment of the Units in this Course will be as follows.

English: Analysis and Evaluation (Higher)

Through the study of detailed and complex texts in the contexts of literature, language or media, learners will use their listening and reading skills to provide evidence of understanding, analysis and evaluation, as appropriate to purpose and audience.

English: Creation and Production (Higher)

Learners will be required to provide evidence of their talking and writing skills to create and produce detailed and complex texts in a chosen context. Learners will be required to demonstrate technical accuracy in written texts.

COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the Higher English Course, added value will focus on:

- challenge
- application

Learners will provide evidence of their reading and writing skills, and their ability to understand and use English language. The Course assessment will take the form of a portfolio through which learners will demonstrate their writing skills and a question paper through which learners will demonstrate their reading skills. Learners will answer at least one question on a Scottish text.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

1. Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

5. Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

ENGLISH – ADVANCED HIGHER

PURPOSE AND AIMS OF THE COURSE

The main purpose of the Course is to provide learners with the opportunity to apply critical, analytical and evaluative skills to a wide range of complex and sophisticated texts from different genres. Learners will develop sophisticated writing skills, responding to the way structure, form and language shape the overall meaning of texts.

The Course provides personalisation and choice for learners by allowing them to choose to develop skills in different types of writing, and by developing their awareness of the relationship between text and context in the analysis and evaluation of literary texts.

The Course aims to provide opportunities for learners to develop the ability to:

- critically analyse and evaluate a wide range of complex and sophisticated literary texts, as appropriate to purpose and audience
- apply critical, investigative and analytical skills to a literary topic of personal interest
- create a range of complex and sophisticated texts, as appropriate to different purposes and audiences

Learners will apply knowledge and understanding of complex language in a wide range of contexts and use creative and critical thinking to synthesise ideas and arguments. The Course also develops high levels of analytical thinking and understanding of the impact of language.

COURSE STRUCTURE

The Course is made up of two mandatory Units. The main purpose of the Course is to provide learners with the opportunity to apply analytical and evaluative skills to a wide range of texts. Learners interpret complex literary forms, produce sophisticated language and develop the skills outlined in the Units. Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

Mandatory Units

English: Analysis and Evaluation (Advanced Higher)

The purpose of this Unit is to provide learners with opportunities to develop the skill of critically responding to complex and sophisticated texts by applying knowledge of the various ways by which meaning is created, and by understanding critical concepts and approaches. Learners extend and refine their skills of analysis and evaluation through the study of complex and sophisticated literary texts from the genres of drama, poetry and prose (fiction and non-fiction).

Learners will also develop independent learning skills by selecting materials for research into an aspect or aspects of literature, formulating relevant tasks and researching primary and secondary sources. Learners also develop organisational and presentational skills required in the production of a dissertation.

English: Creation and Production (Advanced Higher)

The purpose of this Unit is to provide learners with the opportunity to extend and refine their writing skills through the production of different types of writing. Learners will use language creatively for a variety of purposes and in a variety of forms. Learners will develop a range of skills necessary for the deployment of language to create effect.

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section. These cover:

- analysing and evaluating complex language
- applying critical, analytical and evaluative skills across a wide range of complex literary texts
- applying sophisticated writing skills
- extending writing skills, or analytical and evaluative skills in literary contexts
- critically responding to complex texts through extended writing
- critically analysing sophisticated concepts, using appropriate terminology
- applying higher-order thinking skills

- applying literary research and investigative skills
- applying independent, individual interests to a chosen topic in literature

The assessment of the Units in this Course will be as follows.

Mandatory Units

English: Analysis and Evaluation (Advanced Higher) Learners will provide evidence of their ability to critically respond to previously studied complex and sophisticated texts, and of their ability to carry out an independent study into an aspect or aspects of literature.

English: Creation and Production (Advanced Higher)

Learners will provide evidence of their writing skills through the production of writing which demonstrates a range of skills necessary for the deployment of language to create effect.

COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the Advanced Higher English Course, added value will focus on:

- challenge
- application

The Course assessment will take the form of:

- a question paper (exam) through which learners will write a critical response on drama or prose, and undertake a textual analysis of an unseen poem or extract from a poem, demonstrating an in-depth knowledge and understanding of complex and sophisticated literary text(s)

and:

- a portfolio, which will contain two pieces of writing, and the dissertation

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below.

1. Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

5. Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating
- 5.5 Creating

Valuable resources available in school and online include:

- World of Work at www.myworldofwork.co.uk
- Planit at www.planitplus.net
- Workit at www.workit.info

ESOL – (SCQF LEVEL 2/3) GLASGOW CLYDE COLLEGE

PUPIL ELIGIBILITY

If you do not have a result and Certificate from a recent ESOL test we will arrange that you have a diagnostic test with us. This will ensure that you are at the right level to study ESOL.

ATTENDANCE PATTERN

Tuesday & Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

COURSE OUTLINE

ESOL (English for Speakers of Other Languages) is aimed at students who have a first language other than English. There will be an intensive focus on improving English for Work and study.

Tutors will use a variety of teaching methods such as role play and group work to enable you to improve your understanding of English and your productive skills. These skills will increase your confidence in everyday life and will help you communicate in the home, with your family, in social situations, and at work. We also include work on citizenship. In addition, this course will provide an Introduction to opportunities in FE in areas like Sport, Hospitality, Engineering, Care, Business, IT etc.

VOCATIONAL OPTION BREAKDOWN

Please note, you will be studying units at SCQF Level 2/3, this is not a Group Award:

- Language skills covering the 4 modes of Writing, Reading, Listening and Speaking.

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

This course will allow a taster of what to expect in further education. It will give you knowledge which could assist in getting employment or alternatively a full time position on a further education course.

FASHION BRAND RETAILING OPEN TO S6 PUPILS

UNIVERSITY LEVEL 1 (SCQF LEVEL 7)

GLASGOW CALEDONIAN UNIVERSITY

PUPIL ELIGIBILITY

You must have:

- National 5 or equivalent in English
- Higher Art and Design is desirable, but not essential

ATTENDANCE PATTERN

Tuesday and Thursday afternoons (2pm to 4pm). The duration of the course is August to April.

Please note: You will travel independently by bus or train – travel tickets should be kept as you will be reimbursed by school.

COURSE OUTLINE

Glasgow Caledonian University will offer you an opportunity to study fashion, brand and retail. Fashion Brand Retailing is an exciting and challenging option if you want to further your knowledge of fashion retailing, marketing and design, whilst developing your interpersonal and employability skills and learn university research and referencing techniques. An integral element of the Fashion Brand Retailing course is providing you with the opportunity to meet with personnel in the industry. This is achieved through guest speakers, along with visits to local retail head offices and stores. You will gain an insight into the various career paths available in the fashion retail sector.

QUALIFICATION BREAKDOWN

Fashion Brand Retailing SCQF Level 7:

There are two 'themes', each with a specific assessment that you must pass in order to receive a university award for a 20 credit module at Level 1 (equivalent to Advanced Higher Grade C).

- Theme 1: The Fashion Supply Chain
- Theme 2: The Fashion Demand Chain

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

An undergraduate degree programme at GCU in the following areas:

- BA International Fashion Branding (Fashion Branding, marketing communications)
- BA International Fashion Business (Practical fashion design)
- BA International Retail Marketing (Retail, marketing)

For more information on courses at GCU, please visit their website: www.gcu.ac.uk. You might also consider applying to courses at other universities. Fashion Brand Retailing will give you a good insight into university life and what is required of students at first year level.

FINANCIAL SERVICES FOUNDATION APPRENTICESHIP (SCQF LEVEL 6) OPEN TO S5 FOR 2 YEAR MODEL / S6 FOR 1 YEAR MODEL CITY OF GLASGOW COLLEGE

PUPIL ELIGIBILITY

Candidates who plan to leave school at the end of S6 with minimum of 1 or more Highers in relevant subject areas and National 5's. Essential criteria as follows:

- Achieved or working towards Higher (A-C) in relevant subject areas – Economics, Accounts, Business etc. by end of S6
- Achieved or working towards Nat 5's (A-C) by end S6

Please note: all candidates are required to be Credit Checked.

ATTENDANCE PATTERN

1 Year Model:

All day Tuesday at college

All day Thursday shared between college and work placement. 1 week in June (Mon - Fri 9.30am - 4.00pm)

Please note: this option may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.

2 Year Model:

Year 1: Tuesday and Thursday (pm). 1 week in June (Mon - Fri 9.30am - 4.00pm)

Year 2: Thursday all day shared between college and work experience placement.

1 week in June (Mon - Fri 9.30am - 4.00pm)

Please note: Year 2 may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.

The aim of the Foundation Apprenticeship is to provide you with a range of business and IT skills allowing you to apply a solutions-based approach to improving business processes, to work logically and methodically to pre-set deadlines.

QUALIFICATION BREAKDOWN

Foundation Apprenticeship in Financial Services SCQF Level 6 - GL53 46:

National Progression Award (NPA) Financial Services

- Financial Services: An Introduction
- Financial Services: The Regulatory Framework
- Financial Services: Communication
- Financial Services: Promoting Positive Customer Relationships
- Financial Services: Personal Finance Awareness
- Work Placement

SVQ 3 Providing Financial Services

- Develop yourself to improve and maintain workplace competence in a financial services environment
- Develop productive working relationships in a financial services environment
- Ensure you comply with regulations in the financial services environment

A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- Modern Apprenticeship
- Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications.

FOOD AND DRINK OPERATIONS – FOUNDATION APPRENTICESHIP (SCQF LEVEL 6) OPEN TO S5 PUPILS CITY OF GLASGOW COLLEGE

PUPIL ELIGIBILITY

Candidates intending to leave school at the end of S6 with minimum of one or more Highers in relevant subject areas and Nat 5's. Essential criteria as follows:

- Achieved or working towards Higher (A-C) in relevant subject areas – English, Maths, Business (A-C) by end of S6
- Achieved or working towards Nat 5's (A-C)

ATTENDANCE PATTERN

- Year 1: Tuesday and Thursday (pm) and 1 week in June (Mon - Fri 9.30am - 4.00pm)
- Year 2 proposed attendance: Thursday all day shared between college and work experience placement at an employer's workplace and 1 week in June (Mon - Fri 9.30am - 4.00pm)

Please note: Year 2 will be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.

COURSE OUTLINE

The aim of the Foundation Apprenticeship is to introduce you to principles of food science and food safety, from developing marketable food products for today's consumer, to the care, legislation and processes involved in creating those products. You will learn in a hands-on way, both in a classroom and as part of a placement in a real workplace.

Foundation Apprenticeship in Food and Drink Operations – GN26 46

National Progression Award in Food Manufacture - SCQF Level 6

- Food Manufacturing: Fundamentals of Food Science
- Food Manufacturing: Food Production
- Food Manufacturing: Commercial and Social Drivers
- Food Manufacturing: Sustainability
- REHIS Food Hygiene: Elementary
- REHIS Elementary Health and Safety Certificate

Part of SVQ in Food and Drink Operations (SCQF Level 6)

- Develop Productive Working Relationships with Colleagues
- Interpret and Communicate Information and Data in Food and Drink Operations
- Contribute to Continuous Improvement of Food Safety in Manufacture
- Develop a New Product in a Food Business
- Promote and Support Creative Thinking in a Food Business

A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.

WHAT OPPORTUNITIES WILL BE

You might go on to do:

- Modern Apprenticeship • Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications

Valuable resources available in school and online include:

- World of Work at www.myworldofwork.co.uk
- Planit at www.planitplus.net
- Workit at www.workit.info

FRENCH – NATIONAL 5

PURPOSE AND AIMS OF THE COURSE

As well as being enjoyable and interesting to study, languages are regarded as an important employment skill which can be combined with most other disciplines.

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop the ability to:

- read, listen, talk and write in a modern language
- understand and use a modern language
- apply knowledge and understanding of a modern language

The Course contributes towards the development of literacy skills by providing learners with opportunities to read, listen, talk and write in a modern language, and to reflect on how this relates to English.

COURSE STRUCTURE

The course consists of five components.

Component 1: Reading. This is externally assessed. Pupils read short and longer extracts of texts and answer in English. Throughout the course, pupils have the opportunity to develop their reading skills through the study of various topics which are then assessed in the final examination.

Component 2: Writing. This is externally assessed and is the second element of Paper 1 of the SQA examination. Pupils prepare for this element of the course by gaining practice in the use of personal language through the completion of a job application.

Component 3: Listening. This is externally assessed. Pupils listen to both a monologue and a dialogue of native speakers and answer questions in English. The content of the listening is covered throughout the course in the teaching of a variety of topics.

Component 4: Assignment Writing. This is externally assessed. Pupils produce a piece of writing in a first draft which they then can improve upon using a correction code. Their final piece of writing is produced under exam conditions and then sent on to the SQA for external marking.

Component 5: Performance Talking. This is internally assessed and then results are sent to the SQA to be added to the overall course award for each candidate. The Performance Talking consists of a presentation in the target language, followed by a discussion with the assessor, also in the target language.

The aim of the course is for pupils to be able to understand and use language in different contexts. With a topic-based approach to learning and teaching, all skills developed within the course are transferrable.

SKILLS, KNOWLEDGE AND UNDERSTANDING

The National 5 French course offers learners opportunities to develop and extend a wide range of skills: communication, critical thinking, cultural awareness and creativity. In particular, learners will develop:

- reading, listening, talking, and writing skills in a modern language in the contexts of society, learning, employability, and culture

- knowledge and understanding of detailed language required to understand and use a modern language
- applying grammatical knowledge and understanding

COURSE ASSESSMENT

Understanding Language

Learners will be required to provide evidence of their reading and listening skills in the modern language, using detailed language, in one of the following contexts: society, learning, employability, or culture.

Using Language

Learners will be required to provide evidence of their talking and writing skills in the modern language, using detailed language, in one of the following contexts: society, learning, employability, or culture.

Learners will provide evidence of their listening and talking, reading and writing skills, and their ability to understand and use a modern language in the contexts of society, learning, employability, and culture. The Course assessment will take the form of a performance through which learners will demonstrate their talking skills, and two question papers through which learners will demonstrate their listening, reading and writing skills, in the modern language and a written assignment submission to the SQA.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

4. Employability, enterprise and citizenship
4.6 Citizenship

5. Thinking skills
5.3 Applying

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

FRENCH – HIGHER

PURPOSE AND AIMS OF THE COURSE

As well as being enjoyable and interesting to study, languages are regarded as an important employment skill which can be combined with most other disciplines such as Business, Engineering, Accountancy and Law. By studying French at Higher level, candidates not only attain a commendable level of proficiency in that language, but also develop the type of transferable communication skills valued by employers and universities alike.

In Higher French, learners build upon their existing knowledge of the language to achieve greater flexibility of expression and a considerably more sophisticated level. They further develop their ability to understand complex written and spoken language and to communicate successfully with others on a wide range of topics relevant to everyday life. They also have the opportunity to explore and understand the cultures of countries where French is spoken, for example by studying foreign-language films.

'Learning a new language enables learners to make connections with different people and their cultures and to play a fuller part as global citizens. The ability to use language lies at the centre of thinking and learning.' Scottish Qualifications Authority, 2013

COURSE STRUCTURE

The course consists of five components.

Component 1: Reading. This is externally assessed. Pupils read short and longer extracts of texts and answer in English. Throughout the course, pupils have the opportunity to develop their reading skills through the study of various topics which are then assessed in the final examination.

Component 2: Writing. This is externally assessed and is the second element of Paper 1 of the SQA examination. Pupils prepare for this element of the course by gaining practice in the use of personal language through the completion of a job application.

Component 3: Listening. This is externally assessed. Pupils listen to both a monologue and a dialogue of native speakers and answer questions in English. The content of the listening is covered throughout the course in the teaching of a variety of topics.

Component 4: Assignment Writing. This is externally assessed. Pupils produce a piece of writing in a first draft which they then can improve upon using a correction code. Their final piece of writing is produced under exam conditions and then sent on to the SQA for external marking.

Component 5: Performance Talking. This is internally assessed and then results are sent to the SQA to be added to the overall course award for each candidate. The Performance Talking consists of a presentation in the target language, followed by a discussion with the assessor, also in the target language.

The aim of the course is for pupils to be able to understand and use language in different contexts. With a topic-based approach to learning and teaching, all skills developed within the course are transferrable.

SKILLS, KNOWLEDGE AND UNDERSTANDING

The Higher French course offers learners opportunities to develop and extend a wide range of skills: communication, critical thinking, cultural awareness and creativity. In particular, learners will develop:

- their spoken and written French
- the ability to understand, analyse and evaluate more complex French when reading and listening
- the ability to translate accurately from French into English
- the ability to apply their knowledge of the language in real-life contexts
- their awareness and understanding of other cultures and ways of life.

COURSE ASSESSMENT

Unit 1: Understanding Language will be attained by passing one assessment in Reading and one in Listening, undertaken in class. For example, candidates might read a journalistic article about students who have summer jobs then answer questions about it in English, or listen to a conversation about life in the digital age then summarise in English the main points they have heard.

Unit 2: Using Language will be attained by passing one assessment in Talking and one in Writing, undertaken in class. For example, candidates will write a review in French about a French film they have watched in class then discuss the film in French with their teacher, or discuss a topic of personal interest such as their future plans and aspirations.

Final examination: Reading, Listening and Writing will be assessed via two exam question papers in May. Talking will be assessed by class teachers in March, subject to verification by the SQA. The Talking exam will consist of a short oral presentation by the candidate, followed by discussion with the class teacher of some of the themes studied in the course.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

4. Employability, enterprise and citizenship
4.6 Citizenship

5. Thinking skills
5.3 Applying

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

FRENCH – ADVANCED HIGHER

PURPOSE AND AIMS OF THE COURSE

As well as being enjoyable and interesting to study, languages are regarded as an important employment skill which can be combined with most other disciplines such as Business, Engineering, Accountancy and Law.

At Advanced Higher level, students of French develop a high level of confidence, accuracy and fluency in the language while also developing the type of transferable communication skills valued by employers and universities alike. As well as the ability to read, write, listen and talk in French at a sophisticated level, learners also gain a deeper understanding of cultural issues and current affairs affecting young people in France, Europe and beyond.

'The ability to use language lies at the centre of thinking and learning... Learners use creative and critical thinking, as well as other higher order language skills, to synthesise ideas and arguments and develop independent learning skills, including research and analytical skills.'

Scottish Qualifications Authority, 2013

COURSE STRUCTURE

Learners will complete three Units: Understanding Language, Using Language, and Specialist Study. They will develop advanced skills in Listening, Talking, Reading and Writing through the study of four themes:

- Society
- Learning
- Employability
- Culture

LANGUAGE UNIT 1: UNDERSTANDING LANGUAGE

Learners will develop the Reading and Listening skills required to understand complex spoken and written texts. Texts are drawn from a wide range of sources: French broadsheet newspaper articles, media clips, audio recordings, websites and review magazines are all used to allow learners to develop their cultural awareness alongside their linguistic skills. Opportunities for discussion and debate of topical issues allows learners to develop their own views and arguments on contemporary issues relevant to young people.

LANGUAGE UNIT 2: USING LANGUAGE

Learners will develop their Talking and Writing skills by giving their own views on the topics studied in class, drawn from the four themes above. In response to what they have read and heard, they will use complex and varied language to express their thoughts and opinions in discussions and in discursive essays. A native French Foreign Language Assistant works with Advanced Higher pupils regularly to further support them as they develop their spoken French.

SPECIALIST STUDY:

Learners will study one French literary text and one French-language film in the course of the year. They will develop analytical and evaluative skills by writing about these texts in both French and English.

SKILLS, KNOWLEDGE AND UNDERSTANDING

The Advanced Higher French course offers learners opportunities to develop and extend a wide range of skills: communication, critical thinking, cultural awareness and creativity. In particular, learners will develop:

- advanced listening and talking, reading, and writing skills in French, in the contexts of society, learning, employability, and culture
- advanced knowledge and understanding required to understand and use French, in the contexts of society, learning, employability, and culture
- understanding an advanced range of grammatical knowledge when using the modern language
- advanced knowledge and understanding required to apply the language skills of translation
- advanced knowledge and appreciation of literary and/or media texts in the modern language

COURSE ASSESSMENT

Unit 1: Understanding Language will be attained by passing one assessment in Reading and one in Listening, undertaken in class.

Unit 2: Using Language will be attained by passing one assessment in Talking and one in Writing, undertaken in class.

Unit 3: Specialist Study will be attained by producing a detailed plan for the Portfolio assignment.

Final examination: Reading, Listening and Writing will be assessed via two exam question papers in May. Talking will be assessed by a visiting examiner in March.

Portfolio: An essay of 1200-1500 written in English on the literary and media texts studied will be submitted to the SQA in April and will contribute to the final examination mark.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.3 Applying

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

GEOGRAPHY – HIGHER

PURPOSE AND AIMS OF THE COURSE

Geography opens up for learners the physical and human environment around them and the ways in which people interact with the environment.

The purpose of this Course is to develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment.

The main aims of this Course are to enable learners to develop:

- a wide range of geographical skills and techniques
- an understanding of the complexity of ways in which people and the environment interact in response to physical and human processes at local, national, international and global scales
- understanding of spatial relationships and of the complexity of the changing world in a balanced, critical and sympathetic way
- a geographical perspective on environmental and social issues and their significance
- an interest in, understanding of, and concern for the environment and sustainable development

COURSE STRUCTURE

This Course develops a range of cognitive and practical skills. It encourages active learning, including fieldwork, in the process of developing an understanding of geographical issues. The theme of sustainability will permeate the Course as appropriate. Learners will acquire and apply relevant knowledge. Through using a wide range of sources of information they will develop investigating, evaluating and analysing skills in order to understand and explain complex geographical issues.

This Course has three mandatory Units.

