



SAINT NINIAN'S HIGH SCHOOL

2020-21
A Year of
Opportunities to
Build for the Future
For Senior Students



SUBJECT DETAILS SESSION
2020 - 2021



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A MESSAGE FROM YOUR HEAD TEACHER

Dear Student

Sixth Year provides you with the opportunity to experience an extensive range of academic and vocational options which will further develop your knowledge, skills and attributes that will prepare you well for life, learning, and work beyond Saint Ninian's.

During Sixth Year you will be well supported to take increasing responsibility for your studies and the decisions and choices which will influence your future. The experiences and opportunities offered in S6 and the courses you study will deepen your knowledge and understanding, help you develop a wide range of valuable skills, and prepare you well for the next stage of your learning.

Your studies in Sixth Year are designed to build on your prior levels of achievement and attainment in S5. They are marked by the following characteristics:

- continuing exposure to rich learning experiences which will further develop your personal attributes and capabilities,
- experiences which develop your potential, offering a broad preparation for adult life, including essential skills for life and work, especially literacy and numeracy
- opportunities to develop the knowledge and skills necessary for the next stage of your life, for example in tertiary education, training or in employment
- an emphasis on health and well-being and on your spiritual and moral development and formation
- opportunities for personal development and for reflecting on your progress
- opportunities for acquiring a wide range of personal achievements, both in and out of school, and for formal recognition of those achievements
- opportunities to build up an extensive portfolio of qualifications.

Please take time with your parents(s) to consider what your best options are as you enter your final year at school.

My hope is that you leave Saint Ninian's as a highly conscientious, confident, competent and compassionate young person.

Best wishes for a very fruitful and happy Sixth Year.

Kindest regards

John Docherty
Head Teacher



YOUR JOURNEY SO FAR ... THE SENIOR PHASE

Your journey so far has taken you near to the end of S5 where you are currently preparing for your S5 diet of exams having just sat your prelims. It is now time for you to consider the next step in your journey, what comes after S5 for you?

There are various pathways that you can follow and this booklet is designed to assist you in deciding which of these is best for you. To best make this decision you ought to reflect upon and consider your journey in education up to this point as well as being aware of the possible pathways open to you at this point. Below are some examples of individual journeys taken with some choosing to continue onto S6 and others not:

Emily's Journey:

Emily has enjoyed great academic success. She has worked very hard and has shown a particular aptitude for Maths and Science. Emily is interested in pursuing a career in Dentistry. To this end she has decided to continue her journey at school. She has chosen as part of her S6 curriculum to pick up the study of a subject from S4 as well as study Advanced Higher courses in subjects that she has proven herself to be very good at and will be useful for her application to study Dentistry. Alongside her intended studies in S6 Emily has also opted into the school's senior tutoring programme. Emily intends to continue her journey onto university come the end of S6.

S4	N5 – English	N5 – Maths	N5 – French	N5 – History	N5 – Physics	N5 – Chemistry	N5 – Computing	N5 – Music	
S5	H – English	H – Maths	H – French		H – Physics	H – Chemistry			
S6		AH – Maths			H – Physics	AH – Chemistry		AH – Music	Senior Tutoring

Ben's Journey:

Ben did very well in his S4 exams and his recent prelim scores indicate that he will do just as well in S5. He has achieved this through hard work as well having an ambition to become a primary school teacher. He has decided to continue his journey at school. He has chosen to pick up his study of some subjects from S4 as well as pursue a crash Higher in RMPS as he believes he will enjoy these subjects as well as them benefiting his application for primary teaching. Alongside his studies for S6 Ben has also taken on a community placement at a local primary school. Ben intends to continue his journey onto university come the end of S6.