Geography: Physical Environments (Higher)

In this Unit, learners will develop and apply geographical skills and techniques in the context of physical environments. Key topics include: atmosphere, hydrosphere, lithosphere and biosphere.

Geography: Human Environments (Higher)

In this Unit, learners will develop and apply geographical skills and techniques in the context of human environments. Key topics include: population, rural land degradation and management, urban change and management.

Geography: Global Issues (Higher)

In this Unit, learners will develop and apply geographical skills and techniques in the context of global geographical issues. Key topics include: Climate change; development and health

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course are outlined below:

- developing and applying skills, knowledge and understanding across complex physical, human and global issues
- researching and evaluating a wide range of information collected from a range of sources about complex geographical issues

- using a wide range of mapping skills and techniques in geographical contexts which may be familiar or unfamiliar, including the use of Ordnance Survey maps
- using a wide range of research skills and techniques, including fieldwork skills, in geographical contexts which may be familiar or unfamiliar

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course.

COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the Higher Geography Course, added value will focus on:

- breadth
- challenge
- application

The learner will draw on, extend and apply the skills, knowledge and understanding they have acquired during the Course. This will be assessed by a question paper assignment and an assignment.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

1 Literacy

1.1 Reading

2 Numeracy

2.3 Information handling

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.3 Applying

5.4 Analysing and evaluating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

GEOGRAPHY – ADVANCED HIGHER

PURPOSE AND AIMS OF THE COURSE

The purpose of Geography is to further develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities including fieldwork will be essential parts of this Course, so that learners can interact with their environment. At Advanced Higher, learners will experience depth and challenge in the level of higher order skills, knowledge and understanding required.

The main aims of this Course are to enable learners to:

- understand the ways in which people and the environment interact in response to physical and human processes
- study spatial relationships to develop a balanced and critical understanding of the changing world
- further acquire a geographical perspective on environmental and social issues and their significance
- develop skills of independent research, fieldwork, analysis, synthesis, evaluation and presentation
- acquire the techniques to collect, extract, analyse, interpret and explain geographical phenomena using appropriate terminology
- develop expertise in the use of maps, diagrams, statistical techniques and written accounts

COURSE STRUCTURE

This Course develops a range of cognitive skills and geographical skills. It encourages active learning which will include fieldwork, in the process of developing a high level of knowledge and understanding of geographical issues. Learners will acquire and apply relevant knowledge and evaluating, investigating, and analysing skills, at an appropriate level, in order to understand and explain geographical issues.

The Geography Course has three mandatory Units. Within each Unit there is a considerable degree of flexibility in contexts which can be studied to allow personalisation and choice. The theme of sustainability will permeate the Course.

Geographical Skills (Advanced Higher)

In this Unit, learners will develop a range of geographical methods and techniques including mapping skills, graphical techniques and a range of statistical techniques for analysing and interpreting geographical data. Learners will develop a range of investigating skills while undertaking independent research such as scoping or identifying appropriate research topics; how to plan and manage a complex programme of research; techniques to source, collect and record appropriate and reliable primary and secondary information; methods of independent fieldwork; techniques to present findings using appropriate conventions; and how to evaluate research methodology.

Geographical Issues (Advanced Higher)

In this Unit, learners will develop critical thinking and the ability to evaluate sources and viewpoints on current geographical issues.

SKILLS, KNOWLEDGE AND UNDERSTANDING

Further information on the assessment of the skills, knowledge and understanding for the Course is given in the *Course Assessment Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section. This covers:

- developing and using a range of research and mapping skills and techniques in complex geographical contexts
- developing and using a range of numerical and graphical skills and techniques in geographical contexts

- developing and using a range of statistical techniques
- developing and using knowledge and understanding of geographical terminology, ideas and systems using complex information to explain and analyse a range of geographical phenomena

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course.

COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

The learner will draw on, extend and apply the knowledge and skills they have acquired during the Course. This will be assessed through a combination of a question paper and a project.

The question paper will require demonstration of knowledge, understanding and skills accumulated from across the Course. The project (two dissertations) will require learners to extend and apply their knowledge and skills and will be sufficiently open and flexible to allow for personalisation and choice.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

1 Literacy

1.1 Reading 1.2 Writing

2 Numeracy

2.3 Information handling

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.3 Applying 5.4 Analysing and evaluating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

GRAPHIC COMMUNICATION – NATIONAL 5

PURPOSE AND AIMS OF THE COURSE

The Course provides opportunity for learners to gain skills in reading, interpreting, and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy through graphic experiences.

The aims of the Course are to enable learners to:

- develop skills in graphic communication techniques, including the use of equipment, graphics materials and software
- extend and apply knowledge and understanding of graphic communication standards, protocols, and conventions where these apply
- develop an understanding of the impact of graphic communication technologies on our environment and society

COURSE STRUCTURE

The National 5 Graphic Communication course allows candidates to develop an awareness of graphic communication as an international language and an understanding of how graphic communication technologies impact on society and the environment.

The course allows candidates to:

- Develop and communicate ideas graphically
- Develop spatial awareness and visual literacy through graphic experiences
- Interpret graphic communication initiated by others
- Use graphic communication equipment, software and materials effectively.

Course content develops skills in two main areas. Candidates are able to apply these skills to produce graphics that provide relevant visual impact and graphics that transmit information.

2D Graphic Communication

Candidates develop creativity and skills within 2D graphic communication context. They initiate develop and communicate ideas using graphic techniques.

3D Graphic Communication

Candidates develop creativity and skills within 3D and pictorial graphic communication context. They initiate develop and communicate ideas using graphic techniques.

SKILLS, KNOWLEDGE AND UNDERSTANDING

There are a number of mandatory subject skills, knowledge and understanding that will be assessed in the course. These include:

- replicating basic, familiar and some new graphic forms in 2D, 3D and pictorials
- initiating and producing simple preliminary, production and promotional graphics
- initiating and producing simple informational graphics in straightforward, familiar and some new contexts
- visual literacy by interpreting simple but unfamiliar graphic communications
- spatial awareness in straightforward but unfamiliar 2D, 3D and pictorial graphic situations
- using standard graphic communication equipment, software and materials

- knowledge of graphic communication standards, protocols and
- applying design skills, including creativity, when developing solutions to simple graphics tasks
- the ability to take initiative in evaluating work in progress and completed graphics
- knowledge of a range of computer-aided graphics techniques and practice
- knowledge of colour, illustration and presentation techniques in straightforward
- knowledge and understanding of the impact of graphic communication technologies on our environment and society

COURSE ASSESSMENT

The course assessment will consist of two Components:

Component 1 Question paper

The question paper has 80 marks out of a total of 120 marks available for the course assessment.

Component 2 Assignment

This assignment has 40 marks out of a total of 120 marks available for the course assessment.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below.

2 Numeracy

2.2 Money, time and measurement

4 Employability, enterprise and citizenship

4.2 Information and communication technology (ICT)

5 Thinking skills

5.2 Understanding 5.3 Applying

5.4 Analysing and evaluating

Valuable resources available in school and online include:

- World of Work at www.myworldofwork.co.uk
- Planit at www.planitplus.net
- Workit at www.workit.info

GRAPHIC COMMUNICATION – HIGHER

PURPOSE AND AIMS OF THE COURSE

The course provides opportunities for candidates to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others. Candidates continue to develop graphic awareness, often in complex graphic situations, expanding their visual literacy.

The course develops skills in two main areas — 2D, and 3D and pictorial graphic communication. Candidates apply these skills to produce graphics with visual impact that communicate information effectively. The course combines elements of creativity and communicating for visual impact with an appreciation of the importance of graphic communication standards.

Candidates develop:

- skills in graphic communication techniques, including the use of equipment, graphic materials and software
- creativity in the production of graphic communications to produce visual impact in meeting a specified purpose
- skills in evaluating the effectiveness of graphics in communicating and meeting their purpose
- an understanding of graphic communication standards, protocols and conventions, where these apply
- an understanding of the impact of graphic communication technologies on our environment and society

COURSE STRUCTURE

The course develops skills in two main areas — 2D, and 3D and pictorial graphic communication. Candidates apply these skills to produce graphics with visual impact that communicate information effectively.

2D graphic communication

Candidates develop creativity and presentation skills within a 2D graphic communication context. They initiate, plan, develop and communicate ideas graphically, using 2D graphic techniques. Candidates develop skills and attributes including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. They evaluate the effectiveness of their own and given graphic communications to meet their purpose.

3D and pictorial graphic communication

Candidates develop creativity and presentation skills within a 3D and pictorial graphic communication context. They initiate, plan, develop and communicate ideas graphically, using 3D and pictorial graphic techniques. Candidates develop a number of skills and attributes including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. They evaluate the effectiveness of their own and given graphic communications to meet their purpose.

They will be able apply these skills in order to produce graphics with visual impact and graphics that require the effective transmission of information.

SKILLS, KNOWLEDGE AND UNDERSTANDING

There are a number of mandatory subject skills, knowledge and understanding that will be assessed in the course. These include:

- replicating familiar and some new graphic forms with some complex features in 2D, 3D and pictorial views
- applying recognised graphic communication standards, protocols and conventions in straightforward but unfamiliar contexts
- initiating, planning and producing preliminary, production, promotional, and informational graphics in both familiar and new contexts, with some complex features
- applying graphic design skills, including creativity, when developing solutions to graphic tasks with some complex features
- understanding the application of colour, illustration and presentation techniques in a broad range of graphic contexts

- critically reviewing graphics work as it progresses, and evaluating completed tasks suggesting strategies for improvement
- extending visual literacy by interpreting unfamiliar graphic communications — some with complex features or combinations of views
- extending graphic spatial awareness in unfamiliar 2D, 3D and pictorial graphic situations including those with complex features
- selecting, managing and using graphic communication equipment, software and materials effectively across tasks
- understanding a broad range of computer-aided graphic techniques including commercial/industrial practice
- an informed understanding of the impact of graphic communication technologies on the environment and society

COURSE ASSESSMENT

Students will work through a range of tasks this will incorporate 2D and 3D skills to prepare for the final assessments. The course assessment has two components.

Component 1: question paper 90 marks
2 hours and 30 minutes

Component 2: assignment 50 marks
In class. Extended period of time

SKILLS FOR LEARNING, LIFE AND WORK

This course helps candidates to develop broad, generic skills. These skills are based on SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work and draw from the following main skills areas:

2. Numeracy

2.2 Money, time and measurement

4. Employability, enterprise and citizenship

4.2 Information and communication technology (ICT)

5. Thinking skills

5.3 Applying 5.4 Analysing and evaluating 5.5 Creating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

GRAPHIC COMMUNICATION – ADVANCED HIGHER

PURPOSE AND AIMS OF THE COURSE

The purpose of the Course is to develop learners' skills in communicating using graphic media, and in interpreting, understanding and critically evaluating graphic media created by others. It provides opportunities to study a diverse range of graphic applications including, business, industrial and the built environment, computer-aided work, publishing and moving graphic media. The aims of the Course are to enable learners to develop:

- skills for enquiry, research and evaluation in the commercial contexts of graphic communication
- critical understanding of the impact of advanced graphic communication technologies and activities on our environment and society
- skills in applying graphic communication design principles and techniques in the various contexts of commercial activity
- skills in the use of software applications in producing creative, meaningful and effective graphic items and solutions to contextualised problems and challenges
- skills in creatively applying graphic presentation work and animation techniques to satisfy the needs of commercial activities and those of their audiences
- the ability to demonstrate independence in learning and thinking

COURSE STRUCTURE

The Course enables learners to develop and extend a range of graphic and generic communication skills, skills in enquiry, analysis and problem solving, graphic design skills, skills in the use of graphic equipment, materials and software, and skills in evaluating. As well as developing new knowledge, it is about creatively applying that knowledge in context. The Course also enables learners to develop and extend knowledge and understanding of key graphic communication concepts and processes, the ability to apply these to a variety of problems, and an awareness of the impact of graphic communication on society and the environment. Skills are developed in the contexts of graphic communication as it applies to business, industry, and the built environment and informational and media applications. Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways.

Technical Graphics (Advanced Higher)

This Unit will provide opportunities for learners to develop and creatively apply the graphic communication knowledge, skills and understanding which directly support graphic designing and communication activities in the various contexts of technical activities. It will enable learners to experience graphic communication in technical detail through exploring the purposes, applications and audience requirements. Within this Unit it is expected that learners will be using a range of knowledge and skills through manual and/or electronic-based communication activities. Learners will have significant opportunities to explore the use of detailed 2D and 3D graphics in modelling, graphic visualisation and technical/mechanical animation in relation to technical activities.

Commercial and Visual Media Graphics (Advanced Higher)

This Unit will provide opportunities for learners to develop skills and explore techniques in creating a range of effective commercial and visual media graphic communication activities and their application in the fields of publishing and promotion. This Unit will attract learners with an interest in the broad commercial and visual media use of graphics which might include presentation work, magazines, newspapers, informational manuals, static promotional work, website page layout, graphic design, advertising and point of sale, digital media, games, animation, expressive arts, electronic based learning and advertising. Graphic design work will be iterative, with an expectation of review, evaluation, amendment and presentation, and with a deep understanding of the needs of the intended audience.

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

- developing and presenting effective graphic communications which support and inform business, industrial and/or built environment sectors
- investigating, evaluating and skilfully applying common and contemporary technologies and techniques in the production of graphic communications which support technical activities
- the development of knowledge and understanding of the role of graphic communication activities in meeting audience requirements
- analysing often complex features of graphic communications which support and inform business activities
- ethical, social and environmental considerations in the development and production of graphic communications
- knowledge and understanding of the key concepts that support the planning, design and production of technical, and commercial and visual media graphics
- a critical understanding of the impact of graphic communication activities on our environment and society
- ability to plan, manage and undertake a significant graphic communication project

COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In this Course, added value will focus on Breadth, Challenge and Application. The learner will draw on and apply the skills, knowledge and understanding they have developed during the Course.

Course assessment structure:

Component 1 – Project	120 marks
Component 2 – Question Paper	80 marks
Total:	200 marks

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

2. Numeracy

2.2 Money, time and measurement

4. Employability, enterprise and citizenship

4.2 Information and communication technology (ICT)

5. Thinking skills

5.4 Analysing and evaluating 5.5 Creating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

GROW, COOK AND EAT – NATIONAL 1 (SCQF LEVEL 1)

WEST COLLEGE SCOTLAND

PUPIL ELIGIBILITY

You should:

- have an interest in Horticulture
- have an interest in Practical Cookery

ATTENDANCE PATTERN

Wednesday (10am to 12 Noon). The duration of the course is August to June.

COURSE OUTLINE

West College Scotland will provide a broad, experiential introduction to the horticulture and hospitality sectors. You will learn about baking, how to select a product to bake, identify the ingredients required, and follow the correct sequence to make your chosen product using the correct tools safely and hygienically along with general horticulture duties. The programme ends with you harvesting vegetables and herbs in May and using these to prepare a lunch in June for invited guests and family.

VOCATIONAL OPTION BREAKDOWN

One SQA SCQF Level 1 Unit:

- Food Preparation: Baking

Gardening Skills – College Certificate

- Indoor Propagation - growing from seed, taking cuttings, feeding, watering and pricking out
- Outdoor Cultivation - ground preparation, weeding, planting out and watering
- Understanding of Health and Safety instructions and why they are important during activities
- Meeting personal targets while in a learning situation
- Completing allocated activities while supervised
- Selecting, cleaning and storing the appropriate materials used

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

What opportunities will be available to me when I finish?

- A practical based course covering a range of gardening skills used whilst growing a selection of vegetables and herbs
- Progression to horticultural related and personal and social education suite units

HAIR, BEAUTY AND MAKE-UP – (SCQF LEVEL 5) GLASGOW CLYDE COLLEGE - LANGSIDE CAMPUS

PUPIL ELIGIBILITY

You should:

- Have a genuine interest in hair and beauty
- Have National 4 or equivalent in English
- Enjoy working as part of a team and have a creative flair

You are required to work on each other and must be prepared to get treatments applied to your hair and remove make up to have make up reapplied. You must demonstrate a level of maturity required for the course.

ATTENDANCE PATTERN

Wednesday mornings (9:15am to 12 noon).
The duration of the course is August to May.

COURSE OUTLINE

Glasgow Clyde College will provide you with a broad, experiential introduction to hairdressing, beauty and fashion.

Practical and theory sessions are designed to ensure you develop both vocational skills and the underpinning knowledge and understanding required for the hairdressing & beauty industry. Practical experience will include working on classmates to practice and perfect a variety of treatments including current techniques in long hair, makeup, nail and hand care and dress code. Written work will include workbooks, short tests, projects, portfolio production and home study. Emphasis throughout all units is on the employability skills and attitudes which will help to prepare you for the workplace.

This would enhance any other hair & beauty option.

VOCATIONAL OPTION BREAKDOWN

Please note you will be studying 2 Units at SCQF level 5, this is not a Group Award:

- Current Techniques in Long Hair: Basic
- Hair, Beauty and Make Up: Personal Care and Appearance

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- A Modern Apprenticeship, leading to a Scottish Vocational Qualification (SVQ) Levels 2 & 3 in Hairdressing. You would train on the job in a salon or barber's and off the job (usually one day a week) at a college or training centre. Apprenticeships usually last for two years
- A full time National Certificate (NC) or National Qualification (NQ) course in Hairdressing or Beauty Care at a local college of further education usually over 2 years. Please note you will also need additional National qualifications in addition to these units. You should check the entry requirements on college website
- After training in a college or salon, and with relevant work experience in a salon, you can become a salon stylist, supervisor, salon manager or even a salon owner. It is possible to study for a Higher National Certificate (HNC) in Hairdressing once you have gained a NC Level 6 in Hairdressing or SVQ level 3 in Hairdressing

All courses involve a mix of theory and practical work, written assessment and portfolio production.

HAIRDRESSING – SKILLS FOR WORK 4 (SCQF LEVEL 4)

GLASGOW CLYDE COLLEGE - LANGSIDE CAMPUS

PUPIL ELIGIBILITY

You should:

- have a genuine interest in hairdressing
- have National 4 in English
- Enjoy working as part of a team and have a creative flair

You are required to work on each other and must be prepared to get treatments applied to your hair. You must demonstrate a level of maturity required for the course.

ATTENDANCE PATTERN

Tuesday and Thursday (1.30pm to 4pm).
The duration of the course is August to May.

COURSE OUTLINE

Glasgow Clyde College will provide you with a broad, experiential introduction to hairdressing. The focus is on experiencing a salon environment and the development of vocational skills, knowledge and understanding. Practical experience of general salon duties, reception skills, communication and customer care is included. Emphasis throughout all units is on employability skills and attitudes which will help prepare you for the workplace.

QUALIFICATION BREAKDOWN

Skills for Work - Hairdressing SCQF level 4:

- Salon Awareness
- Working in the Salon
- Employability Skills
- Creativity including gents' personal presentation skills

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- A Modern Apprenticeship, leading to a Scottish Vocational Qualification (SVQ) Levels 2 & 3 in Hairdressing. You would train on the job in a salon or barber's and off the job (usually one day a week) at a college or training centre. Apprenticeships usually last for two years
- A full time National Certificate (NC) or National Qualification (NQ) course in Hairdressing or Beauty Care at a local college of further education usually over 2 years. Please note you will also need additional National qualifications in addition to this award. You should check the entry requirements on college website
- After training in a college or salon, and with relevant work experience in a salon, you can become a salon stylist, supervisor, salon manager or even a salon owner. It is possible to study for a Higher National Certificate (HNC) in Hairdressing once you have gained a NC Level 6 in Hairdressing or SVQ level 3 in Hairdressing

All courses involve a mix of theory and practical work, written assessment and portfolio production.

Valuable resources available in school and online include:

• World of Work at www.myworldofwork.co.uk • Planit at www.planitplus.net • Workit at www.workit.info

HEALTH SECTOR – NATIONAL 5

PURPOSE AND AIMS OF THE COURSE

The general aims of the course are to:

- Assist learners to develop employability skills
- Allow learners to experience vocationally related learning
- Encourage learners to develop a good work ethic
- Provide opportunities to develop a range of core skills through practical experiences in a practical environment
- Facilitate progression to further/higher education, training and/or employment.

The specific aims of the course are to:

- Encourage learners to consider a career in the Health Sector
- Develop learners understanding of health and safety responsibilities relevant to a range of activities in the health sector
- Develop learners abilities to benefit from further learning opportunities, study and training opportunities for careers in the health sector
- Develop learners awareness of the opportunities there may be within the health sector in terms of the type and range of career opportunities
- Develop the learners awareness of the impact of the health sector in society
- Develop the learners awareness of the responsibilities of the health sector in society
- Allow learners to apply investigative skills using a variety of research methods
- Develop learners self-evaluation skills and confidence to seek feedback from others
- Increase learners awareness of the factors that impact on the health of individuals
- Allow learners to develop the skills values and attitudes required for employment in the health sector

COURSE STRUCTURE

The units of the course have been designed to be delivered in an integrated way. The course has 5 mandatory units:

Health sector – working in the health sector (National 5)

Learners will be introduced to the range of provision and the services provided by the health sector in their local area. Learners will participate in an interview for a specific job role and be given the opportunity to reflect on and evaluate their own employability skills and record their progress throughout the unit.

Health sector – Life science industry and the health sector (National 5)

Learners will find out about the contribution of the life sciences industry in the diagnosis and treatment of illness. Learners will investigate the safety of pharmaceutical products and the health and safety responsibilities of employers and employees

Health sector – Improving health and wellbeing (National 5)

In this unit, learners will be introduced into the wide range of options available in the health sector that help tackle current health and lifestyle choices. Learners will work as part of a team to promote health.

Health sector – Physiology of the cardiovascular system (National 5)

This unit will provide learners with an introduction to the structure and function of the cardiovascular system. They will investigate the effect of a specific disorder on the cardiovascular system. Learners will also develop practical skills in taking physiological measurements.

Health sector – working in non-clinical roles (National 5)

Learners will be introduced to the range and diversity of careers in non-clinical roles in the health sector. They will participate in a practical activity which will enable them to demonstrate customer care skills in a non-clinical role.

Conditions of award

The learner must pass all of the units as well as the course assessment.

SKILLS, KNOWLEDGE AND UNDERSTANDING

The skills knowledge and understanding gained in this course include:

- Positive attitude to learning and the workplace
- Self-respect and respect and consideration for others
- Willingness to listen to others and respond constructively to feedback
- Awareness of equality and diversity
- Understanding the roles and responsibilities in the workplace
- Contribute to team work

- Awareness and understanding of the importance of maintaining confidentiality
- Reflecting on own abilities
- Awareness and understanding of health and safety
- Understanding and seek clarification of instructions
- Implementation of infection control procedures
- Demonstrate an awareness of organisational standards for appearance and behaviour
- Understanding of organisational principles and values in the health sector

COURSE ASSESSMENT

This course is internally assessed with no external exam. For each of the five units the learners will be required to provide written and/or recorded oral and performance evidence. Each of the unit assessments must be passed to achieve an overall pass for the course at National 5 level.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad generic skills through this course. The skills that learners will be expected to improve on and develop through the course are based on SQA's skills framework: *Skills for learning, skills for life, and skills for work* and drawn from main skills areas listed below:

1. Literacy

- Reading • Writing • Listening and talking

3. Health and wellbeing

- Personal learning • Emotional wellbeing • Physical wellbeing
- Planning for, and making, choices and changes • Relationships

4. Employability, enterprise and citizenship

- Employability • Working with others

5. Thinking skills

- Remembering • Understanding • Applying • Analysing and evaluating

Valuable resources available in school and online include:

- World of Work at www.myworldofwork.co.uk
- Planit at www.planitplus.net
- Workit at www.workit.info

HISTORY – HIGHER

PURPOSE AND AIMS OF THE COURSE

The purpose of the Course is to open up the world of the past for learners. History provides learners with insights into their own lives and of the society and the wider world in which they live. By examining the past, learners can better understand their own communities, their country and the wider world.

The main aims of the Course are to develop:

- a conceptual understanding of the past and an ability to think independently
- a range of skills including the ability to apply a detailed historical perspective in a range of contexts
- the skills of analysing various interpretations of historical sources and critically evaluating a variety of views
- an understanding of the relationship between factors contributing to, and the impact of, historical events
- the skills of analysing, evaluating and synthesising historical information
- the skills of researching complex historical issues, drawing well-reasoned conclusions

COURSE STRUCTURE

This Course develops a range of cognitive skills. It encourages active learning in the process of developing an understanding of people and society in the past. Learners will acquire and apply relevant knowledge and learn to apply skills of investigating, analysing and evaluating sources in order to understand and explain important historical events and themes. This Course has three mandatory Units.

Historical Study: Scottish (Higher)

In this Unit, learners will develop techniques to evaluate a range of historical sources. Complex issues in Scottish history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an area of historical study.

Course Unit: Migration and Empire, 1830-1939

Historical Study: British (Higher)

In this Unit, learners will develop techniques to evaluate the impact of historical developments. Complex issues in British history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an area of historical study.

Course Unit: Britain, 1851-1951

Historical Study: European and World (Higher)

In this Unit, learners will develop techniques to evaluate the factors contributing to historical developments. Complex issues in European and world history may be studied from the Medieval, Early Modern or Later Modern period. Learners will develop knowledge and understanding of an area of historical study.

Course Unit: The cold war, 1945 -1989

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

- developing and applying skills, knowledge and understanding across contexts from Scottish, British and European and world history
- evaluating the origin, purpose, content and context of historical sources
- evaluating the impact of historical developments and synthesising information in a well-structured manner
- evaluating the factors contributing towards historical developments, and drawing well-reasoned conclusions supported by evidence
- researching and analysing historical information

COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the Higher History Course, added value will focus on:

- breadth • challenge • application

The learner will draw on, extend and apply the skills, knowledge and understanding they have acquired during the Course. This will be assessed by a question paper and an assignment.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

1 Literacy

1.1 Reading 1.2 Writing

4. Employability, enterprise and citizenship

4.6 Citizenship

5. Thinking skills

5.3 Applying 5.4 Analysing and evaluating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

HISTORY – ADVANCED HIGHER

PURPOSE AND AIMS OF THE COURSE

The purpose of this Course is to allow learners to acquire depth in their knowledge and understanding of historical themes and to develop further the skills of analysing complex historical issues, evaluating sources and drawing conclusions.

The Course makes a distinctive contribution to the curriculum by engaging in the issues which arise from significant historical events and developments.

The aims of this Course are to enable learners to:

- develop a rigour and thoroughness of independent thought
- critically analyse existing historical research, including identifying important lines of argument and evaluating schools of thought on particular historical issues
- analyse historical sources with regard to authorship and purpose, standpoint and historical and historiographical context
- develop an understanding of the relationship between factors contributing to, and the impact of, complex historical events
- synthesise primary sources and perspectives from historical research to analyse complex historical issues and sustain lines of argument which reflect the complexity of the issues they address
- adopt a relevant and structured approach to the research of a historical issue drawing conclusions in a clear and well-reasoned way, while reflecting the complexity of the issue under consideration and the limitations of the available evidence

relating to the use of ingredients

- plan and produce meals and present them appropriately
- work safely and hygienically

COURSE STRUCTURE

Through this Course learners will develop a range of higher-order thinking skills including researching, analysing and evaluating information in order to explain and understand the historical and modern world.

The Course consists of two Units:

Historical Study (Advanced Higher)

In this Unit, learners will undertake a detailed study of a single historical period. Through this study they will develop their ability to evaluate a wide range of historical sources which have some complex features, taking into account their provenance, content and historical and historiographical contexts. In doing this, they will engage with the views of a range of historians, analyse the issues to sustain a coherent line of argument and draw well-reasoned conclusions supported by detailed evidence. Learners select one Field of Study from a choice of specified fields.

Researching Historical Issues (Advanced Higher)

In this Unit, learners will develop a range of skills relevant to undertaking independent research including how to: identify appropriate research issues; plan and manage a complex programme of research; source, collect and record appropriate and reliable information; evaluate, analyse and synthesise evidence; and organise, present and reference findings using appropriate conventions.

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course are outlined below:

- developing and applying skills, knowledge and understanding from a chosen historical field of study
- evaluating a wide range of historical sources which have some complex features, taking into account their provenance, content and historical and historiographical contexts
- engaging with the views of a range of historians
- sustaining a coherent line of argument
- drawing well-reasoned conclusions supported by detailed evidence

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course.

COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the Advanced Higher History Course, added value will focus on:

- challenge
- application

Learners will draw on, extend and apply the knowledge and skills from across the Course. This will be assessed by a question paper and a project. The question paper will require demonstration of depth of knowledge and understanding in addressing issues that may overlap a number of content areas within the Field of Study. The project will require learners to extend and apply their skills, knowledge and understanding and will be sufficiently open and flexible to allow for personalisation and choice.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below.

1 Literacy

- 1.1 Reading
- 1.2 Writing

4. Employability, enterprise and citizenship

- 4.6 Citizenship

5. Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

HORTICULTURE

NATIONAL PROGRESSION AWARD (SCQF LEVEL 4)

GLASGOW CLYDE COLLEGE – LANGSIDE CAMPUS

PUPIL ELIGIBILITY

You should have:

- a genuine interest in Horticulture
- National 3 English and Maths

ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

COURSE OUTLINE

The National Progression Award (NPA) in Horticulture will provide you with the opportunity to develop the basic practical skills necessary to work in the Horticulture industry.

Glasgow Clyde College will offer you the opportunity to learn skills in Horticulture, whilst working in the Horticulture Centre in their Langside Campus. This will provide you with the necessary skills to help you progress within the horticulture and landscaping sector.

QUALIFICATION BREAKDOWN

National Progression Award in Horticulture – SCQF Level 4

- Allotment Gardening
- Plant Propagation
- Soft Landscaping

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- Level 5 Design and Construction
- Level 4 Horticulture
- Level 4 Landscape and Green keeping
- City and Guilds Horticulture

The level you might enter would depend on the level and relevance of your other qualifications

HOSPITALITY – PRACTICAL CAKE CRAFT NATIONAL 5

PURPOSE AND AIMS OF THE COURSE

The Course, which is practical and experiential in nature, develops a range of cake-baking and cake-finishing skills in hospitality-related contexts. It enables learners to develop, consolidate and demonstrate creative techniques in the production of cakes and other baked items.

This practical and challenging course aims to enable learners to:

- acquire knowledge and understanding of methods of cake production
- develop knowledge and understanding of functional properties of ingredients
- develop technical skills in cake baking
- develop technical and creative skills in cake finishing
- follow safe and hygienic working practices
- develop their knowledge and understanding of cake design
- acquire and use organisational skills in the context of managing time and resources

COURSE STRUCTURE

Question paper

The purpose of the question paper is to assess breadth of knowledge from across the course, depth of understanding, and application of this knowledge and understanding to answer appropriately challenging questions.

The question paper requires candidates to draw on and apply knowledge and understanding of a sample of all the areas listed in the table below.

Assignment

The purpose of the assignment is to assess practical application of knowledge and skills from across the course to design and make a cake for a given brief. It will assess candidates' skills in designing, implementing and evaluating a product.

Practical activity

The practical activity will require candidates to clearly demonstrate application of knowledge and skills, at an appropriate level, related to the course content.

SKILLS, KNOWLEDGE AND UNDERSTANDING

- interpreting a design brief
- carrying out a practical activity to meet the requirements of a design brief
- knowledge of methods of cake baking and finishing
- knowledge of functional properties of ingredients used in production of cakes and other baked items
- skills in baking and finishing in the production of cakes and other baked items
- creatively applying finishing techniques to cakes and other baked items
- working safely and hygienically
- using specialist tools and equipment with dexterity and precision in routine and familiar tasks
- organisational and time management skills
- the ability to evaluate both the product and the process

COURSE ASSESSMENT

Component 1: question paper (25 marks)

Component 2: assignment (30 marks)

Component 3: practical activity (70 marks)

The course assessment meets the aims of the course through:

- breadth – drawing on knowledge and skills from across the course
- challenge – requiring greater depth or extension of knowledge and /or skills
- application- requiring application of knowledge and /or skills in practical or theoretical contexts as appropriate

The course assessment consists of a combination of a question paper, an assignment and a practical activity.

Assessment structure

- The question paper has a total mark allocation of 25 marks. This is 25% of the overall marks. Candidates will complete this paper in 45 minutes.
- The assignment and the practical activity together have a total mark allocation of 100 marks. This is 75% of the overall marks.
- The assignment and practical activity are inter-related and will be assessed using one activity. Candidates will carry out one task designing, planning, making, finishing and evaluating a cake — which will provide evidence for both components.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will also develop broad generic skills through this Course.

The skills that are likely to be appropriate for this Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

2. Numeracy

2.2 Money, time and measurement

4. Employability, enterprise and citizenship

4.1 Employability

5. Thinking skills

5.2 Understanding

5.4 Analysing and evaluating

5.5 Creating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

HOSPITALITY – PRACTICAL COOKERY NATIONAL 5

PURPOSE AND AIMS OF THE COURSE

This is a highly enjoyable course aims to enable learners to:

- proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- select and use ingredients to produce and garnish or decorate dishes
- develop an understanding of the characteristics of ingredients and an awareness of their sustainability
- develop an understanding of current dietary advice relating to the use of ingredients
- plan and produce meals and present them appropriately
- work safely and hygienically

COURSE STRUCTURE

The course develops a range of cookery skills and food preparation techniques, as well as planning, organisational and time management skills in hospitality related contexts.

Skills are developed through planning, producing, costing and evaluating recipes. Through the emphasis on safety and hygiene, the course develops in candidates an understanding of the need to follow safe and hygienic practices. Candidates' knowledge and understanding of ingredients and their characteristics as well as the importance of sustainability, responsible sourcing of ingredients and current dietary advice are also addressed.

SKILLS, KNOWLEDGE AND UNDERSTANDING

- using food preparation techniques and cookery processes in the preparation of dishes
- understanding and demonstrating knowledge of the importance of food safety and hygiene
- selecting, weighing, measuring and using appropriate ingredients to prepare and garnish or decorate dishes
- understanding and demonstrating knowledge of the characteristics of a range of ingredients, and their function in a practical context
- understanding and demonstrating knowledge of the importance of sourcing sustainable ingredients
- understanding and demonstrating knowledge of current dietary advice relating to the use of ingredients
- following recipes in the preparation of dishes and carrying out an evaluation of the product
- planning, costing, organisational and time management skills in a cookery context
- producing, portioning and presenting dishes appropriately

COURSE ASSESSMENT

The course assessment meets the aims of the course through:

- breadth – drawing on knowledge and skills from across the course
- challenge- requiring greater depth or extension of knowledge and skills
- application- requiring application of knowledge and /or skills in a practical or theoretical context as appropriate

The course assessment consists of a combination of a question paper, an assignment and a practical activity.

Assessment structure

The question paper has a total mark allocation of 30 marks. This is 25% of the overall marks. Candidates will complete this question paper in 1 hour.

The assignment and the practical activity

Together have a total mark allocation of 100 marks. This is 75% of the overall marks. The purpose of the assignment and the practical activity is to assess learners' ability to plan, prepare and present a three-course meal for four people

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be

expected to improve on and develop through the Course are based on SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work and drawn from the main skills areas listed below.

2 Numeracy

2.2 Money, time and measurement.

4. Employability, enterprise and citizenship

4.1 Employability

5. Thinking skills

5.1 Remembering

5.2 Understanding

5.3 Applying

HUMAN BODY STRUCTURE & FUNCTION

UNIVERSITY LEVEL 2 (SCQF LEVEL 8) OPEN TO S6 PUPILS

WEST COLLEGE SCOTLAND

PUPIL ELIGIBILITY

You must have:

- Biology or Human Biology Higher or be working towards Advanced Higher
- You should have a genuine interest in human anatomy & physiology

ATTENDANCE PATTERN

Friday mornings (9:15am to 11am).

The duration of the course is August to May

COURSE OUTLINE

Human Body Structure and Function is a double credit unit at SCQF Level 8. As such it entails approx. 80 hours of teaching and 80 hours of study and equates to Year 2 of university biology degree programmes. The unit offers you the opportunity to extend your knowledge and develop an understanding of selected body systems and how the human body co-ordinates these systems to maintain homeostasis. In studying these systems,

you will also discover what happens when things go wrong, covering conditions as diverse as hyperthyroidism, gigantism and coronary heart disease.

QUALIFICATION BREAKDOWN

Human Body Structure and Function Level 8:

- Structure & function of the skeletal system
- Reflex actions
- Function of the blood and heart
- Structure and function of respiratory system
- Structure and function of urinary system
- Structure and function of digestive system
- Examples of laboratory experiments

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

The unit would be an ideal stepping stone between secondary education and university programmes in medicine and dentistry, as well as to biology-based degree routes. Data handling, problem solving and experimental techniques are all developed alongside expanding knowledge on anatomy and physiology.

HUMAN RESOURCES AND LAW NATIONAL PROGRESSION AWARD (SCQF LEVEL 6) SOUTH LANARKSHIRE COLLEGE

PUPIL ELIGIBILITY

You must have:

- 3 passes at National 4, which should include English and Maths
- a genuine interest in Human Resources or Law

ATTENDANCE PATTERN

Tuesday & Thursday afternoons (1:30pm to 4pm). The duration of the course is August to May.

COURSE OUTLINE

The aim of the National Progression Award in Human Resources and the Law is to provide you with the opportunity to develop knowledge and understanding of the fundamental legal aspects relevant to working in the context of Human Resources, to develop relevant core skills for Legal related occupations and for further study in law. Completion of the units will provide you with an understanding of the basic elements of both labour law and human rights which can be carried forward to a career, or alternatively further study, e.g. of Human Resource Management or Law.

QUALIFICATION BREAKDOWN

NPA in Human Resources and the Law – SCQF level 6

Mandatory Units:

- Human Resources: Administration
- Law of Contract: An Introduction
- Employment Law: An Introduction – Scotland

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- Entry level employment opportunities within HR, Law or Marketing
- Other National Qualifications, National Certificates, Higher National Certificates, Higher National Diplomas and degrees in Legal Services, Business Management, Human Resource Management. The level you might enter would depend on the level and relevance of your other qualifications

HUMAN RESOURCE MANAGEMENT OPEN TO S6 PUPILS HIGHER NATIONAL CERTIFICATE (SCQF LEVEL 7) SOUTH LANARKSHIRE COLLEGE

PUPIL ELIGIBILITY

You must have:

- 2 passes at Higher
- 3 National 5's, 1 of which should be English

ATTENDANCE PATTERN

Monday, Tuesday, Wednesday (1.30pm to 4pm) and Thursday all day (9.30am to 4pm). The duration of the course is August to June.

Please note, that unlike other options, this option is continuous attendance from August to June and may impact on other subjects attendance.

COURSE OUTLINE

The aim of the Higher National Certificate is to provide you with an opportunity to develop your knowledge, skills and understanding of the technical areas of Human Resource Management in preparation for employment. The HNC course content will enhance your employment prospects and offer you a range of core and transferable skills essential within Human Resource Management.

QUALIFICATION BREAKDOWN

HNC Human Resource Management – SCQF Level 7

Mandatory Units:

- Human Resource Management: An Introduction
- Individual Employment Relations: Practice
- Individual Employment Relations: Law
- Interviewing
- Human Resource Management: The Business Context
- Continuing Professional Development: Introduction
- Recruitment, Selection and Induction
- Human Resource Management: Graded Unit 1

A range of Optional units are available such as:

- Human Resource Management: An Introduction to Finance
- Learning and Development: An Introduction
- Managing People and Organisations

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to:

Undertake further Academic Qualifications such as:

- HND in HRM, Business, Accounting or Legal Studies
- Articulation agreements are in place with a range of Universities for progression into 2nd or 3rd Year degree programmes

ICT HARDWARE SYSTEM SUPPORT FOUNDATION APPRENTICESHIP (SCQF LEVEL 6) OPEN TO S5 FOR 2 YEAR MODEL/ S6 FOR 1 YEAR MODEL GLASGOW CLYDE COLLEGE, CITY OF GLASGOW OR GLASGOW KELVIN COLLEGE

PUPIL ELIGIBILITY

Candidates who plan to leave school at the end of S6 with minimum of 1 or more Highers in relevant subject areas and National 5's. Essential criteria as follows:

- Achieved or working towards Higher (A-C) in relevant subject areas – Information Technology, Maths, Computing Science etc. by end of S6
- Achieved or working towards National 5's (A-C)

ATTENDANCE PATTERN

2 Year Model – Glasgow Clyde College/ City of Glasgow College

Year 1: Tuesday and Thursday (pm)

Year 2: Monday, Tuesday, Wednesday (1.30pm to 4pm) and Thursday all day shared between college and work experience placement and 1 week in June (Mon - Fri 9.30am - 4.00pm)

Please note: Year 2 may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.

1 Year Model – Glasgow Kelvin College

All day Tuesday at college/All day Thursday shared between college and work placement and 1 week in June (Mon - Fri 9.30am - 4.00pm)

Please note: this option may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.

COURSE OUTLINE

The aim of the Foundation Apprenticeship is to introduce you to hardware/systems support roles within this sector and how hardware skills are utilised in the workplace.

QUALIFICATION BREAKDOWN

Foundation Apprenticeship in ICT Hardware System Support SCQF

Level 6 – GL55 46:

Diploma for IT & Telecommunications Professionals

- Personal Effectiveness 2
- Health and Safety in IT & Telecom
- IT & Telecom System Operation 2
- Testing IT & Telecom Systems 2
- Working with IT & Telecoms Hardware and Equipment 1

NPA in Professional Computer Fundamentals

- Security Fundamentals
- Network Fundamentals
- Server Administration Fundamentals

A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- Modern Apprenticeship
- Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications

ICT SOFTWARE DEVELOPMENT – OPEN TO S5 PUPILS FOUNDATION APPRENTICESHIP (SCQF LEVEL 6) GLASGOW CLYDE COLLEGE

PUPIL ELIGIBILITY

Candidates intending to leave school at the end of S6 with minimum of one or more Highers Essential criteria as follows:

- Achieved or working towards Higher Maths (A-C) by end of S6
- Achieved or working towards Nat 5's (A-C)

ATTENDANCE PATTERN

Year 1: Tuesday and Thursday (pm) and 1 week in June

Year 2: Monday, Tuesday, Wednesday (1.30pm to 4pm) and Thursday all day shared between college and work experience placement at an employer's workplace and 1 week in June

Please note: Year 2 may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.

COURSE OUTLINE

The aim of the Foundation Apprenticeship is to introduce you to software development roles within this sector and how software skills are utilised in the workplace.

QUALIFICATION BREAKDOWN

Foundation Apprenticeship in ICT Software - GL54 46

Diploma for IT & Telecommunications Professionals

- Personal Effectiveness 2
- Health and Safety in IT & Telecom
- Investigating and Defining Customer Requirements for IT & Telecoms Systems 2
- Data Modelling 1

One optional unit from:

- Event Driven computer Programming 2
- Procedural Programming 2
- Object Oriented Computer Programming 2

NPA in Software Development

- Computing Applications: Development
- Computing: Authoring a Website
- Software Design and Development

A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- Modern Apprenticeship • Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications

INTRODUCTION TO BARISTA SKILLS – OPEN TO S5/6 PUPILS THE GREENHOUSE COMMUNITY – BARRHEAD VOCATIONAL HUB

PUPIL ELIGIBILITY

You must:

- be interested in learning barista skills

ATTENDANCE PATTERN

Friday morning (9:15am to 11am). The duration of the course is August to May

COURSE OUTLINE

The Greenhouse Community will provide you with the opportunity to develop basic practical skills necessary

to work in the coffee barista industry.