S4	N5 – English	N5 – Maths	N5 – French	N5 – Geography	N5 – Biology	N5 – Chemistry	N5 – Art	N5 – Music		
S5	H – English	H – Maths		H – Geography	H – Biology	H – Chemistry				
S6			H – French				H – Art	H – Music	H – RMPS	Community Placement



Julie's Journey:

Julie did well in her S4 exams and her recent prelim scores indicate that she will do just as well in S5. She has achieved this through hard work and her ambition to become a Social Worker. To this end she has decided to continue her journey at school and has chosen to pick up the study of subjects from S4 and S5 as well as pursue the Health and Social Care course offered through the authority's Vocational Programme. Alongside her S6 studies Julie has also taken on a community placement at a local care home. Julie intends to continue her journey onto college before going onto university come the end of S6.

S4	N4 – English	N4 – Maths	N4 – French	N5 – Geography	N4 – Biology	N4 – Chemistry	N4 – Art	N5 – Music		
S5	N5 – English	H5 – Maths		H – Geography	N5 – Biology	N5 – Chemistry				
S6	H – English				H – Biology			H – Music	Vocational Course	Community Placement

Mike's Journey:

Mike did very well in his S4 exams and his recent prelim scores indicate that he should do just as well again in S5. He is keen to work in Engineering and has enjoyed the opportunity in S5 to pursue relevant qualifications through the authority's Vocational Programme. After careful consideration Mike has decided not to continue his journey at school but rather take up the opportunity of a Modern Apprenticeship with a reputable engineering firm.

S4	N5 – English	N5 – Maths	N5 – French	N5 – Modern Studies	N5 – Physics	N5 – Chemistry	N5 – Art	N5 – Music	
S5	H – English	H – Maths			H – Physics	H – Chemistry			Vocational Course
MODERN APPRENTICESHIP									

Susan's Journey:

Susan did okay in her S4 exams and her recent prelim scores indicate that she should do okay again in S5. She is keen to pursue a career in catering and has enjoyed the opportunity in S5 to pursue relevant qualifications through the authority's Vocational Programme. After careful consideration Susan has decided that she will not be continuing her journey at school but will rather do so at college where she can pursue a course much more tailored to catering and so better able to support her long term career plans.

S4	N4 – English	Acc 3 – Maths	N4 – French	N4 – Geography	N4 – Biology	N4 – Chemistry	N4 – Art	N4 – Music	
S5	N5 – English	N4 – Maths		H – Geography	N5 – Biology	N5 – Chemistry			
FULL TIME COLLEGE COURSE									



PATHWAYS OPEN TO S5

- EMPLOYMENT
- MODERN APPRENTICESHIP
- COLLEGE/UNIVERSITY
- SIXTH YEAR IN SCHOOL



Pupils must consider the various alternative pathways open to them come the end of S5 before deciding whether or not they wish to continue into sixth year. Pupils should not find themselves in S6 without having decided what it is that they want to do, what they want to achieve, having carefully considered all their options. S6 is not necessarily the best pathway for all with other more suitable options available for some.

To make the best decision for you the Pathways programme asks you to consider:

ATTAINMENT	INTERESTS	CAREER IDEAS

This decision should not be rushed into. It requires careful thought and discussion with your parents and teachers. Importantly you should carry out research into likely entrance requirements for certain jobs, Modern Apprenticeships and Further Education or University courses by accessing the recommended careers websites noted below.



www.planitplus.net



www.myworldofwork.co.uk

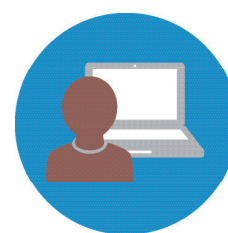
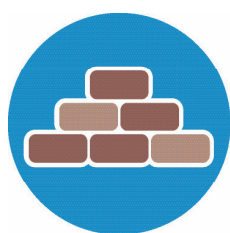


EMPLOYMENT

Employment is an appropriate pathway for some come the end of S5. It will allow them to develop a skills set and gain hands on experience within a professional environment. Earning an income and taking on responsibilities affords them independence and an opportunity to take pride in their work.