Whether you intend to work as a barista, or are planning to run a cafe or coffee cart (or are just passionate about coffee), this is the course for

you. You will participate in work experience and on successful completion of the course; you will have the opportunity to achieve your City & Guilds Level 2 VRQ Barista Skills award.

The course covers:

- Coffee Roasting and blend selection
- Learning to operate a coffee machine
- Maintenance and cleaning of coffee machine
- Setting the coffee grinder
- Perfecting espresso extraction times
- Tamping and packing coffee for shots
- Assessing the qualities of the coffee
- Milk steaming and how to make silky micro foam for the milk based coffees
- Making the coffees including espressos, lattes, cappuccinos, flat whites etc
- Latte Art
- General barista skills
- Smoothies

WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Other National Qualifications in Events or other Hospitality related subjects

INTRODUCTION TO FOOD SERVICE SKILLS (SCQF LEVEL 3/4) CITY OF GLASGOW COLLEGE

PUPIL ELIGIBILITY

You must:

- Have a keen interest in Hospitality

ATTENDANCE PATTERN

Thursday (9:30am to 2:45pm). The duration of the course is August to June.

Please note, you will participate in one week work placement.

COURSE OUTLINE

The Introduction to Food Service course will give you an opportunity to develop a range of employability skills for the Hospitality Industry; including food and drink service skills, food hygiene skills and team working skills. You will build self-confidence and gain an awareness of the opportunities for employment within the Hospitality Industry.

VOCATIONAL OPTION BREAKDOWN

- REHIS – Elementary Food Hygiene Certificate

Introduction to Food Service Skills Certificate City of Glasgow College Award - SCQF Level 4:

Please note, you will be studying 3 units at SCQF Level 4, this is not a Group Award:

- Customer Care
- Local Tourist Attraction
- Introduction to Food Service Skills

Please note, you will participate in one week work placement.

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- Other National Qualifications in Events, Professional Cookery or other Hospitality related subjects.
- Employment and/or training in an Hospitality related industry

INTRODUCTION TO NURSING – (SCQF LEVEL 5)

GLASGOW CLYDE COLLEGE

PUPIL ELIGIBILITY

You must have:

- National 5 Maths and English

ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August until May.

COURSE OUTLINE

The Introduction to Nursing programme will provide students with an introduction to the nursing profession which will allow them to examine a career in nursing or health care. The course consists of some practical sessions within the college skills lab carrying out basic nursing skills such as bed bathing and prevention of infection.

The roles available within nursing will be explored and the responsibilities of a health care professional will be addressed. Candidates will be introduced to speakers from the health care sector and will attend clinical placement visits to meet with different areas within nursing.

To support employment opportunities, certificates include Emergency First Aid, Health and Safety and an Introduction to Mental Health.

VOCATIONAL OPTION BREAKDOWN

Please note you will be studying 4 Units at SCQF level 5, this is not a Group Award:

- Basic Health Care Needs
- Prevention of Infection
- The Human Body
- Working In The Health Sector (Skills for Work)
- Emergency First Aid, Health & Safety and Introduction to Mental Health (in-house certificates)

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- NC Level 6 Health Care (Pre Nursing course with clinical placement on average 1 day per week). Candidates require to have successfully completed the full Intro to Nursing course plus 3 credit passes at NAT 5 level.
- HNC Care and Administrative Practice (Equivalent to First Year Nursing). Candidates require to have successfully completed the Intro to Nursing plus have 2 additional Highers which must include English.

INTRODUCTION TO TEACHER EDUCATION OPEN TO S6 PUPILS UNIVERSITY OF STRATHCLYDE – JOHN ANDERSON CAMPUS

PUPIL ELIGIBILITY

You must have:

- A pass in Higher English at A or B level
- A pass in National 5 Maths at Grade C or above

ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to December

COURSE OUTLINE

The Introduction to Teacher Education will provide you with an introduction to the teaching profession – both primary and secondary. You will explore four themes, where you will be drawing on your previous experiences to highlight your own key strengths and examining how these attributes are desirable in Education. You will look at what you know about pupil engagement and success in learning and will experience different approaches. You will have the opportunity to consider the various components that contribute to effective learning and teaching and build skills in these areas. You will get the opportunity to plan, design deliver and evaluate lessons and learning opportunities. Links will be made to any work experience/volunteering you are currently undertaking.

In addition, you will be review what you know about learning and teaching, and identifying what you have gained from the programme with a view to supporting you in generating your personal statements, assisting and preparing you for the application process.

VOCATIONAL OPTION BREAKDOWN

The course will support student wishing to consider teaching as a profession. The course will prepare attendees for making a UCAS application for Primary Teaching and for preparing personal statements for other subjects that will qualify candidates for PGDE courses. You will explore four themes:

- Getting to know your own skills
- How learning works
- Components of effective teaching
- Putting it altogether

WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- BA/BEd with a Teaching Qualification
- Other university course to study a subject relevant to teaching followed by a PGDE
- BA Education Studies
- Joint honours programme with Education as a subject

Valuable resources available in school and online include:

University of Strathclyde School of Education: <https://www.strath.ac.uk/humanities/schoolofeducation/>

General Teaching Council of Scotland: <http://www.gtcs.org.uk/>

Entry Requirements for Initial Teacher Education: <http://www.gtcs.org.uk/web/FILES/about-gtcs/memorandum-on-entry-requirements-to-programmes-of-ite-in-scotland.pdf>

ITALIAN – HIGHER

PURPOSE AND AIMS OF THE COURSE

As well as being enjoyable and interesting to study, languages are regarded as an important employment skill which can be combined with most other disciplines such as Business, Engineering, Accountancy and Law. By studying Italian at Higher level, candidates not only attain a commendable level of proficiency in that language, but also develop the type of transferable communication skills valued by employers and universities alike.

In Higher Italian, learners build upon their existing knowledge of the language to achieve greater flexibility of expression and a considerably more sophisticated level. They further develop their ability to understand complex written and spoken language and to communicate successfully with others on a wide range of topics relevant to everyday life. They also have the opportunity to explore and understand the cultures of countries where Italian is spoken, for example by studying foreign-language films.

'Learning a new language enables learners to make connections with different people and their cultures and to play a fuller part as global citizens. The ability to use language lies at the centre of thinking and learning.'

Scottish Qualifications Authority, 2013

COURSE STRUCTURE

The course consists of five components.

Component 1: Reading. This is externally assessed. Pupils read short and longer extracts of texts and answer in English. Throughout the course, pupils have the opportunity to develop their reading skills through the study of various topics which are then assessed in the final examination.

Component 2: Writing. This is externally assessed and is the second element of Paper 1 of the SQA examination. Pupils prepare for this element of the course by gaining practice in the use of personal language through the completion of a job application.

Component 3: Listening. This is externally assessed. Pupils listen to both a monologue and a dialogue of native speakers and answer questions in English. The content of the listening is covered throughout the course in the teaching of a variety of topics.

Component 4: Assignment Writing. This is externally assessed. Pupils produce a piece of writing in a first draft which they then can improve upon using a correction code. Their final piece of writing is produced under exam conditions and then sent on to the SQA for external marking.

Component 5: Performance Talking. This is internally assessed and then results are sent to the SQA to be added to the overall course award for each candidate. The Performance Talking consists of a presentation in the target language, followed by a discussion with the assessor, also in the target language.

The aim of the course is for pupils to be able to understand and use language in different contexts. With a topic-based approach to learning and teaching, all skills developed within the course are transferrable.

SKILLS, KNOWLEDGE AND UNDERSTANDING

The Higher Italian course offers learners opportunities to develop and extend a wide range of skills: communication, critical thinking, cultural awareness and creativity. In particular, learners will develop:

- their spoken and written Italian
- the ability to understand, analyse and evaluate more complex Italian when reading and listening
- the ability to translate accurately from Italian into English
- the ability to apply their knowledge of the language in real-life contexts
- their awareness and understanding of other cultures and ways of life.

COURSE ASSESSMENT

Unit 1: Understanding Language will be attained by passing one assessment in Reading and one in Listening, undertaken in class. For example, candidates might read a journalistic article about students who have summer jobs then answer questions about it in English, or listen to a conversation about life in the digital age then summarise in English the main points they have heard.

Unit 2: Using Language will be attained by passing one assessment in Talking and one in Writing, undertaken in class. For example, candidates will write a review in Italian about a Italian film they have watched in class then discuss the film in Italian with their teacher, or discuss a topic of personal interest such as their future plans and aspirations.

Final examination: Reading, Listening and Writing will be assessed via two exam question papers in May. Talking will be assessed by class teachers in March, subject to verification by the SQA. The Talking exam will consist of a short oral presentation by the candidate, followed by discussion with the class teacher of some of the themes studied in the course.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

4. Employability, enterprise and citizenship
4.6 Citizenship

5. Thinking skills
5.3 Applying

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

ITALIAN – ADVANCED HIGHER

PURPOSE AND AIMS OF THE COURSE

As well as being enjoyable and interesting to study, languages are regarded as an important employment skill which can be combined with most other disciplines such as Business, Engineering, Accountancy and Law.

At Advanced Higher level, students of Italian develop a high level of confidence, accuracy and fluency in the language while also developing the type of transferable communication skills valued by employers and universities alike. As well as the ability to read, write, listen and talk in Italian at a sophisticated level, learners also gain a deeper understanding of cultural issues and current affairs affecting young people in Italy, Europe and beyond.

'The ability to use language lies at the centre of thinking and learning... Learners use creative and critical thinking, as well as other higher order language skills, to synthesise ideas and arguments and develop independent learning skills, including research and analytical skills.'

Scottish Qualifications Authority, 2013

COURSE STRUCTURE

Learners will complete three Units: Understanding Language, Using Language, and Specialist Study. They will develop advanced skills in Listening, Talking, Reading and Writing through the study of four themes:

- Society
- Learning
- Employability
- Culture

UNDERSTANDING LANGUAGE

Learners will develop the Reading and Listening skills required to understand complex spoken and written texts. Texts are drawn from a wide range of sources: Italian broadsheet newspaper articles, media clips, audio recordings, websites and review magazines are all used to allow learners to develop their cultural awareness alongside their linguistic skills. Opportunities for discussion and debate of topical issues allows learners to develop their own views and arguments on contemporary issues relevant to young people.

USING LANGUAGE

Learners will develop their Talking and Writing skills by giving their own views on the topics studied in class, drawn from the four themes above. In response to what they have read and heard, they will use complex and varied language to express their thoughts and opinions in discussions and in discursive essays. A native Italian Foreign Language Assistant works with Advanced Higher pupils regularly to further support them as they develop their spoken Italian.

SPECIALIST STUDY:

Learners will study one French literary text and one Italian-language film in the course of the year. They will develop analytical and evaluative skills by writing about these texts in both Italian and English.

SKILLS, KNOWLEDGE AND UNDERSTANDING

The Advanced Higher Italian course offers learners opportunities to develop and extend a wide range of skills: communication, critical thinking, cultural awareness and creativity. In particular, learners will develop:

- advanced listening and talking, reading, and writing skills in Italian, in the contexts of society, learning, employability, and culture
- advanced knowledge and understanding required to understand and use Italian, in the contexts of society, learning, employability, and culture
- understanding an advanced range of grammatical knowledge when using the modern language
- advanced knowledge and understanding required to apply the language skills of translation
- advanced knowledge and appreciation of literary and/or media texts in the modern language

COURSE ASSESSMENT

Unit 1: Understanding Language will be attained by passing one assessment in Reading and one in Listening, undertaken in class.

Unit 2: Using Language will be attained by passing one assessment in Talking and one in Writing, undertaken in class.

Unit 3: Specialist Study will be attained by producing a detailed plan for the Portfolio assignment.

Final examination: Reading, Listening and Writing will be assessed via two exam question papers in May. Talking will be assessed by a visiting examiner in March.

Portfolio: An essay of 1200-1500 written in English on the literary and media texts studied will be submitted to the SQA in April and will contribute to the final examination mark.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

4. Employability, enterprise and citizenship

4.6 Citizenship

5. Thinking skills

5.3 Applying

Valuable resources available in school and online include:

- World of Work at www.myworldofwork.co.uk
- Planit at www.planitplus.net
- Workit at www.workit.info

LEGAL SERVICES (SCQF LEVEL 6) GLASGOW CLYDE COLLEGE – LANGSIDE CAMPUS

PUPIL ELIGIBILITY

You must have:

- 3 passes at National 5, 1 of which should be English

ATTENDANCE PATTERN

Tuesday & Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

COURSE OUTLINE

The National Progression Award (NPA) in Legal Services has been developed with the purpose of providing you with knowledge and understanding of the role of the law; provide you with the opportunity to develop relevant skills for legal related occupations and further study and to prepare you for entry into related NC or HN programmes. This is a recognised and current Group Award in Legal Studies

QUALIFICATION BREAKDOWN

National Progression Award in Legal Studies SCQF Level 6:

- Scots National Law: an Introduction
- Crime in Society
- Law of Contract: an Introduction

WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Administrative support within private legal practice, the Crown Office, the Fiscal Service, commercial legal teams
- General court administration
- Personal injury claim handler
- Administrative support within private legal practice
- Administrative support within the Crown Office General court administration
- Personal injury claim handler

APPLICATION OF MATHEMATICS – NATIONAL 4

PURPOSE AND AIMS OF THE COURSE

The purpose of the National 4 Application of Mathematics Course is to motivate and challenge learners by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic. The Course aims to:

- motivate and challenge learners by enabling them to select and apply mathematical skills to tackle straightforward real-life problems or situations
- develop the ability to interpret straightforward real-life problems or situations involving mathematics
- develop confidence in the subject and a positive attitude towards the use of mathematics in straightforward real-life situations
- apply mathematical operational skills with an appropriate degree of accuracy
- use mathematical reasoning skills to assess risk, draw conclusions and explain decisions
- communicate mathematical information in an appropriate way

COURSE STRUCTURE

This Course will develop skills for learning, life and work, through context and application-led learning. Through real-life contexts, learners will acquire the ability to apply mathematical operational skills relevant to life and work.

Application of Mathematics: Managing Finance and Statistics (National 4)

The general aim of this unit is to develop skills that focus on the use of mathematical ideas and strategies that can be applied to managing finance and statistics in straightforward real-life contexts.

Application of Mathematics: Geometry and Measures (National 4)

The general aim of this unit is to develop skills that focus on the use of mathematical ideas and strategies that can be applied to geometry and measurement in straightforward real-life contexts.

Numeracy (National 4)

The general aim of this unit is to develop learners' numerical and information handling skills to solve straightforward, real-life problems involving number, money, time and measurement.

Added Value Unit: Application of Mathematics Test (National 4)

The general aim of this unit is to enable the learner to provide evidence of added value for the National 4 Application of Mathematics Course through successful completion of a test which will allow the learner to demonstrate breadth and application.

SKILLS, KNOWLEDGE AND UNDERSTANDING

This Course will develop learners' ability to:

- interpret straightforward real-life situations and problems involving mathematics
- identify appropriate mathematical operational skills to tackle straightforward real-life situations or problems
- use mathematical operational skills to an appropriate degree of accuracy
- use mathematical reasoning skills to assess risk, draw conclusions or explain decisions
- communicate mathematical information in an appropriate way

COURSE ASSESSMENT

To gain the award of the course, the learner must pass all three Units as well as the Course assessment.

The Units will be assessed on a pass/fail basis within the school. In the National 4 Application of Mathematics Course, added value will be assessed in the Course assessment. The added value will focus on:

- breadth
- challenge
- application

The learner will draw on and apply the skills they have learned during the Course. This will be assessed within written question papers, requiring application of the breadth of knowledge and skills from across the Units of the Course, sometimes in integrated ways. As an aid to meeting these aims, skills in using a calculator will be developed and a calculator will be permitted in part of the question paper. The Course assessment will provide the basis for grading attainment in the Course award.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the course are based on the SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below:

2 Numeracy

- 2.1 Number processes
- 2.2 Money, time and measurement
- 2.3 Information handling

5 Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

APPLICATION OF MATHEMATICS – NATIONAL 5

PURPOSE AND AIMS OF THE COURSE

The purpose of the National 5 Application of Mathematics Course is to motivate and challenge learners by enabling them to think through real-life situations involving mathematics and to form a plan of action based on logic. The Course aims to:

- motivate and challenge learners by enabling them to select and apply mathematical techniques to tackle a range of real-life problems and situations
- develop the ability to analyse a range of real-life problems or situations with some complex features involving mathematics
- develop confidence and independence in the subject and a positive attitude towards the use of mathematics in real-life situations
- develop the ability to select, apply, combine and adapt mathematical operational skills to new and unfamiliar situations in life and work to an appropriate degree of accuracy
- develop the ability to use mathematical reasoning skills to generalise, build arguments, draw logical conclusions, assess risk, make informed decisions
- develop the ability to use a range of mathematical skills to analyse, interpret and present a range of information
- communicate mathematical information in a variety of forms
- develop the ability to think creatively and in abstract ways

COURSE STRUCTURE

Course will develop skills for learning, life and work, through context and application-led learning. Through real-life contexts, learners will acquire and be able to apply mathematical operational skills directly relevant to life and work, and to appreciate the role of mathematical ideas in the world.

Application of Mathematics: Managing Finance and Statistics (National 5)

The general aim of this unit is to develop skills that focus on the use of mathematical ideas and valid strategies that can be applied to managing finance and statistics in real-life contexts which may be new to the learner.

Application of Mathematics: Geometry and Measures (National 5)

The general aim of this unit is to develop skills that focus on the use of mathematical ideas and valid strategies that can be applied to geometry and measurement in real-life contexts which may be new to the learner.

Numeracy (National 5)

The general aim of this unit is to develop learners' numerical and information handling skills to solve real-life problems involving number, money, time and measurement. At this level, real-life problems will have some complex features and be set in contexts which are likely to be unfamiliar to the learner.

SKILLS, KNOWLEDGE AND UNDERSTANDING

This Course will develop learners' ability to:

- analyse real-life situations and problems involving mathematics
- identify valid mathematical operational skills to tackle real-life situations or problems
- select and apply numeracy skills
- select and apply skills in finance, statistics, measurement, geometry, graphical data and probability
- use mathematical reasoning skills to draw conclusions or justify decisions
- communicate mathematical information in an appropriate way

COURSE ASSESSMENT

The course assessment meets the key purposes and aims of the course by addressing:

- breadth — drawing on knowledge and skills from across the course
- challenge — requiring greater depth or extension of knowledge and/or skills
- application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

The learner will draw on and apply the skills they have learned during the course. This will be assessed within two written question papers, requiring application and the breadth of knowledge and skills from across the units of the course sometimes in integrated ways. As an aid to meeting these aims, skills in using a calculator will be developed and a calculator will be permitted in part of the question paper. The course assessment will provide the basis for grading attainment in the course award.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the course are based on the SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below:

2 Numeracy

- 2.1 Number processes
- 2.2 Money, time and measurement
- 2.3 Information handling

5 Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

MARITIME SKILLS – SKILLS FOR WORK (SCQF LEVEL 5) CITY OF GLASGOW COLLEGE

PUPIL ELIGIBILITY

You must be working towards or have:

- National 5 in English, Maths and one other science

ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

COURSE OUTLINE

You will explore a variety and range of career opportunities — local, national and global, in the maritime sector, including commercial sea-fishing, the Royal Navy, the Merchant Navy, inland waterways and marine leisure, ports and harbours.

City of Glasgow College will introduce you to the operation of boats and equipment, including: boat handling, the use of ropes, wires and chains and effective anchoring, mooring and securing a vessel are tackled in practical situations. There's an introduction to marine navigation, where you will learn how to use a marine chart to plot position using standard marine instruments, and how to take account of the weather.

QUALIFICATION BREAKDOWN

Skills for Work: Maritime Skills SCQF Level 5:

- Seamanship: An Introduction
- Maritime Environment: An Introduction
- Small Boat Engineering
- Health and Safety in the Maritime Sector
- Employability Skills and Careers in the Maritime Sector

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- A full time higher education course, such as a National Certificate (NC), Higher National Certificate (HNC). The level you might enter would depend on the level and relevance of your other qualifications.

MATHEMATICS – NATIONAL 5

PURPOSE AND AIMS OF THE COURSE

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The course aims to:

- motivate and challenge learners by enabling them to select and apply mathematical techniques in a variety of mathematical and real-life situations
- develop confidence in the subject and a positive attitude towards further study in mathematics
- develop skills in manipulation of abstract terms in order to solve problems and to generalise
- develop the learner's skills in using mathematical language and to explore mathematical ideas
- develop skills relevant to learning, life and work in an engaging and enjoyable way

COURSE STRUCTURE

Learners will acquire and apply operational skills necessary for developing mathematical ideas through symbolic representation and diagrams. They will select and apply mathematical techniques. Learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

There are three mandatory units:

Expressions and Formulae

The general aim of this Unit is to develop skills linked to mathematical expressions and formulae. These include the manipulation of abstract terms, the simplification of expressions and the evaluation of formulae. The Outcomes cover aspects of number, algebra, geometry and reasoning.

Relationships

The general aim of this Unit is to develop skills linked to mathematical relationships. These include solving and manipulating equations, working with graphs and carrying out calculations on the lengths and angles of shapes. The Outcomes cover aspects of algebra, geometry, trigonometry and reasoning.

Applications

The general aim of this Unit is to develop skills linked to applications of mathematics. These include using trigonometry, geometry, number processes and statistics within real-life contexts. The Outcomes cover aspects of these skills and also skills in reasoning.

SKILLS, KNOWLEDGE AND UNDERSTANDING

This course will develop the learner's ability to:

- understand and use mathematical concepts and relationships
- select and apply operational skills in algebra, geometry, trigonometry and statistics within mathematical contexts
- select and apply skills in numeracy
- use mathematical models
- use mathematical reasoning skills to interpret information, to select a strategy to solve a problem, and to communicate solutions

COURSE ASSESSMENT

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

- breadth — drawing on knowledge and skills from across the course
- challenge — requiring greater depth or extension of knowledge and/or skills
- application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This enables candidates to:

- demonstrate mathematical operational skills
- integrate mathematical operational skills developed throughout the course
- demonstrate mathematical reasoning skills
- apply numerical calculation skills without the use of a calculator to demonstrate an underlying grasp of mathematical processes

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the course are based on the SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below:

2 Numeracy

- 2.1 Number Processes
- 2.2 Money, time and measurement
- 2.3 Information handling

5 Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

Numeracy skills shown in this National Course provide automatic certification of the Core Skill: Numeracy at SCQF level 5.

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

MATHEMATICS – HIGHER

PURPOSE AND AIMS OF THE COURSE

Mathematics is important in everyday life. It helps us to make sense of the world we live in and to manage our lives.

Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. The course aims to:

- motivate and challenge candidates by enabling them to select and apply mathematical techniques in a variety of mathematical situations
- develop confidence in the subject and a positive attitude towards further study in mathematics and the use of mathematics in employment
- deliver in-depth study of mathematical concepts and the ways in which mathematics describes our world
- allow candidates to interpret, communicate and manage information in mathematical form, skills which are vital to scientific and technological research and development
- deepen candidates' skills in using mathematical language and exploring advanced mathematical ideas

COURSE STRUCTURE

This course will develop, deepen and extend mathematical skills necessary at this level and beyond. Learners will acquire and apply operational skills necessary for exploring mathematical ideas through symbolic representation and diagrams. In addition, learners will develop mathematical reasoning skills and will gain experience in making informed decisions.

There are three mandatory units:

Expressions and Functions

The general aim of this Unit is to develop knowledge and skills that involve the manipulation of expressions, the use of vectors and the study of mathematical functions. The Outcomes cover aspects of algebra, geometry trigonometry, and also skills in mathematical reasoning and modelling.

Relationships and Calculus

The general aim of this Unit is to develop knowledge and skills that involve solving equations and to introduce both differential calculus and integral calculus. The Outcomes cover aspects of algebra, trigonometry, calculus and also skills in mathematical reasoning and modelling.

Applications

The general aim of this Unit is to develop skills that involve geometric applications, applications of sequences and applications of calculus. The Outcomes cover aspects of algebra, trigonometry, calculus and also skills in mathematical reasoning and modelling.

SKILLS, KNOWLEDGE AND UNDERSTANDING

This course will develop the learner's ability to:

- understand and use a range of complex mathematical concepts and relationships
- select and apply operational skills in algebra, geometry, trigonometry and calculus
- select and apply skills in numeracy
- use mathematical reasoning skills to extract and interpret information and to use complex mathematical models
- use mathematical reasoning skills to think logically, provide justification or proof and solve problems
- communicate mathematical information with complex features

COURSE ASSESSMENT

To gain the award of the course, the learner must pass all three Units as well as the Course assessment.

The Units will be assessed on a pass/fail basis within the school. In the Higher Mathematics Course, added value will be assessed in the Course assessment. The added value will focus on:

- breadth
- challenge
- application

The learner will draw on and apply the skills they have learned during the Course. This will be assessed within two written question papers, requiring demonstration of the breadth of knowledge and skill acquired from across the Units of the Course, sometimes in integrated ways. As an aid to meeting these aims, skills in using a calculator will be developed and a calculator will be permitted in part of the question paper.

The Course assessment will provide the basis for grading attainment in the Course award.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the course are based on the SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below:

2 Numeracy

- 2.1 Number Processes
- 2.2 Money, time and measurement
- 2.3 Information handling

5 Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

Numeracy skills shown in this National Course provide automatic certification of the Core Skill Numeracy at SCQF level 6.

Numeracy skills shown in this National Course provide automatic certification of the Core Skill Communication at SCQF level 6.

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

MATHEMATICS – ADVANCED HIGHER

PURPOSE AND AIMS OF THE COURSE

Mathematics helps us make sense of the world around us. It is the study of relationships, patterns, proofs and the properties of numbers. Mathematics takes a reasoned approach to thinking and is characterized by order and the use of carefully designed terms and processes. Mathematics at Advanced Higher provides the foundation for many developments in the sciences and in technology as well as having its own intrinsic value. This course is designed to enthuse, motivate, and challenge learners by enabling them to:

- select and apply complex mathematical techniques in a variety of mathematical situations, both practical and abstract
- extend and apply skills in problem solving and logical thinking
- extend skills in interpreting, analysing, communicating and managing information in mathematical form, while exploring more advanced techniques
- clarify their thinking through the process of rigorous proof

COURSE STRUCTURE

This course will develop, deepen and extend mathematical skills necessary at this level and beyond. Learners will acquire and apply operational skills necessary for exploring more complex mathematical ideas. In addition, learners will develop mathematical reasoning skills and will gain experience in logical thinking and methods of proof. The Advanced Higher Mathematics Course, totaling 24 SCQF credit points, with an additional eight SCQF credit points to allow the use of an extended range of learning and teaching approaches, consolidation of learning, integration and preparation for external assessment. The three Units are:

Methods in Algebra and Calculus

The general aim of the Unit is to develop advanced knowledge and skills in algebra and calculus that can be used in practical and abstract situations to manage information in mathematical form. The importance of logical thinking and proof is emphasized throughout.

Applications of Algebra and Calculus

The general aim of the Unit is to develop advanced knowledge and skills that involve the application of algebra and calculus to real-life and mathematical situations, including applications to geometry.

Geometry, Proof and Systems of Equations

The general aim of the Unit is to develop advanced knowledge and skills that involve geometry, number and algebra, and to examine the close relationship between them. Learners will develop skills in logical thinking.

SKILLS, KNOWLEDGE AND UNDERSTANDING

The Course develops and expands a range of mathematical skills. It allows the learner to develop further skills in calculus and algebra. Areas such as number theory (which helps keep the internet secure), complex numbers (the uses of which are ubiquitous, ranging from the solutions of equations to the description of electronic circuits) and matrices (used in game theory and economics) are introduced. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the course include:

- the ability to use mathematical reasoning skills to think logically, provide justification and solve problems

- knowledge and understanding of a range of complex concepts
- the ability to select and apply complex operational skills
- the ability to use reasoning skills to interpret information and to use complex mathematical models
- the ability to effectively communicate solutions in a variety of contexts
- the ability to explain and justify concepts through the idea of rigorous proof
- the ability to think creatively

COURSE ASSESSMENT

To gain the award of the course, the learner must pass all three Units as well as the Course assessment. The Units will be assessed on a pass/fail basis within the school. In the Advanced Higher Mathematics Course, added value will be assessed in the Course assessment. The added value will focus on:

- breadth
- challenge
- application

The learner will draw on and apply the skills they have learned during the Course. This will be assessed within a written question paper, requiring demonstration of the knowledge, skills and understanding acquired from across the Units and how they can be applied in unfamiliar contexts and/or integrated ways.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the course are based on the SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below:

2 Numeracy

- 2.1 Number Processes
- 2.2 Money, time and measurement
- 2.3 Information handling

5 Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

MECHANICAL ENGINEERING – FOUNDATION APPRENTICESHIP (SCQF LEVEL 6) OPEN TO S5 PUPILS CITY OF GLASGOW COLLEGE

PUPIL ELIGIBILITY

Candidates intending to leave school at the end of S6 with minimum of one or more Highers and Nat 5's. Essential criteria as follows:

- Achieved or working towards Higher Maths (A-C) by end of S6
- Achieved or working towards Nat 5's (A-C) by end S6

ATTENDANCE PATTERN

Year 1: Tuesday and Thursday (1:30pm to 4pm and 3 weeks in June (Mon - Fri 9.30am - 4.00pm).

Year 2: proposed attendance: Monday, Tuesday, Wednesday (1.30pm to 4pm) and Thursday all day shared between college and work experience placement. 3 weeks in June (Mon - Fri 9.30am - 4.00pm).

Please note: Year 2 may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.

COURSE OUTLINE

The aim of the Foundation Apprenticeship is to provide you with the opportunity to develop the skills and knowledge to enter into a career in Engineering and the Advanced Manufacturing sector. You will gain vocational qualifications that combine sector-specific skills alongside the knowledge that underpins these skills in a workplace setting.

QUALIFICATION BREAKDOWN

Foundation Apprenticeship in Mechanical Engineering SCQF Level 6 - GL7C 46:

A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.

WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Modern Apprenticeship
- Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree.

The level you might enter would depend on the level and relevance of your other qualifications

MECHANICAL ENGINEERING OPEN TO S6 PUPILS HIGHER NATIONAL CERTIFICATE (SCQF LEVEL 7) GLASGOW KELVIN COLLEGE – SPRINGBURN

PUPIL ELIGIBILITY

You must have, or are studying:

- Pass in Higher Maths or Higher Physics

ATTENDANCE PATTERN

Monday & Tuesday all day. The duration of the course is August to June.

Please note, this option is continuous attendance from August to June and may impact on other subjects attendance.

COURSE OUTLINE

The Higher National Certificate (HNC) in Mechanical Engineering is a unique opportunity to complete a recognised qualification within 1 year and providing you with the opportunity to progress to HND Level or University. This is an excellent course for learners in the Senior Phase of secondary school where learners can enhance their potential prospects for employment in engineering and creates unrivalled opportunities for aspiring engineers and technicians.

You will study the fundamental concepts of mechanical engineering including dynamics, statics, thermodynamics and fluid mechanics. You will gain skills in subjects such as CAD, engineering drawing and other industry essential subjects and you will learn within the classroom, CAD laboratory and a purpose built engineering laboratory.

QUALIFICATION BREAKDOWN

Higher National Certificate in Mechanical Engineering – SCQF level 7:

- Dynamics
- Thermofluids
- Pneumatics & Hydraulics
- Statics and Strength of Materials
- Materials Selection
- Engineering Mathematics 1
- Communication: Practical Skills
- Quality Management: An Introduction
- Engineering Principles
- Computer Aided Design
- Engineering Drawing
- Graded Unit 1

WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- HND Mechanical Engineering
- University (Subject to university entry criteria)

Successful completion of the course will provide you with the knowledge and skills needed to seek employment as a junior technician or engineering apprentice.

MODERN STUDIES – HIGHER

PURPOSE AND AIMS OF THE COURSE

The purpose of Modern Studies is to develop the learner's knowledge and understanding of contemporary political and social issues in local, Scottish, United Kingdom and international contexts. In these contexts, learners will develop an awareness of the social and political issues they will meet in their lives. This purpose will be achieved through successful study of the three Units.

The main aims of Modern Studies are to enable learners to develop:

- a range of research, analytical and evaluating skills
- understanding of the democratic process and complex political issues
- understanding of complex social and economic issues at local, Scottish, national and international levels and ways of addressing needs and inequalities
- understanding of different views about the extent of state involvement in society
- understanding of the nature and processes of conflict resolution
- understanding of the importance of human and legal rights and responsibilities and their application in different societies

COURSE STRUCTURE

This Course develops a range of cognitive skills. It encourages active learning in the process of developing an understanding of contemporary society. Learners will acquire and apply relevant knowledge. By using a range of sources of information, they will develop investigating, evaluating and analysing skills in order to understand and explain political, social and international issues. This Course has three mandatory Units.

Modern Studies: Democracy in Scotland and the United Kingdom (Higher)

In this Unit, learners will use a range of written, numerical and graphical sources of information in order to detect and explain the degree of objectivity in contemporary Scottish and UK political contexts. Learners will draw on knowledge and understanding of democracy in Scotland and the United Kingdom.

Course Unit: Democracy in Scotland.

Modern Studies: Social Issues in the United Kingdom (Higher)

In this Unit, learners will use a range of written, numerical and graphical sources of information in order to make and justify decisions about social issues. Learners will draw on knowledge and understanding of social issues within the United Kingdom and Scotland. Course Unit: Social Inequality in the United Kingdom

Modern Studies: International Issues (Higher)

In this Unit, learners will use a range of written, numerical and graphical sources of information in order to draw and support conclusions in international contexts. Learners will draw on knowledge and understanding of international issues.

Course Unit: World Powers: the USA.

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be covered in the Course is given in this section.

- developing and applying skills, knowledge and understanding across political, social and international contexts
- analysing, evaluating and synthesising a wide range of evidence which may be written, numerical and graphical to detect and explain the degree of objectivity in political contexts which may be familiar or unfamiliar

- researching, analysing, evaluating and synthesising a wide range of evidence which may be written, numerical and graphical to make and justify decisions in social contexts which may be familiar or unfamiliar

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course.

COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the Higher Modern Studies Course, added value will focus on:

- breadth • challenge • application

The learner will draw on, extend and apply the skills, knowledge and understanding they have acquired during the Course. This will be assessed by a question paper and an assignment. The question paper will require demonstration of a breadth of skills, knowledge and understanding from across the Course. The assignment will require learners to extend and apply their skills, knowledge and understanding and will be sufficiently open and flexible to allow for personalisation and choice.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

1 Literacy

1.1 Reading 1.2 Writing

2 Numeracy

2.3 Information handling

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.3 Applying 5.4 Analysing and evaluating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

MUSIC – NATIONAL 5

PURPOSE AND AIMS OF THE COURSE

The purpose of the Course is to provide a broad practical experience of performing and creating music and develop related knowledge and understanding of music. Course activities allow learners to work independently or in collaboration with others, and can help learners to plan and organise, to make decisions and to take responsibility for own learning.

The aims of the Course are to enable learners to:

- develop performing skills in solo and/or group settings on their two selected instruments, or on one instrument and voice
- performing challenging music with sufficient accuracy while maintaining the musical flow
- create original music using compositional methods and music concepts creatively when composing, arranging or improvising
- develop knowledge of the influence of social and cultural factors on music
- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music signs, symbols and music concepts
- self-reflect on their own work and that of others

COURSE STRUCTURE

The Course has an integrated approach to learning and includes a mixture of practical learning, and understanding of music. In the Course learners will draw upon their understanding of music styles and concepts as they experiment with using these in creative ways when performing and creating music.

Music: Performing Skills (National 5)

In this unit, learners will develop performing skills on two selected instruments, or on one selected instrument and voice. They will perform level-specific music with sufficient accuracy and will maintain the musical flow. Learners will, through regular practice and self-reflection, develop technical, musical and performing skills.

Music: Composing Skills (National 5)

In this unit, learners will experiment with, and use a range of compositional methods and music concepts in creative ways to realise their intentions when creating original music. Learners will self-reflect on their creative choices and decisions and will develop their understanding of how musicians develop their ideas and create their music and the things that influence their work.

Understanding Music (National 5)

In this unit, through listening, learners will develop knowledge and understanding of a variety of level-specific music concepts, and music literacy. They will identify and recognise specific music styles and concepts, and music signs and symbols used in music notation.

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

- preparing and performing a solo and/or group programme of music on two selected instruments, or on one instrument and voice
- performing sections of music with sufficient accuracy and maintaining the musical flow
- self-reflecting on and evaluating their musical and creative skills and identifying areas for improvement

- understanding the creative process and approaches used by composers when composing, arranging or improvising music
- understanding the effect of social and cultural influences on music
- creating original music using compositional methods and music concepts in creative ways
- the ability to recognise and understand level-specific annotated music signs and symbols
- recognising and distinguishing between a range of level-specific music concepts and styles of music

COURSE ASSESSMENT

The course assessment from National 5 to Advanced Higher is externally marked. The course assessment meets the key purpose and aims of the course by addressing, challenge and application of skills.

Learners will draw on, extend and apply the skills they have learned during the course. This will be assessed through a performance, question paper and compositional folio.

The performance will be underpinned by knowledge and understanding of the music and will be sufficiently open and flexible to allow personalisation and choice.

The question paper will require demonstration of a depth of knowledge and understanding of music, music concepts and musical literacy, drawn from the units in the course.

The compositional folio will demonstrate creativity and requires the exploration, understanding and development of musical compositional techniques and concepts.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

3 Health and wellbeing

3.1 Personal learning

5. Thinking skills

5.3 Applying

5.4 Analysing and evaluating

5.5 Creating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

MUSIC – HIGHER

PURPOSE AND AIMS OF THE COURSE

Higher Music provides opportunities for candidates with a broad practical experience of performing, creating and understanding music. It enables them to work independently or in collaboration with others, and can help them to plan and organise, to make decisions, and to take responsibility for their own learning.

The course aims to enable candidates to:

- broaden their knowledge and understanding of music and musical literacy by listening to music and identifying level-specific music concepts, signs and symbols
- create original music using compositional methods
- perform music

COURSE STRUCTURE

The course has an integrated approach to learning and combines practical learning and understanding of music. Candidates draw upon their understanding of music styles and concepts when performing and creating music.

Candidates experiment with and use music concepts in creative ways, within a range of compositional methods, as they compose original music and self-reflect on their creative choices. Through listening, they develop knowledge and understanding of a variety of music styles, level-specific concepts, signs and symbols used in music notation.

Candidates develop their performing skills on two selected instruments, or on one selected instrument and voice, through regular practice and self-reflection.

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

- skills in listening to music to promote aural perception and discrimination
- knowledge and understanding of level-specific music styles, concepts, notation signs and symbols
- skills in creating original music, incorporating harmony and using compositional methods

- reviewing the creative process and evaluating own composing
- skills in performing music on two contrasting instruments in contrasting styles
- self-reflection and review of rehearsal and practice skills

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level.

COURSE ASSESSMENT

The Course assessment will consist of three Components: a performance, an assignment and a question paper.

Component 1 – Question Paper

40 marks 35% of the marks

The question paper assesses candidates' knowledge and understanding of music concepts and music literacy.

For sections 1 and 2, candidates must answer on their selected text. For section 3, candidates must answer on a performance they have seen using a different text from that used in sections 1 and 2.

Component 2 – Assignment

30 marks 15% of the marks

The assignment allows candidates to explore and develop musical ideas to create music. It has two parts:

- composing one piece of music
- reviewing the composing process

Component 3 – Performance

60 marks 50% of the marks

Performance – instrument 1 30 marks

Performance – instrument 2 30 marks

The performance allows candidates to demonstrate skills on either two selected instruments, or on a selected instrument and voice.

The performance allows candidates to demonstrate their musical and technical skills in an appropriately challenging context.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that candidates will develop broad, generic skills through this Course. The skills that candidates will be expected to improve on and develop through the Course are based on SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

3. Health and wellbeing

3.1 Personal learning

5. Thinking skills

5.3 Applying

5.4 Analysing and evaluating

5.5 Creating

MUSIC – ADVANCED HIGHER

PURPOSE AND AIMS OF THE COURSE

The main purpose of the course is to develop skills in performing, creating, understanding and analysing music. Learners will develop and extend their applied music skills in challenging contexts and develop a greater depth of understanding of music through listening.

Learners will acquire skills they need to perform challenging music with musical and technical accuracy and fluency, while realising the composers' intentions. The Course also provides learners opportunities to develop composing skills in sophisticated and creative ways. The Course helps learners develop advanced aural skills and demonstrate their understanding and analysis of music through researching and analysing complete movements or works.

The aims of the Course are to enable learners to:

- develop autonomy and independent thinking skills
- develop creativity through performing
- develop self-expression when creating original music
- develop advanced skills in musical analysis and aural discrimination
- develop knowledge of music and musical literacy through in-depth study and analysis evaluate their own work and that of others

In the Course, learners will plan, organise and make decisions and take responsibility for managing their learning. They will apply their critical thinking skills when reflecting on their performing skills and their own music compositions. They will review and refine their music performances and compositions.

COURSE STRUCTURE

To achieve the Course, learners must successfully complete the three mandatory Units, and the Course assessment. Each of the component Units of the Course is designed to provide progression from the corresponding Units at Higher. It has an integrated approach to learning. Units are statements of standards for assessment and not programmes of learning and teaching.

They can be delivered in a number of ways.

Music: Performing Skills (Advanced Higher)

Learners will develop a range of advanced performing skills on two selected instruments, or on one selected instrument and voice. Through regular practice and reflection, learners will develop and creatively refine their performing skills while exploring a variety of musically and technically challenging music.

Music: Composing Skills (Advanced Higher)

Learners will develop a range of advanced skills in creating music. They will experiment with and apply a range of compositional techniques and devices in refined and sophisticated ways when creating their own original music, drawing on their understanding of composers' work, approaches and the creative process.

Understanding and Analysing Music (Advanced Higher)

Learners will develop their understanding of music styles, music concepts and musical literacy through Listening. Learners will work independently, demonstrating aural skills and an in-depth understanding of music and music concepts when investigating, analysing and commenting on sections of musical movements or works. To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment.

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is detailed below.

- performing musically and technically demanding music in solo and/or group programmes
- using problem solving, planning and evaluation skills when developing and refining performing skills
- experimenting with and using a variety of compositional techniques in creating compositions and/or improvisations and/or arrangements
- in-depth knowledge of a range of music concepts, musical literacy and music styles

- analysis of musical works
- analysis of composers' use of music concepts and factors influencing the development of their music
- preparing and performing a recital of music of an appropriate level
- planning, developing and producing original music
- demonstrating aural perception and discrimination

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level.

COURSE ASSESSMENT

The course assessment from National 5 to Advanced Higher is externally marked. The course assessment meets the key purpose and aims of the course by addressing, challenge and application of skills.