MODERN APPRENTICESHIP

A Modern Apprenticeship provides vocational training. The programme isn't only relevant to traditional industries. Modern Apprenticeships are available in a number of sectors, with the format of training decided by the appropriate vocational qualification for that sector. A Modern Apprenticeship will also give you a range of 'soft skills' to draw upon, including sound communication, teamwork and problem solving skills, and improved numerical and IT skills - all of which are invaluable to any employer. A Modern Apprenticeship can be completed within a time period that's suitable to you and your employer. In most cases this will normally take up to four years but some can be completed in a lot less time.



COLLEGE

College allows young people to study a curriculum focused on a particular area, offering a range of qualifications up to and including HNC's and HND's. Many of these courses are either vocational or specifically geared to particular occupations and can be an excellent platform for accessing employment or further education in these areas.





SIXTH YEAR IN SCHOOL

Our aim in St Ninian's is to help all our pupils fulfil their potential, their ability and aptitudes to the full in each aspect of their development - academic, spiritual, physical, personal, social and emotional.



Of particular importance is our commitment to helping our young people to grow in faith and to support them to develop as young adults committed to promoting Gospel values throughout their lives. We aim, therefore, to enable those leaving S6 to become confident, successful individuals who will use the talents and gifts given to them by God and supported by the guidance of parents and teachers, to contribute to society.

Staying on for Sixth Year is a choice; it should not be something that you simply drift into. You must have definite goals in what you want to achieve during your Sixth Year. You must be prepared to work as hard as, or even harder than, you have in previous years; Sixth Year is not an easy option and should not be viewed as such.

Sixth year is different from Fifth Year in many ways. Much more is expected of our S6 pupils. Undoubtedly S1 – S5 look to our S6 for indications of how they should dress, talk, behave and interact with others. This is not a responsibility to be taken lightly. There will be opportunities for S6 to work closely with their Pastoral Support teacher and support younger pupils in PSHE as they develop skills for learning, skills for life and skills for work.

Pupils in sixth year are expected to set an example to our younger pupils in terms of:

- MOTIVATION**
- APPEARANCE**
- ATTITUDE**
- BEHAVIOUR**

Experience tells us that where S6 students work hard, develop their talents both inside the school and in the wider community and contribute fully to the wider life of the school, they are best prepared for the next stage in their careers, be it the world of work, an apprenticeship, college or university.

Our Sixth Year pupils choose to commit to the school and to their curriculum. In S6 pupils are required to study a minimum of four chosen subjects alongside their core subjects of Religious Education, Physical Education and PSHE.

5th Year

5 Certificated



6th Year

4 to 5 Certificated



THE SIXTH YEAR EXPERIENCE

The S6 experience in St Ninian's 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.

S6 should 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.

We also hope many of our S6 will offer their services as Extraordinary Ministers of the Eucharist and in this way deepen their own faith as well as act as role models for the younger pupils in the school. During Sixth Year all pupils are expected to take up the opportunity to serve others and get involved in the wider life of their school through:

- Community Placements
- Involvement in the S6 Tutor Programme
- Student Mentoring
- Charity fundraising
- Enterprise activities

Further details of these opportunities and many more can be found in the **S6 Service Booklet**.





S6 CORE SUBJECTS

All senior pupils must study Religious Education, Physical Education and PSHE as part of their curriculum.

Religious Education (RE):



The S6 RE Programme continues to support the aim of the Catholic School. It aims to continue the religious, moral and spiritual development of students. To do this, students are given the opportunity to develop their faith and personal relationship with God.

The S6 programme presents religion as a relevant and vital influence in society. Students are encouraged to consider the process of making good and informed decisions about issues of religion.

Students will be encouraged to consider the process of decision-making and to be aware of factors which influence decision-making. The S6 course is delivered over three rotations. For two of these three rotations lessons will be delivered in the classroom with the other being held in the lecture theatre. Presentations on matters of faith will be delivered in the Lecture Theatre by representatives of various religious and faith groups. The teaching of the Church is a constant influence throughout the course.

Physical Education (PE):

It is more important than ever for students to make physical activity a part of their daily lives. Physical activity during the school day not only keeps young people healthier, but also helps them academically and socially.

Physical education is the only subject that focuses children's efforts and learning on their body and its physical development. It further links this to cognitive and social processes thereby making a real connection between how mind and body develop.