Learners will draw on, extend and apply the skills they have learned during the course. This will be assessed through a performance, question paper and compositional folio.

Performance: Learners will prepare and perform a programme of music on two selected instruments or once selected instrument or voice. This activity will be underpinned by knowledge and understanding of music and will allow personalisation and choice.

Composition: Learners will produce a folio of original music this will consist of composition. This will be underpinned by knowledge and understanding of music and will be sufficiently open and flexible to allow personalisation and choice.

The question paper will allow learners to demonstrate a depth of conceptual knowledge and understanding of music, music concepts and musical literacy developed across the whole course

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

3 Health and wellbeing

3.1 Personal learning

5. Thinking skills

5.4 Analysing and evaluating

5.5 Creating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

PAINTING AND DECORATING NATIONAL PROGRESSION AWARD (SCQF LEVEL 5) SOUTH LANARKSHIRE COLLEGE

PUPIL ELIGIBILITY

You must have:

- 3 passes at National 4, one of which should be Maths and English
- an interest in working in the construction industry

ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

COURSE OUTLINE

The National Progression Award (NPA) in Painting and Decorating will help you gain an insight into the trade and make informed choices regarding a career in painting and decorating. Training will be provided by South Lanarkshire College. The course will also provide you with the opportunity to develop employability skills and attitudes, which will help to prepare you for the workplace.

QUALIFICATION BREAKDOWN

National Progression Award in Painting and Decorating SCQF Level 5:

- Preparing and Painting Surfaces
- Decorative Painting
- Decorative Treatments
- Prepare and Hang Lining Paper
- Colour Practice: Painting and Decorating
- Paperhanging: Patterned Paper

WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- A Modern Apprenticeship in painting and/or decorator. You would train on the job, on a building site or workshop, and off the job at a college or training centre.

Apprenticeships usually last for three years

- A one year full time course National Certificate (NC) or National Qualification (NQ) course, in a related area of study such as Construction Skills or Construction Crafts at a college of further education. The level you might enter would depend on the level and relevance of your other qualifications

PHOTOGRAPHY – HIGHER GLASGOW CLYDE COLLEGE

PURPOSE AND AIMS OF THE COURSE

The Course encourages learners to be inspired and challenged by visually representing their personal thoughts and ideas through the medium of photography. They will also develop their appreciation of photographic work and practice.

The aims of the Course are for learners to:

- communicate personal thoughts, feelings and ideas using photography
- develop technical and creative skills in using photographic media, techniques and processes
- develop knowledge and understanding of a range of photography practice
- develop skills in problem solving, critical thinking and reflective practice
- analyse the impact of social and cultural influences on photographers and their work
- become critically self-reflective autonomous learners

COURSE STRUCTURE

The Course has an integrated approach to learning. It includes experiential learning activities which are underpinned by knowledge and understanding of photography.

Whether you are sitting Higher or the National Progression Award, you have to complete a number of mandatory units in photography. Practical Units allow candidates to develop skills in rudimentary camera operations and to be assessed on them. The functions of simple cameras are explained, utilising a mix of tutorials and practical demonstrations. Areas for learning include programme modes, camera care, camera handling. Importantly, there are learning activities in working with people in front of the camera, in terms of positioning and interaction. Simple concepts of lighting, lighting composition and framing are integrated within all practical projects.

Unit evidence will be required to show that the learner can analyse the factors influencing photographers and their work. Learners will also be required to evidence use of a range of camera skills and photographic processes for specific effect and their ability to produce effectively composed photographs, manage files and output images. Learners will compose images before producing and presenting a range of creative photographic work for specific purposes. They will also analyse and evaluate their own photographic work and skills.

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course. This course will enable pupils to:

- applied knowledge and understanding of the properties of light and image formation
- applied use of camera controls and a range of photographic techniques and processes
- investigation and analysis of the major historical, scientific, social and cultural factors influencing photographers and their work
- the ability to produce investigative research for photography and to plan, shoot, print and develop photographs
- exploration and experimentation with a range of photographic media, manipulation techniques and processes
- producing and presenting creative and technically proficient photographs
- effective management and storage of photographic images
- critically self-reflecting and evaluating their own work and practice and the photographic work of others

COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At Higher level the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

Course assessment structure

Component 1 —portfolio	100% of the marks
Total marks 100 marks	100% of the marks

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below.

3 Health and wellbeing

3.1 Personal learning

5. Thinking skills

5.4 Analysing and evaluating

5.5 Creating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

PHYSICAL EDUCATION – NATIONAL 5

PURPOSE AND AIMS OF THE COURSE

The main purpose of the Course is to develop and demonstrate movement and performance skills in physical activities. By engaging in practical activities, learners can demonstrate initiative, decision-making and problem-solving.

The main aims of the Course are to enable the learner to:

- develop the ability to safely perform a comprehensive range of movement and performance skills
- understand factors that impact on personal performance in physical activities
- build capacity to perform effectively
- develop approaches to enhance personal performance
- monitor, record and evaluate performance development

COURSE STRUCTURE

Performance (60 Marks)

The purpose of this component is to assess the candidate's ability to effectively perform in two different physical activities.

Each performance is a single event in a challenging, competitive and/or demanding context. This gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- a repertoire of skills — including complex skills
- control and fluency
- effective decision-making
- using and applying straightforward composition, tactics or role safely and effectively
- conforming to rules, regulations and etiquette
- controlling emotions
- working co-operatively with others

Portfolio (60 marks)

The purpose of the portfolio is to assess the candidate's knowledge and understanding of the performance development process. It assesses the candidate's ability to integrate skills and apply knowledge and understanding from across the course. The portfolio gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- understanding factors that impact on performance
- planning, developing and implementing approaches to enhance personal performance
- monitoring, recording and evaluating performance development
- decision-making and problem-solving

The portfolio has three sections:

- Section 1:** Understanding factors that impact on performance **Section 2:** Planning, developing and implementing approaches to enhance personal performance
Section 3: Monitoring, recording and evaluating performance development

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

This includes:

- demonstrating a comprehensive range of movement and performance skills safely
- understanding factors that impact on performance
- planning, developing and implementing approaches to enhance personal performance
- monitoring, recording and evaluating performance development
- decision-making and problem-solving in performance contexts

COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

Learners will be assessed by a performance and question paper. The purpose of the performance is to assess the learner's ability to plan, prepare for, perform and evaluate their own personal performance in one physical activity. The purpose of the question paper is to assess the learner's ability to integrate and apply knowledge and understanding from across the Units.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below.

1 Literacy

1.3 Listening and talking

3 Health and wellbeing

3.2 Emotional wellbeing 3.3 Physical wellbeing

4 Employability, enterprise and citizenship

4.3 Working with others

5 Thinking skills

5.3 Applying 5.4 Analysing and evaluating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

PHYSICAL EDUCATION – HIGHER

PURPOSE AND AIMS OF THE COURSE

The main purpose of the Course is to enable candidates to demonstrate and develop a broad and comprehensive range of complex skills in challenging contexts in physical activities.

Candidates demonstrate initiative, decision making and problem solving by engaging in physical activities. Candidates develop the ability to use strategies to make appropriate decisions for effective performance. These strategies will be based on an analysis and understanding of the impact of mental, emotional, social and physical factors on performance.

The course supports the way that individual attitudes, values and behaviours are formed by participating in physical education. The skills, knowledge and understanding that candidates acquire by successfully completing the course are transferable to learning, to life and to the world of work.

The course enables candidates to:

- develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively across a range of challenging contexts
- select and apply skills and make informed decisions to effectively perform in physical activities
- analyse mental, emotional, social and physical factors that impact on performance
- understand how skills, techniques and strategies combine to produce an effective performance
- analyse and evaluate performance

COURSE STRUCTURE

Performance (60 marks)

The purpose of this component is to assess the candidates' ability to effectively perform in two different physical activities. Each of these performances is a single event in a challenging, competitive and/or demanding context. This gives candidates an opportunity to demonstrate the following:

The performance has 60 marks out of a total of 110 marks. This is scaled by SQA to represent 50% of the overall marks for the course assessment. Each single performance event is marked out of 30.

Question Paper (50 marks)

The purpose of this component is to assess the candidates' ability to integrate and apply knowledge and understanding from across the course. It gives candidates an opportunity to demonstrate the following skills, knowledge and understanding.

SKILLS, KNOWLEDGE AND UNDERSTANDING

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- planning, developing, implementing and evaluating performance
- selecting, demonstrating and safely applying a broad and comprehensive range of complex movement and performance skills in challenging contexts
- decision making and problem solving in challenging contexts
- analysing factors that impact on performance
- explaining a range of approaches for developing performance
- creating and implementing a Personal Development Plan (PDP)

- analysing the recording, monitoring and evaluation of performance development

The following provides details of skills, knowledge and understanding sampled in the course assessment:

There are five broad areas:

- factors impacting on performance (mental, emotional, social and physical)
- methods of collecting information to analyse factors impacting on performance
- key planning information
- performance development process
- recording, monitoring and evaluating performance development

COURSE ASSESSMENT

Course assessment is based on the information provided above. The course assessment meets the key purposes and aims of the course by addressing:

- challenge — requiring greater depth or extension of knowledge and/or skills
- application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This enables candidates to:

- integrate, extend and apply the skills, knowledge and understanding they have learned during the course the combination of a performance and question paper adds challenge and application to the course

SKILLS FOR LEARNING, LIFE AND WORK

This course helps candidates to develop broad, generic skills. These skills are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and draw from the following main skills areas:

1. Literacy

1.1 Listening and talking

3. Health and wellbeing

3.2 Emotional wellbeing 3.3 Physical wellbeing

4. Employability, enterprise and citizenship

4.3 Working with others

5. Thinking skills

5.4 Analysing and evaluating Teachers will build these skills into the course at an appropriate level, where there are suitable opportunities.

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

PHYSICAL EDUCATION – ADVANCED HIGHER

PURPOSE AND AIMS OF THE COURSE

The main purpose of the Course is to research and critically evaluate factors which underpin and impact on performance and use this knowledge to develop performance. Learners will develop consistency of performance in challenging environments and become proficient in their ability to analyse and apply strategies. The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to:

- investigate and critically evaluate how factors impact on performance
- understand and apply methods to develop performance
- develop independent research and investigation skills
- demonstrate a high level performance

The Course contributes towards the development of literacy skills by providing learners with opportunities to listen, talk, read, and write in English

COURSE STRUCTURE

Course is made up from Performance skills and a Project.

Performance Skills (30% of overall grade)

The purpose of this component is to provide learners with the opportunity to develop consistency in the precision, control and fluency of movement; and their body management, particularly spatial awareness.

Project (70% of overall grade)

The purpose of this component is for candidates to determine their own topic for their project which is research based and completed in the format of a 5000 word assignment. This is externally marked.

There is no written exam for this course.

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

This includes:

- demonstrating a range of approaches for developing or refining movement skills

- selecting and applying a range of complex movement and performance skills by making informed decisions during high level performance
- carrying out high level performance
- developing independent research and investigation skills
- analysing and evaluating performance development

COURSE ASSESSMENT

In the Advanced Higher Physical Education Course, added value will focus on:

- challenge
- application

Learners will be assessed by a performance and a project. Together they will add challenge and application to the course as the learner will integrate, extend and apply the skills, knowledge and understanding they have learned during the Course.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be

expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below.

1. Literacy

1.1 Listening and talking

3. Health and Wellbeing

3.2 Emotional wellbeing

3.3 Physical wellbeing

4. Employability, enterprise and citizenship

4.3 Working with others

5. Thinking skills

5.3 Applying

5.4 Analysing and evaluating

PHYSICS – HIGHER

PURPOSE AND AIMS OF THE COURSE

A wonderful opportunity for students to further develop their knowledge of physics. The Course gives learners a deeper insight into the structure of the subject, and aims to reinforce and extend the learner's knowledge and understanding of the concepts of physics. It also aims to develop the learner's skills in making critical and evaluative comment. Advances in physics mean that our view of what is possible is continually being updated. This Course allows learners to deepen their understanding of the processes behind scientific advances, and thus promotes awareness that physics involves interaction between theory and practice. The Course will therefore enable learners to become scientifically literate citizens who will recognise the impact physics makes on their lives, the environment and society, and be able to appreciate topical scientific debate.

COURSE STRUCTURE

Dynamic Universe (Higher)

The general aim of this unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of our dynamic universe. Learners will apply these skills when considering the applications of dynamic universe on our lives, as well as the implications on society/the environment.

Physics: Particles and Waves (Higher)

The general aim of this unit is to develop skills of scientific enquiry, investigation and analytical thinking, along with knowledge and understanding of particles and waves. Learners will apply these skills when considering the applications of particles and waves on our lives and the implications on society/the environment. This can be done by using a variety of approaches, including investigation and problem solving.

Physics: Electricity (Higher)

The general aim of this unit is to develop the skills of scientific inquiry, investigation and analytical thinking, along with the knowledge and understanding of electricity. Learners will apply these skills when considering the applications of electricity on our lives and the implications on society/the environment. The unit covers the key areas of electricity, and electrical storage and transfer. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

SKILLS, KNOWLEDGE AND UNDERSTANDING

The main aims of this Course are for learners to:

- develop and apply knowledge and understanding of physics
- develop an understanding of the role of physics in scientific issues and relevant applications of physics, including the impact these could make in society and the environment
- develop scientific inquiry and investigative skills
- develop scientific analytical thinking skills, including scientific evaluation, in a physics context
- develop the use of technology, equipment and materials, safely, in practical scientific activities
- develop planning skills
- develop problem solving skills in a physics context
- use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- develop the knowledge and skills for more advanced learning in physics
- develop skills of independent working

COURSE ASSESSMENT

Question Paper (Multiple Choice)

25 marks 40 minutes

Question Paper 2

95 marks 2 hours 20 minutes

Assignment

20 marks 8 hours

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

1 Literacy

1.2 Writing

2 Numeracy

2.1 Number processes 2.2 Money, time and measurement

2.3 Information handling

5 Thinking skills

5.3 Applying 5.4 Analysing and evaluating 5.5 Creating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course.

PHYSICS – ADVANCED HIGHER

PURPOSE AND AIMS OF THE COURSE

As our understanding of physics and its potential applications is constantly evolving, our success as an industrial society depends on the development of young people who are secure in their knowledge of physics and who are resilient, adaptable, creative and inventive.

The Course offers opportunities for collaborative and independent learning set within familiar and unfamiliar contexts, and seeks to illustrate and emphasise situations where the principles of physics are used and applied, thus promoting the candidate's awareness that physics involves interaction between theory and practice. An opportunity for engaging in some independent research is provided.

COURSE STRUCTURE

Physics: Rotational Motion and Astrophysics (Advanced Higher)

This Unit develops knowledge and understanding and skills in physics related to rotational motion and astrophysics. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving angular motion. An astronomical perspective is developed through a study of gravitation, leading to work on general relativity and stellar physics.

Physics: Quanta and Waves (Advanced Higher)

This Unit develops knowledge and understanding and skills in physics related to quanta and waves. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving quantum theory and waves. The Unit introduces non-classical physics and considers the origin and composition of cosmic radiation. Simple harmonic motion is introduced and work on wave theory is developed.

Physics: Electromagnetism (Advanced Higher)

This Unit develops knowledge and understanding and skills in physics related to electromagnetism. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving electromagnetism. The Unit develops knowledge and understanding of electric and magnetic fields and capacitors and inductors used in d.c. and a.c. circuits.

Investigating Physics (Advanced Higher)

In this Unit, learners will develop key investigative skills. The Unit offers opportunities for independent learning set within the context of experimental physics.

SKILLS, KNOWLEDGE AND UNDERSTANDING

This includes:

- extending and applying knowledge of physics to new situations, interpreting and analysing information to solve more complex problems
- planning and designing physics experiments/investigations, using reference material and including risk assessments, to test a hypothesis or to illustrate particular effects
- carrying out complex experiments in physics safely, recording systematic detailed observations and collecting data
- selecting and presenting detailed information appropriately, in a variety of forms
- processing and analysing physics information (using calculations, significant figures and units, where appropriate)
- making reasoned predictions from a range of evidence/information
- drawing valid conclusions and giving explanations supported by evidence/justification

COURSE ASSESSMENT

Course assessment structure

Component 1 — question paper 100 marks

Component 2 — project 30 marks

Total marks 130 marks

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

SKILLS FOR LEARNING, LIFE AND WORK

It is important that learners are aware of the skills for learning, skills for life and skills for work that they are developing in the Course and the activities they are involved in that provide realistic opportunities to practise and/or improve these skills. Teachers and lecturers will ensure that learners have opportunities to develop these skills as an integral part of their learning experience.

At Advanced Higher level it is expected that learners will be using a range of higher order thinking skills. They will also develop skills in independent and autonomous learning.

Learners are expected to develop broad generic skills as an integral part of their learning experience.

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

POLICE STUDIES

HIGHER NATIONAL CERTIFICATE (SCQF LEVEL 7/8)

SOUTH LANARKSHIRE COLLEGE – OPEN TO S6 PUPILS

PUPIL ELIGIBILITY

You must have:

- 2 passes at Higher
- 3 other subjects at National 5, 1 of which should be English

ATTENDANCE PATTERN

Monday, Tuesday, Wednesday (1.30pm to 4pm) and Thursday all day (9.30am to 4pm). The duration of the course is August to June.

Please note, that unlike other options, this option is continuous attendance from August to June and may impact on other subjects attendance.

COURSE OUTLINE

The Higher National Certificate in Police Studies aims to equip you with appropriate communication skills to interact with all members of the community, to achieve a fitness standard for a career as a Police Officer, to promote lifelong fitness, health and wellbeing and equip you with the skills required to serve diverse communities. Emphasis throughout all units is provide you with understanding of the criminal justice system in Scotland.

QUALIFICATION BREAKDOWN

HNC in Police studies – SCQF Level 7/8

Mandatory Units:

- Scottish Legal System
- Sociology for Social Care Practice
- Personal Development Planning
- Exercise Principles and Programming
- Police Studies: Graded Unit
- I.T. in Business: Word Processing, Spreadsheets and Database: An Introduction
- Social Science: Research and Methodology
- Communication: Practical Skills
- Creating a Culture of Customer Care

A range of Optional units are available such as:

- Psychology for Social Care practice
- Scottish Criminal Law
- Interviewing

WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to:

Undertake further Academic Qualifications such as:

- HND in HRM, Business, Accounting or Legal Studies
- Progression to Higher Education with Universities recognising the HNC award as entry to first or second year Degree programmes in arrange of subjects such as: Law, Criminology. The level you might enter would depend on the level and relevance of your other qualifications

Employment Opportunities:

The HNC in Police Studies although designed with specific focus on the Police Service, develops generic skills and knowledge which can be applied to a number of other professional areas, such as:

- The Armed Forces
- Fire Service
- Prison Service
- Private Custodial Services
- Private Security Firms
- Social Services
- Leisure
- Youth or Community Work
- Voluntary Work

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

POLITICS – HIGHER

PURPOSE AND AIMS OF THE COURSE

The purpose of this Course is to develop the learner's knowledge and understanding of how differing political theories and ideologies, systems and parties resolve the timeless pursuit of power, authority and legitimacy. Its theoretical perspective enables learners to identify, explore and analyse political issues in order to develop their own views and perspectives.

The main aims of the course are to enable learners to develop:

- a range of research and evaluating skills
- the ability to analyse political ideas, events, issues, systems, parties and electoral performance
- performance
- knowledge and understanding of significant political concepts and ideologies
- knowledge and understanding of political systems through comparative study
- knowledge and understanding of political parties and elections

COURSE STRUCTURE

This Course develops a range of cognitive skills. It encourages active learning through which learners will acquire and apply relevant skills, knowledge and understanding. Through using a wide range of sources of information learners will develop investigating, evaluating and analysing skills in order to understand and explain complex political issues.

This course has three mandatory units:

Politics: Political Theory (Higher)

In this Unit, learners will use a range of sources of information to evaluate different political ideologies and political concepts. They will draw on theoretical and conceptual knowledge and understanding of political ideologies and political concepts. Key topics include: power, authority and legitimacy, democracy and key political ideologies.

Politics: Political Systems (Higher)

In this Unit, learners will use a range of sources of information to compare different political systems. They will draw on knowledge and understanding of different political systems. Key topics: constitutional arrangements, legislative and executive branches of government and the judiciary.

Politics: Political Parties and Elections (Higher)

In this Unit, learners will analyse a range of electoral data to evaluate factors which contribute to the electoral performance of UK political parties. They will draw on knowledge and understanding of the complex factors that contribute to the electoral performance of UK political parties. Key topics include: dominant ideas within a political party, the impact of political campaign management strategies and theories of voting behaviour.

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills knowledge and understanding that will be assessed in the course are outlined below:

- Evaluating and synthesising information collected from a wide range of political sources
- Using a wide range of sources of information to draw detailed and balanced conclusions about political ideologies
- Comparing and contrasting different political systems, making generalisations where appropriate, on the political process

- Interpreting and evaluating a range of complex electoral data
- Developing and applying and factual theoretical knowledge and understanding, giving detailed explanations and analyses of political theory, political systems and political parties and elections

Skills knowledge and understanding to be included in the course will be appropriate to the SCQF level of the course.

COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the course assessment. The added value for the course must address the key purposes and aims of the course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the Higher Politics course, added value will focus on:

- Breadth • Challenge • Application

The learner will draw on, extend and apply the skills, knowledge and understanding they have acquired during the course. This will be assessed by a question paper and an assignment.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on *SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

1 Literacy

- 1.1 Reading 1.2 Writing

2 Numeracy

- 2.3 Information handling

5 Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

PRACTICAL WOODWORKING SKILLS – NATIONAL 5

PURPOSE AND AIMS OF THE COURSE

The National 5 Practical Woodworking course provides opportunities for candidates to gain a range of theoretical and practical woodworking skills relating to tools, equipment, processes and materials. They also develop skills in reading and interpreting working drawings and related documents, as well as an understanding of health and safety.

The course builds practical skills and asks pupils to examine the impact of the materials we use on society in general.

Pupils develop skills, knowledge and understanding of:

- woodworking techniques
- measuring and marking out timber sections and sheet materials
- safe working practices in workshop environments
- practical creativity and problem-solving skills
- sustainability issues in a practical woodworking context

COURSE STRUCTURE

This course develops skills in three main areas.

The areas of study are:

Flat-frame construction

Candidates develop skills, knowledge and understanding in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery, involving complex features. Candidates develop their ability to read and use drawings and diagrams depicting both familiar and unfamiliar woodwork tasks.

Carcase construction

Candidates develop skills, knowledge and understanding in the use of woodworking tools and in making woodworking joints and assemblies commonly used in carcase construction, involving complex features. This may include working with manufactured board or with frames and panels. Candidates use working drawings or diagrams in both familiar and unfamiliar contexts that require some interpretation on their part.

Machining and finishing

Candidates develop skills, knowledge and understanding in using machine and power tools. Candidates also develop skills in a variety of woodworking surface preparations and finishing techniques.

SKILLS, KNOWLEDGE AND UNDERSTANDING

Candidates will learn skills and knowledge in:

- using a range of woodworking tools, equipment and materials safely and correctly for woodworking tasks with some complex features
- adjusting tools where necessary, following safe practices
- reading and interpreting drawings and diagrams in familiar and some unfamiliar contexts
- measuring and marking out timber sections and sheet materials in preparation for cutting and shaping tasks with some complex features

- practical creativity in the context of simple and familiar woodworking tasks with some complex features
- following, with autonomy, given stages of a practical problem-solving approach to woodworking tasks
- applying knowledge and understanding of safe working practices in a workshop environment
- knowledge and understanding of the properties and uses of a range of woodworking materials
- knowledge and understanding of sustainability issues in a practical woodworking context

COURSE ASSESSMENT

Component 1: Question paper

The question paper has 60 marks out of a total of 130 marks available for the course assessment. The question paper gives candidates an opportunity to demonstrate skills, knowledge and understanding developed during the course.

Component 2: Assignment- Practical

The practical assignment has 70 marks out of a total of 130 marks available for the course assessment. The practical activity will be to manufacture a product and complete a log book. The practical activity allows candidates to demonstrate the application of skills and knowledge developed during the course to produce a finished product, to a given standard and specification.

SKILLS FOR LEARNING, LIFE AND WORK

Candidates develop broad, generic skills in the following main skills areas:

2. Numeracy

2.2 Money, time and measurement

4. Employability, enterprise and citizenship

4.3 Working with others

5. Thinking skills

5.3 Applying

5.5 Creating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

PROFESSIONAL COOKERY NATIONAL PROGRESSION AWARD (SCQF LEVEL 4) GLASGOW CLYDE COLLEGE

PUPIL ELIGIBILITY

You must have:

- An interest in professional cookery as this is a practical course with participants learning to cook in a commercial kitchen
- National 4 English

ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

COURSE OUTLINE

The National Progression Award (NPA) in Professional Cookery will provide you with the opportunity to develop basic practical skills necessary to work in the catering industry. You will learn skills in professional cookery, whilst working in the training kitchens within the Hospitality department. You will be preparing and presenting food in a realistic working environment throughout the academic year.

QUALIFICATION BREAKDOWN

National Progression Award in Professional Cookery SCQF Level 4:

- Craft Baking: An Introduction
- Food Preparation Techniques: An Introduction
- Cookery Processes: An Introduction
- Hospitality: Organisation of Practical Skills
- Food Hygiene for the Hospitality Industry

Please note: you will be handling meat.

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- A full time National Certificate (NC) in Professional Cookery if you have other qualifications
- A Modern Apprenticeship, or Skillseeker training, in the hospitality industry, leading to a relevant Scottish Vocational Qualification (SVQ) Levels 2 and 3. You would normally train on the job or off the job at college, restaurant kitchen, professional catering kitchen or training centre. Apprenticeships usually last for two or three years

You will need to be 18 years of age or older for some of the jobs in this sector.

PROFESSIONAL THEATRE PREPARATION NATIONAL PROGRESSION AWARD (SCQF LEVEL 6) GLASGOW CLYDE COLLEGE

PUPIL ELIGIBILITY

You must be working towards or have:

- Previous experience of drama, theatre groups, acting clubs, Higher Drama or equivalent
- English National 5

ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

COURSE OUTLINE

The National Progression Award (NPA) in Professional Theatre Preparation offers you the opportunity to develop your skills in acting. This course will provide the knowledge and skills and resources that may be called upon when preparing for interviews and auditions, for entry to drama courses and/or the theatre or performing arts profession. This course is designed to develop an appreciation of all aspects of preparing for a career in professional theatre.

It will encourage you to take a detailed, focused and professional approach to preparing for a variety of potential experiences that may lead to professional training and/or employment in the performing arts industry.

You will explore and develop performance skills and develop a deeper insight into the type of work available in the performing arts sector. The course will help prepare you to audition for courses at drama schools or colleges.

QUALIFICATION BREAKDOWN

National Progression Award in Professional Theatre Preparation SCQF Level 6

- Preparation for Audition
- Drama: Acting Skills

There is one mandatory unit, Preparation for Audition, which will prepare you for the audition process through developing a broad overview of the types of work available within the performing arts sector and preparing for, performing and evaluating your own audition performance. You will then work on the specific practical skill of acting. This course is highly practical in nature and there will be a balance of types of assessment, with an emphasis on practical assignments.

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree in Drama. The level you might enter would depend on the level and relevance of your other qualifications.

PSYCHOLOGY – HIGHER (SCQF LEVEL 6) OPEN TO S6 PUPILS GLASGOW CLYDE COLLEGE

PUPIL ELIGIBILITY

You must have:

- A pass in Higher English at A or B level

ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August until May.

COURSE OUTLINE

The central theme of the Higher Psychology course is to enable you to investigate psychological knowledge and research, which will promote your understanding of individual and social behaviour. You will analyse and evaluate concepts, theories and approaches, and will draw on research evidence to explain human behaviour.

QUALIFICATION BREAKDOWN

Psychology SCQF Level 6:

- Psychology: Research
- Psychology: Individual Behaviour
- Psychology: Social Behaviour

This course is very demanding in terms of written work, study at home and group work.

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

- HNC/D courses in social science at college or university degree courses in psychology, neuropsychology, arts, social sciences, sciences, criminology or business studies. The level you might enter would depend on the level and relevance of your other qualifications

Further information on psychology and the prospects it offers can also be found at www.bps.org.uk

QUANTITY SURVEYING - HIGHER NATIONAL CERTIFICATE (SCQF LEVEL 7) SOUTH LANARKSHIRE COLLEGE – OPEN TO S6

PUPIL ELIGIBILITY

You must have:

- 2 passes at Higher, 1 of which should be Maths or English
- An interest in working in the Building Service industry

ATTENDANCE PATTERN

Monday and Tuesday all day. The duration of the course is August to June.

Please note, that unlike other options, this option is continuous attendance from August to June and may impact on other subjects attendance.

COURSE OUTLINE

The Higher National Certificate in Quantity Surveying will provide you with the opportunity to develop knowledge and skills in areas such as building services in large buildings, construction technology: substructure and industrial/commercial superstructure, estimating, quantitative building studies: floors and roofs/ substructure and drainage and standard forms of construction contracts. South Lanarkshire College will prepare you with necessary academic skills to progress on to university degree pathway or to the workplace. The units cover many aspects within construction.

QUALIFICATION BREAKDOWN

Higher National Certificate in Quantity Surveying – SCQF Level: 7

Mandatory Units:

- Substructure H72A 34
- Industrial commercial superstructure
- Building services in large building
- Building services: an introduction
- Quantitative building studies: floors and roofs
- Construction materials and specifications
- Estimating
- Standard form of construction contracts
- Domestic Construction
- CAD: 2D I
- Quantity Surveying: Graded Unit

Optional Units

- Domestic Construction
- Building services: an introduction

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- a full time higher education course, such as a Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications
- employment in quantity surveying, construction/ or building service engineering

RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES NATIONAL 5

PURPOSE AND AIMS OF THE COURSE

The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included. The Course will require learners to study a world religion in detail, understand contemporary moral issues and responses, and study key aspects of religious and philosophical questions.

The main aims of the Course are to enable learners to develop:

- the ability to analyse and reflect on religious, moral and philosophical questions and their impact
- a range of skills including investigating and explaining religious, moral and philosophical questions and responses, making comparisons and the ability to express detailed and reasoned views
- detailed factual and abstract knowledge and understanding of beliefs, practices and sources related to world religions.

COURSE STRUCTURE

This Course is made up of three mandatory Units. The three Units include

- **World Religion**
- **Morality and Belief**
- **Religious and Philosophical Questions**

World Religion (National 5)

In this unit, learners will develop skills to explain and comment on the meaning and context of sources related to the religion selected for study.

Morality and Belief (National 5)

In this unit, learners will develop skills to explain and express reasoned views about contemporary moral questions and responses. They will develop detailed factual and theoretical understanding of contemporary moral questions and religious and non-religious responses.

Religious and Philosophical Questions (National 5)

In this unit, learners will develop skills to analyse religious and philosophical questions and responses. They will develop factual and theoretical knowledge and understanding of these.

SKILLS, KNOWLEDGE AND UNDERSTANDING

The Course enables learners to communicate reasoned views and be critical thinkers. They will develop the following skills:

- researching, processing and analysing information to draw conclusions and present findings about factual and theoretical elements
- explaining and commenting on the meaning and context of sources related to world religions
- expressing reasoned views about contemporary moral questions and responses, in detail and referring to relevant theoretical ideas
- analysing religious and philosophical questions and responses, in detail and referring to relevant theoretical ideas
- detailed factual and theoretical knowledge and understanding of the impact and significance of religion today through studying some beliefs, practices and sources found within one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism) and the contribution these make to the lives of followers
- detailed factual and theoretical knowledge and understanding of contemporary moral issues and responses
- detailed factual and theoretical knowledge and understanding of religious and philosophical questions, and responses

COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value¹. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the National 5 Religious, Moral and Philosophical Studies Course, added value will focus on:

- breadth
- challenge
- application

Learners will draw on, extend and apply the skills, knowledge and understanding they have learned during the Course. This will be assessed by a combination of a question paper and an assignment.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

1. Literacy

1.1 Reading 1.2 Writing

3 Health and wellbeing

3.1 Personal learning

4. Employability, enterprise and citizenship

4.6 Citizenship

5. Thinking skills

5.3 Applying 5.4 Analysing and evaluating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

RELIGIOUS, MORAL & PHILOSOPHICAL STUDIES – HIGHER

PURPOSE AND AIMS OF THE COURSE

The main purpose of the Course is to provide learners with the opportunity to develop the ability to understand analyse and evaluate through the study of religious, moral and philosophical issues.

The Course offers learners opportunities to develop and extend a wide range of skills. In particular:

Learners will be able to:

- investigate and express detailed, reasoned and well-structured views about religious, moral and philosophical topics or issues
- interpret and explain sources related to world religions
- enquire into and evaluate contemporary moral questions and responses
- Critically analyse religious and philosophical questions and responses

COURSE STRUCTURE

This Course is made up of three mandatory Units. The three Units include

- **World Religion**
- **Morality and Belief**
- **Religious and Philosophical Questions**

The Course provides the opportunity to integrate skills across the Units.

World Religion: Christianity

In this unit, learners will explore the key beliefs, values and traditions of one major world religion. They will develop skills in interpreting meaning and context of religious sources.

Morality and Belief: Morality, Medicine and the Human Body

The aim of this unit is to explore religious and non-religious viewpoints and apply them to the moral issues of the status and treatment of embryos, right to die and organ donation. Learners will develop evaluation skills and be able to express reasoned and well-structured views on moral issues.

Religious and Philosophical Questions: Christianity: Origins

In this unit learners will explore Christian and scientific beliefs about the existence of the universe and human life. Learners will develop skills particularly in analysing and evaluating as well as discussion.

SKILLS, KNOWLEDGE AND UNDERSTANDING

The Course enables learners to communicate reasoned views and be critical thinkers. They will develop the following skills:

- Critically analyse, reflect on and express reasoned views about religious, moral and philosophical questions and their impact.
- Investigate religious, moral and philosophical questions and responses.

- Express detailed, reasoned and well-structured views.
- Gain in-depth factual and abstract knowledge and understanding of beliefs, practices and sources related to world religions.
- Gain in-depth factual and theoretical knowledge and understanding of religious, moral and philosophical questions and responses to them.

COURSE ASSESSMENT

The Course Assessment consists of an Assignment (30 marks) and two Question Papers (exam for 80 marks).

These are externally marked by the SQA.

Question paper 1: 2 hours 15 minutes (60 marks)

Section 1: World Religion (30 marks)

Section 2: Morality and Belief (30 marks)

Question Paper 2: 45 minutes (20 marks)

Religious and Philosophical Questions (20 marks)

Assignment: 1 hour 30 minutes (30 marks)

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

1. Literacy

1.1 Reading

1.2 Writing

3 Health and wellbeing

3.1 Personal learning

4. Employability, enterprise and citizenship

4.6 Citizenship

5. Thinking skills

5.3 Applying

5.4 Analysing and evaluating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

SCIENTIFIC TECHNOLOGIES

NATIONAL PROGRESSION AWARD (SCQF LEVEL 6)

SOUTH LANARKSHIRE COLLEGE

PUPIL ELIGIBILITY

You must have:

- a minimum of 4 National 5's (one of which should be a science)

ATTENDANCE PATTERN

Tuesday & Thursday afternoons (1:30pm to 4pm). The duration of the course is August to May

COURSE OUTLINE

The National Progression Award in Scientific Technologies will provide you with the opportunity to gain knowledge and experience of the scientific sector. In Scotland there are many different career opportunities and career pathways, job roles in Life Sciences related operations include Laboratory Assistant, Technician trainee, Trainee Scientist, Technician, Scientist, and Technologist. These roles span across, industry, universities, schools, further education colleges and NHS.

QUALIFICATION BREAKDOWN

National Progression Award in Scientific Technologies – SCQF Level: 6

- Laboratory Safety
- Mathematics for Science
- Fundamental Chemistry: An Introduction
- Experimental Procedures: Science

WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Modern Apprenticeship
- Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications

SCIENTIFIC TECHNOLOGIES – FOUNDATION APPRENTICESHIP (SCQF LEVEL 6) – OPEN TO S6 FOR 2 YEAR MODEL/S6 FOR 1 YEAR MODEL – GLASGOW CLYDE COLLEGE

PUPIL ELIGIBILITY

Candidates who plan to leave school at the end of S6 with minimum of 1 or more Highers including Chemistry and National 5's.

As a guide:

- Achieved or working towards Higher Chemistry (A-C) by end of S6
- Achieved or working towards National 5's (A-C) by end S6

ATTENDANCE PATTERN

2 Year Delivery Model

Year 1: Tuesday and Thursday (pm)

Year 2 proposed attendance: Monday, Tuesday, Wednesday (1.30pm to 4pm) and Thursday all day shared between college and work experience placement and 1 week in June (Mon - Fri 9.30am - 4.00pm)

Please note: Year 2 may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.

1 Year Model

All day Tuesday at college/All day Thursday shared between college and work placement and 1 week in June (Mon - Fri 9.30am - 4.00pm)

Please note: this option may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.

COURSE OUTLINE

The aim of the Foundation Apprenticeship is to provide you with the opportunity to gain knowledge and experience of the scientific sector. In Scotland there are many different career opportunities and career pathways, job roles in Life Sciences related operations include Laboratory Assistant, Technician trainee, Trainee Scientist, Technician, Scientist, and Technologist. These roles span across, industry, universities, schools, further education colleges and NHS.

QUALIFICATION BREAKDOWN

Foundation Apprenticeship in Scientific Technologies – GN14 46

NPA in Scientific Technologies SCQF Level 6

- Laboratory Safety
- Mathematics for Science
- Fundamental Chemistry: An Introduction
- Experimental Procedures: Science

SVQ 3 Laboratory and Associated Technical Activities

- Follow Health and Safety Procedures for Scientific or Technical Activities
- Carry Out Simple Scientific or Technical Tests Using Manual Equipment
- Prepare Compounds and Solutions for Scientific or Technical Use

A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.

WHAT OPPORTUNITIES WILL BE AVAILABLE TO ME WHEN I FINISH?

You might go on to do:

- Modern Apprenticeship
- Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications

Valuable resources available in school and online include:

- World of Work at www.myworldofwork.co.uk
- Planit at www.planitplus.net
- Workit at www.workit.info

SCOTTISH STUDIES – NATIONAL 5

PURPOSE AND AIMS OF THE COURSE

The purpose of this Award is to allow learners to broaden their knowledge of Scotland whilst developing and applying the skills, knowledge and understanding relevant to their chosen subject areas. Learners will have a choice of Units, from a range of subject areas, which they can study in a Scottish context.

The main aims of the Award are to give learners the opportunity to:

- develop and apply skills, knowledge and understanding in their chosen subject areas
- make connections across these areas by studying them in a Scottish context
- develop an understanding of the contribution that Scotland and its people, past and/or present, have made and continue to make in these areas
- reflect on the place of Scotland within the wider context of the United Kingdom, Europe and/or the rest of the world
- explore an aspect of Scottish Studies that is of particular interest to them
- develop the skills of planning, researching, selecting and using information, and skills of reflection
- develop, with minimum support, their abilities to become independent learners

COURSE STRUCTURE

All Units in this Award are at SCQF level 5 and learners must complete a total of **four** Units.

All learners must complete the mandatory *Scottish Studies: Scotland in Focus (SCQF level 4)* Unit. They will also complete **three** Units from at least **two** of the following groups:

Group 1 Language and Literature

Group 2 Society and Environment

Group 3 Arts and Culture

Group 4 Business, Industry and Employment

There are a number of subject areas within each of these groups. Learners can select only **one** Unit from any individual subject area within a group. These must be delivered and assessed in a Scottish context.

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

- developing and applying skills, knowledge and understanding across contexts from Scottish history
- evaluating the origin, purpose, content and context of historical sources
- evaluating the impact of historical developments and synthesising information in a well-structured manner

- evaluating the factors contributing towards historical developments, and drawing well-reasoned conclusions supported by evidence
- researching and analysing historical information

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course.

COURSE ASSESSMENT

Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

The learner will draw on, extend and apply the skills, knowledge and understanding they have acquired during the Course. This will be assessed by a question paper and an assignment.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

3 Health and wellbeing

3.1 Personal learning

4 Employability, enterprise and citizenship

4.4 Enterprise 4.6 Citizenship

5 Thinking skills

5.1 Remembering

5.2 Understanding

5.3 Applying

5.4 Analysing and Evaluating

5.5 Creating

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

SHOESTRING COOKERY TRAINING PROVIDER TO BE CONFIRMED

PUPIL ELIGIBILITY

You must:

- be interested in cooking as this is a practical course where you will learn to cook in a commercial kitchen

ATTENDANCE PATTERN

Friday morning (9:15am to 11am). The duration of the course is August to May.

COURSE OUTLINE

Learn to budget, shop, prepare and present your own tasty meals on a shoestring budget. Working within a professional kitchen, you will learn the most economical and quick meals that you will be able to cook at home for fun. Great recipes, hints and professional tips to make the most of your food spending money. No more unhealthy take-aways or fast food – you will soon be able to prepare better, healthier and quicker meals than you ever thought possible!

VOCATIONAL OPTION BREAKDOWN

Covers key areas including basic knife skills, food preparation and presentation.

Subjects covered include cooking methods, making soups, stocks and sauces, presentation and menu planning.

Please note: you will be handling meat.

PATHWAYS

This qualification will compliment your school portfolio.

SOCIAL SERVICES AND HEALTHCARE FOUNDATION APPRENTICESHIP (SCQF LEVEL 6) OPEN TO S5 FOR 2 YEAR MODEL/S6 FOR 1 YEAR MODEL CITY OF GLASGOW COLLEGE, GLASGOW CLYDE COLLEGE OR WEST COLLEGE SCOTLAND

PUPIL ELIGIBILITY

City of Glasgow College and Glasgow Clyde College

Candidates who plan to leave school at the end of S6 with minimum of 1 or more Highers incl. English and National 5's.

Essential criteria as follows:

- Achieved or working towards Higher English (A-C) by end of S6
- Achieved or working towards National 5's (A-C) by end S6

West College Scotland

You must have:

- A pass in Higher English by the end of S5

Please note: all candidates are required to be vetted by Disclosure Scotland as part of the Protecting Vulnerable Groups Scheme (PVG Scheme).

ATTENDANCE PATTERN

2 Year Model – Glasgow Clyde College

Year 1: Tuesday and Thursday (pm)

Year 2: Monday, Tuesday, Wednesday (1.30pm to 4pm) and Thursday all day shared between college and work experience placement and 1 week in June (Mon - Fri 9.30am - 4.00pm)

Please note: Year 2 may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.

1 Year Model – City of Glasgow:

All day Tuesday at college/All day Thursday shared between college and work placement and 1 week in June (Mon - Fri 9.30am - 4.00pm)

1 Year Model - West College Scotland:

Monday, Tuesday, Wednesday and Thursday (1.30pm to 4pm) from August to November 2 afternoons at college (Monday, Tuesday or Wednesday 1.30pm to 4.00pm) and a full day work placement from November to June

Please note: this option may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.

COURSE OUTLINE

The aim of the Foundation Apprenticeship is to provide you with the opportunity to gain skills and knowledge of the Social Services and Healthcare sector. Working in social services can be a challenging and rewarding career. Social service workers provide support and help to people who need it, helping them to live full and valued lives in the community.

QUALIFICATION BREAKDOWN

Foundation Apprenticeship in Social Services Children and Healthcare – GL52 46:

National Progression Award (NPA) in Social Services and Healthcare

- Social Services in Scotland
- Safeguarding People
- Communication in Care Relationships
- Safe Practice and Wellbeing in Social Services
- Human Development and Social Influences

SVQ Level 2 in Social Services and Healthcare (not full award)

- Support effective communication
- Support the health and safety of yourself and individuals
- Develop your own knowledge and practice
- Support the safeguarding of individuals

A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- Modern Apprenticeship • Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications.

Valuable resources available in school and online include:

- World of Work at www.myworldofwork.co.uk
- Planit at www.planitplus.net
- Workit at www.workit.info

SOCIAL SERVICES CHILDREN AND YOUNG PEOPLE FOUNDATION APPRENTICESHIP (SCQF LEVEL 6) OPEN TO S5 PUPILS FOR 2 YEAR MODEL / S6 FOR 1 YEAR MODEL GLASGOW CLYDE COLLEGE, SOUTH LANARKSHIRE COLLEGE OR WEST COLLEGE SCOTLAND

PUPIL ELIGIBILITY

Glasgow Clyde College – 2 Year Model

Candidates intending to leave school at the end of S6 with minimum of one or more Highers incl. English and Nat 5's. Essential criteria as follows:

- Achieved or working towards Higher English (A-C) by end of S6
- Achieved or working towards Nat 5's (A-C) by end S6

West College Scotland – 2 Year Model

You must be working towards:

- National 5 English
- Progression to Higher English by S6

South Lanarkshire College - 1 Year Model

You must have:

- National 5 English
- working towards Higher level
- an interest in working with children
- Voluntary experience working children, would be an advantage

Please note: all candidates are required to be vetted by Disclosure Scotland as part of the Protecting Vulnerable Groups Scheme (PVG Scheme).

ATTENDANCE PATTERN

2 Year Model – Glasgow Clyde College

Year 1: Tuesday and Thursday (pm). 1 week in June (Mon - Fri 9.30am - 4.00pm)

Year 2: Thursday all day shared between college and work experience placement and 1 week in June (Mon - Fri 9.30am - 4.00pm)

2 Year Model - West College Scotland

Year 1: Tuesday and Thursday (pm). The duration of the course is August to June

Year 2 proposed attendance: Tuesday (1:30 to 4pm) at college. Thursday all day shared between college and work experience placement

Please note: Year 2 may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.

1 Year Model – South Lanarkshire College

August to December: Monday, Tuesday, Wednesday and Thursday (1.30pm to 4pm).

January to June: Tuesday (1.30pm to 4pm)/ 1 full day work experience placement - day to be negotiated

Please note: This option may be considered 2 of your S6 subjects and you will travel independently by bus or train – travel tickets should be kept as you will be reimbursed.

COURSE OUTLINE

The aim of the Foundation Apprenticeship is to provide you with the opportunity to gain skills and knowledge of the Social Services and Children and Young People sector. This includes working in nurseries; children and family centres; holiday play schemes, out of school care and working. Other services include working with children with disabilities and working with parents and families.

QUALIFICATION BREAKDOWN

Foundation Apprenticeship in Social Services Children and Young People – GL7A 46:

SVQ Level 2 in Social Services (Children and Young People) (not full award)

- Support effective communication
- Support the health and safety of yourself and individuals
- Develop your own knowledge and practice
- Support the safeguarding of children

NPA in Social Services (Children and Young People)

- Safeguarding of Children and Young People
- Play for Children and Young People
- Communication with Children and Young People
- Development of Children and Young People
- Promote the Wellbeing and Safety of Children and Young People

A Foundation Apprenticeship is a work based learning apprenticeship, where you are expected to attend work placements including work shadowing, industry talks, industry visits and work related training.

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- Modern Apprenticeship • Employment
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree. The level you might enter would depend on the level and relevance of your other qualifications.

Valuable resources available in school and online include:

- World of Work at www.myworldofwork.co.uk
- Planit at www.planitplus.net
- Workit at www.workit.info

SOUND PRODUCTION NATIONAL PROGRESSION AWARD (SCQF LEVEL 6) GLASGOW CLYDE COLLEGE

PUPIL ELIGIBILITY

You must have:

- A genuine interest in music
- 2 subjects at National 5

ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

COURSE OUTLINE

The National Progression Award (NPA) in Sound Production will offer you the opportunity to develop confidence in using equipment and software and be given opportunities to apply and develop your creative skills, enterprise, employability and planning whilst focusing on the music industry. You will also have the option to develop wider skills in a related area of the recorded music industry depending on your specific area of interest.

QUALIFICATION BREAKDOWN

National Progression Award in Sound Production SCQF level 6:

- Sound Engineering and Production
- Sound: Understanding the Signal Path
- Sound: Music Remixing

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- SCQF Level 6 National Certificate (NC) Sound Production or directly to Higher National Diploma (HND) Sound Production Year 1

Employment Routes

- Live/Theatre Sound Engineer/Technician
- Studio Engineer
- Sound Technician
- Audiology
- Games Development
- TV/Film Soundtrack and Foley engineers/technicians

SPORT AND LEISURE – NATIONAL PROGRESSION AWARD (SCQF LEVEL 6)

EXERCISE AND FITNESS LEADERSHIP (LEVEL 6)

PLAY IN A SPORTS ENVIRONMENT (LEVEL 6)

PURPOSE AND AIMS OF THE COURSE

2 NPA COURSES

- EXERCISE AND FITNESS LEADERSHIP
- PLAY IN A SPORTS ENVIRONMENT

The courses are designed to develop:

- Leadership skills
- Oral/written communication
- Problem solving
- ICT skills
- Skills for work

COURSE STRUCTURE

EXERCISE AND FITNESS LEADERSHIP UNITS:

- Cardio respiratory training
- Fixed weight training
- Circuit training

PLAY IN A SPORTS ENVIRONMENT UNITS:

- Provide play sessions
- Principles and theories of Play
- The role of the adult in provision of play
- The benefits of quality play work for children and young people

SKILLS, KNOWLEDGE AND UNDERSTANDING

A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given:

EXERCISE AND FITNESS LEADERSHIP

- An understanding of the human anatomy.
- An understanding of principles of training with regards to cardio respiratory endurance training, fixed weight training and circuit training.
- An ability to deliver organised and safe training sessions within a professional fitness environment to individuals and groups.

PLAY IN A SPORTS ENVIRONMENT

- An understanding of the principles and theories which underpin the provision of play for young people and children in the sporting environment.
- An understanding of the role of the adult in the provision of play in a sports environment.
- An ability to prepare and deliver imaginative, engaging and safe play activities. Enabling the participants to create own play opportunities.

COURSE ASSESSMENT

The courses are internally assessed through a combination of written and practical work.

EXERCISE AND FITNESS LEADERSHIP

- 3 internal units within the course.
- These will be assessed continuously throughout the course through closed book assessment and practical lesson observations.

PLAY IN A SPORTS ENVIRONMENT

- 3 internal units within the course.
- These will be assessed throughout the course through practical lesson observations and a written portfolio.

SKILLS FOR LEARNING, LIFE AND WORK

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below.

The courses link well with HNC/HND college based qualifications and lead to a substantial range of employment opportunities within sport and fitness, coaching and sport and recreation.

- Fitness / gym instructor / personal trainer
- Sports coach
- Leisure centre / sports club attendant
- Sports club assistant
- Sports development assistant
- Sports leader
- Play leader

Valuable resources available in school and online include:

- World of Work at www.myworldofwork.co.uk
- Planit at www.planitplus.net
- Workit at www.workit.info

SPORT AND RECREATION SKILLS FOR WORK (SCQF LEVEL 5) GLASGOW CLYDE COLLEGE

PUPIL ELIGIBILITY

You must:

- Be actively involved in sports or fitness
- 3 passes at National 5

ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

COURSE OUTLINE

Are you interested in working within the sports sector and studying at National 5 level? The aim of the Skills for Work Sport and Recreation option is to develop skills that enable progression towards becoming a sports coach, fitness instructor, personal trainer, outdoor activities instructor and sports development officer. Glasgow Clyde College will provide you with the opportunity to improve your knowledge of exercise, fitness, health and wellbeing along with first aid skills.

You will assist a qualified fitness instructor in teaching exercise and fitness sessions, understand the body and its response to exercise, understand the principles of training, recognise and be able to correct poor technique and plan and perform your own exercise programme.

QUALIFICATION BREAKDOWN

Skills for work Sport and Recreation SCQF level 5:

- Assist with a component of activity sessions
- Employment opportunities in the sport and recreation industry
- Assist with fitness programming
- Assist with daily centre duties

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- Successful completion of National 5 will benefit students wishing to gain entry to full time courses at NQ and HND level in Sport Coaching with the Development of Sport or Fitness, Health & Exercise

TELEVISION PRODUCTION NATIONAL PROGRESSION AWARD (SCQF LEVEL 5) GLASGOW CLYDE COLLEGE

PUPIL ELIGIBILITY

You must have:

- English National 5
- 3 other subjects at National 5
- A genuine interest in television industry

ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

COURSE OUTLINE

The National Progression Award (NPA) in Television Production will provide you with the techniques to plan and produce a short film. Using industry standard practices and high end equipment the course will offer you the knowledge and practical skills needed to gain an understanding of what is required within the television industry.

QUALIFICATION BREAKDOWN

National Progression Award in Television Production SCQF level 5:

- Media: Directing a Single Camera Production
- Media: Basic Video Camera Operations
- Media: Sound Recording for Single Camera
- Media: Basic Video Editing

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- A one-year full time NQ Television with Photography course at a Glasgow Clyde College. Combined with higher qualifications, you could progress to HND Creative Industries: Television

Further information on Television Production and the prospects it offers can also be found at Skillset. <http://creativeskillset.org>

TRANSITIONS PROGRAMME – (SCQF LEVEL 3/4) CITY OF GLASGOW COLLEGE

PUPIL ELIGIBILITY

You must be working towards or have:

- A diagnosis of ASD
- working towards level 3-4 in English and Numeracy
- want to continue your studies in further education

Please note: Interested pupils will attend a taster session and observed as part of a selection process.

ATTENDANCE PATTERN

Thursday 9:30am to 12 Noon. The duration of the course is August to May.

COURSE OUTLINE

To assist pupils with Asperger's Syndrome to make a successful transition from school to Further Education and training. The City of Glasgow Transition programme will give you an opportunity to develop your communication skills, social skills, negotiation skills and confidence.

VOCATIONAL OPTION BREAKDOWN

City of Glasgow College Award – SCFQ Level 3/4:

- Core Skills
- Communication
- Personal and Social Development
- Skills for Life and Work

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

This course will allow a taste of what to expect in further education. It will give you knowledge which could assist in getting employment or alternatively a full time position on a further education course.

TRAVEL AND TOURISM – NATIONAL 4

PURPOSE AND AIMS OF THE COURSE

This Course is designed to provide an introductory qualification in travel and tourism which reflects the initial skills required for the travel and tourism industry. The Course will enable learners to experience, develop and reflect on general and specific practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the travel and tourism industry.

The specific aims of the Course are to:

- Prepare learners for work in the travel and tourism industry
- Develop customer care skills
- Understand the importance of personal presentation
- Promoting products
- Develop Skills to become effective job-seekers in the Travel and Tourism Industry
- Develop a positive and responsible attitude to work
- Develop communication skills
- Develop skills to deal effectively with enquiries in relation to Travel and Tourism within Scotland
- Develop product knowledge and skills to deal with customer enquiries for the rest of the UK, Europe and the World
- Develop skills in reviewing and evaluating and planning for the future

COURSE STRUCTURE

This Course is the base level vocational Course in Travel and Tourism. It is designed to enable a learner who has little or no experience of Travel and Tourism to gain the basic Skills for Work as an introduction to employment in the industry.

Travel and Tourism: Employability (National 4)

The general aim of this unit is to enable learners to develop skills to become effective job seekers and employees in the travel and tourism industry. Learners will be introduced to a range of jobs across the travel and tourism industry.

Travel and Tourism: Customer Service (National 4)

The general aim of this unit is to allow learners to develop the skills and knowledge to enable them to meet the needs of customers

Travel and Tourism: Scotland (National 4)

The general aim of this unit is to enable learners to develop their knowledge, in relation to travel and tourism in Scotland, and the skills required to meet the needs of customers. Learners who complete this unit will be able to carry out an investigation of Travel and Tourism in Scotland and meet customer holiday needs.

Travel and Tourism: UK and Worldwide (National 4)

The general aim of this Unit is to enable learners to develop their knowledge, in relation to travel and tourism in the United Kingdom and the rest of the world, and the skills required to meet the needs of customers.

SKILLS, KNOWLEDGE AND UNDERSTANDING

Further information about skills, knowledge and understanding for the Course can be found in the Unit Specifications. A broad overview of the mandatory skills, knowledge and understanding is shown below:

Understanding of the workplace and the employee's responsibilities, Self-evaluation skills

- Develop customer care and problem-solving skills

- Develop Skills in relation to promoting products and services
- Develop Skills to become effective job-seekers and employees in the Travel and Tourism Industry
- Demonstrate a positive and responsible attitude to work and an understanding of the workplace
- Develop communication skills

COURSE ASSESSMENT

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

All Units are internally assessed and will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

SKILLS FOR LEARNING, LIFE AND WORK

In addition to the agreed employability skills it is expected that learners will also develop broad, generic skills through this Course. The main skills areas listed below.

1 Literacy:

1.1 Reading 1.2 Writing 1.3 Listening and talking

2 Numeracy

2.1 Number Processes 2.2 Money, time and measurement

2.3 Information Handling

3 Health and Wellbeing

3.1 Personal Learning

4 Employability, enterprise and citizenship

4.1 Employability 4.2 Information and communication technology

4.3 Working with others 4.4 Enterprise

5 Thinking skills

5.3 Applying

5.4 Analysing and evaluating.

5.5 Creating

Valuable resources available in school and online include:

- World of Work at www.myworldofwork.co.uk
- Planit at www.planitplus.net
- Workit at www.workit.info

TRAVEL AND TOURISM – NATIONAL 5

PURPOSE AND AIMS OF THE COURSE

This Course is designed to provide introductory qualification in travel and tourism. This Course will build on the initial skills required for the travel and tourism industry. The Course will enable learners to experience, develop and reflect on general and specific practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the travel and tourism industry.

The general aims of this Course are to:

- Provide learners with a broad introduction to the travel and tourism industry
- Allow learners to experience a range of work related activities in relation to Travel and Tourism industry
- Encourage learners to develop skills for learning and life as well as work
- Build learners' confidence
- Encourage learners to take greater responsibility for their own learning and development
- Prepare learners for progression to further education, training or employment

COURSE STRUCTURE

This course is designed to enable a learner who has little or no experience of Travel and Tourism to gain the basic Skills for Work as an introduction to employment in the industry. Specific employability skills are experienced in the Employability Unit. All other Units have been designed to include skills which are essential for employment in the Travel and Tourism industry. Customer care and enterprise skills related to selling are included in a second Unit. Product knowledge relating to dealing with customer enquiries feature in the remaining two Units: Travel Tourism: Scotland and Travel and Tourism: UK and Worldwide. The four Travel and Tourism units are:

Travel and Tourism: Employability

The general aim of this Unit is to enable learners to develop skills to become effective job seekers and employees in the travel and tourism industry.

Travel and Tourism: Customer Service

The general aim of this Unit is to allow learners to develop the skills and knowledge to enable them to meet the needs of customers.

Travel and Tourism: Scotland

The general aim of this Unit is to enable learners to develop their knowledge, in relation to travel and tourism in Scotland, and the skills required to meet the needs of customers.

Travel and Tourism: UK and Worldwide

The general aim of this Unit is to enable learners to develop their knowledge, in relation to travel and tourism in the United Kingdom and the rest of the world, and the skills required to meet the needs of customers.

SKILLS, KNOWLEDGE AND UNDERSTANDING

Further information about skills, knowledge and understanding for the Course can be found in the Unit Specifications. A broad overview of the mandatory skills, knowledge and understanding is shown below:

- Understanding of the workplace and the employee's responsibilities, for example good time keeping, attendance, awareness of importance of personal appearance, health and safety, customer care
- Self-evaluation skills
- Develop customer care and problem-solving skills
- Develop Skills in relation to promoting products and services
- Develop Skills to become effective job-seekers and employees in the Travel and Tourism Industry.
- Demonstrate a positive and responsible attitude to work and an understanding of the workplace

COURSE ASSESSMENT

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

All Units are internally assessed and will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

SKILLS FOR LEARNING, LIFE AND WORK

In addition to the agreed employability skills it is expected that learners will also develop broad, generic skills through this Course. The main skills areas listed below.

1 Literacy:

1.1 Reading 1.2 Writing 1.3 Listening and talking

2 Numeracy

2.1 Number Processes 2.2 Money, time and measurement
2.3 Information Handling

3 Health and Wellbeing

3.1 Personal Learning

4 Employability, enterprise and citizenship

4.1 Employability 4.2 Information and communication technology
4.3 Working with others 4.4 Enterprise

5 Thinking skills

5.2 Understanding 5.3 Applying 5.4 Analysing

Valuable resources available in school and online include:

- **World of Work** at www.myworldofwork.co.uk
- **Planit** at www.planitplus.net
- **Workit** at www.workit.info

UNIFORMED AND EMERGENCY SERVICES SKILLS FOR WORK 4 (SCQF LEVEL 4) GLASGOW KELVIN COLLEGE

PUPIL ELIGIBILITY

You must:

- Be interested in Uniformed Services

ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

COURSE OUTLINE

The Uniformed and Emergency Services Course has been designed to provide you with opportunities to develop generic employability skills in the context of the uniformed and emergency services. The relevant uniformed services for this Course are: the Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines. The relevant emergency services for this Course are: the Ambulance Service, Coastguard, Fire and Rescue and Police. The course will provide different learning environments and experiences that include visits, visiting speakers, role play and other practical activities. The skills acquired by learners will prepare them to work within the context of the uniformed and emergency services within Scotland.

QUALIFICATION BREAKDOWN

Skills for Work: Uniformed & Emergency Services SCQF Level 4:

- Uniformed & Emergency Services:
- An Introduction
- Health Safety Fitness and Wellbeing;
- Engaging with the Community; and
- Working in Teams

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- Employment, Uniformed Services or other NC Programmes.
- This can also lead to entry level employment, training & volunteering opportunities within the health & social care industry.

UP IN THE AIR AND ON THE GROUND (SCQF LEVEL 4/5) CITY OF GLASGOW COLLEGE

PUPIL ELIGIBILITY

- 3 passes at National 4, 1 which should include English and Maths

ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August to May.

COURSE OUTLINE

This course brings together the world of travel, events and hospitality in an innovative and inspirational way. A practical course which will focus on developing a range of skills within the City of Glasgow College CITYAIR resource which is a simulated airline cabin and purpose built Airline Check in desks. You will develop a range of food and drink service skills from counter service to Barista training, plan and participate in events within a realistic live restaurant environment. To further enhance learning, visits are included to Tourist destinations within the city and Glasgow Airport.

QUALIFICATION BREAKDOWN

Please note, you will be studying 5 units at SCQF Level 4/5, this is not a Group Award:

- Service of Food and Drink
- Introduction to Beveridge's
- Assist with an Event Level
- Event Theming
- Working as Air Cabin Crew
- Resort Representation: An Introduction

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

You might go on to do:

- Employment and/or training in the hospitality, events and tourism related industry.

YOUTH WORK NATIONAL PROGRESSION AWARD (SCQF LEVEL 6) GLASGOW KELVIN COLLEGE

PUPIL ELIGIBILITY

You must have:

- Have a strong interest in working with young people
- Good verbal and written communication skills are essential
- Experience of working with young people, either in a paid or voluntary capacity

ATTENDANCE PATTERN

Tuesday and Thursday afternoons (1.30pm to 4pm). The duration of the course is August until May.

COURSE OUTLINE

This National Progression Award (NPA) in Theory and Approaches to Youth Work will provide you with an overview of how youth work evolved into its present format, along with practical classroom based group-work activities. Additionally, you will develop an understanding of communication and group work skills necessary to engage with young people in a range of settings. This NPA will provide you with a substantial understanding of youth work practice and the Units are widely recognised by youth work managers, which can be applied when working in a paid or voluntary capacity.

QUALIFICATION BREAKDOWN

National Progression Award in Theory and Approaches to Youth Work – SCQF Level 6

- Youth Work -Engaging with Young People
- Working with Communities - Youth Work

WHAT OPPORTUNITIES WILL BE AVAILABLE WHEN I FINISH?

- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or PDA. The level you might enter would depend on the level and relevance of your other qualifications.

Name: _____ **Exemplar** _____ Registration Group: _____☐

Tick this box if you intend to leave school before the next school year.

We need to know your planned destination on leaving school. Please tick the relevant box below.
Note details and your intended leaving date alongside.

☐

University

☐

College

☐

Other e.g. Art School

Choosing your 5th and 6th year courses

This is a list of the subjects and levels which you are taking this year.

In your fifth year you will be studying 5 curricular subjects.

In your sixth year you will be studying up to 4 curricular courses.

Following discussion with your PT Pupil Support choose the subjects that you want to study next session. If you are interested in the Vocational Programme note the relevant course under the subject list.

	Level			
Subject	AH	H	Nat 5	Other

Proposed career/area of interest

If you have any special requests or concerns please note them overleaf.

Student's signature: _____ Interviewing Teacher: _____

Parent's signature: _____