Evidence indicates that the health and wellbeing of children affect their ability to achieve and their confidence to learn. When young people are fit and healthy, they are more able to concentrate, learn and do well in school.



Personal, Social and Health Education (PSHE):



It is through PSHE that many aspects concerning a young persons Health and Wellbeing are focussed on. A structured course is delivered to our senior pupils through PSHE allowing them to consider and discuss areas that affect their mental, emotional, social and physical wellbeing as well as preparing them for choices and changes. In Sixth Year it is through PSHE that crucial information and support regarding applications, particularly UCAS, is delivered.



S6 CHOICE



In preparing for S6 you are faced with important choices regarding the subjects that you will be studying. Subjects should be chosen on the basis of your particular strengths, prior attainment, interests and future plans. The subject choices you make for S6 will affect the opportunities you have for employment, further education and higher education. Your aim in 6th Year has to be to build on your previous attainment so as to secure as strong and competitive a platform for upcoming applications.

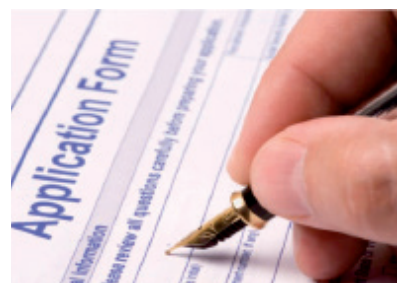
You can choose to:

- Pick up subjects that you last studied in S4
- You can choose to crash a National 5 or Higher Course provided you meet the minimum entry requirements and have achieved academic success in S5.
- You can choose to study at an Advanced Higher level for one or more subjects depending on your performance at higher level for these subjects.
- You can choose to develop key skills in other courses on offer to S6 such as Sports Development, and Computer Games Design.

When choosing:

- Be realistic in your course choice and choose courses that whilst they challenge and stretch your academic capabilities still offer a realistic chance of success.
- Identify where your strengths lie and choose according to those strengths. Taking note of recent prelim scores will act as an indicator as to how strong you are in a subject.
- Note that to study a subject at Advanced Higher it is advisable that you should have achieved an A or B pass for the Higher. Seek the advice of departments.
- Consider subjects relevant for the career path you may wish to pursue.
- Be aware of entry requirements for college or university courses that you are interested in applying for. Students intending to proceed to Further/Higher Education courses should check the actual entry requirements before making any choices.
- Remember that your S6 curriculum has to be realistic, rigorous and challenging in order for it to be competitive and impressive!

UCAS





SCHOOL BASED COURSES AVAILABLE TO S6

Department	Course	Page
Art & Design	Higher Art & Design	26
	Advanced Higher Art & Design – Expressive	26
	Advanced Higher Art & Design – Design	27
	Higher Photography	27
	SFW National 5 Creative Industries	28
Business Studies	Higher Administration and IT	28
	Higher Business Management	29
	Advanced Higher Business Management	29
	Higher Accounting	30
Chemistry	National 5 Chemistry	30
	Higher Chemistry	31
	Advanced Higher Chemistry	31
Computing	National 5 Computing Science	32
	Higher Computing Science	32
	Advanced Higher Computer Science	33
	NPA in Computer Games Design	33
	Computer Games Development – SCQF level 6	34
	Computer Games Development – SCQF level 5	34
English	Higher English	35
	Advanced Higher English	35
	Higher ESOL	36
Environment & Life Sciences	National 5 Biology	36
	Higher Human Biology	37
	Advanced Higher Biology	38
	Higher Geography	38
	Advanced Higher Geography	39
History	Higher History	39
	Advanced Higher History	40
Home Economics	Higher Fashion & Textile Technology	40
	REHIS Elementary Food Hygiene and Food and Health Cooking Skills Course	41
Laboratory Skills	National 5 Laboratory Science	41



Department	Course	Page
Maths	National 4 Lifeskills Maths	42
	National 5 Maths	43
	Higher Maths	43
	Advanced Higher Maths	44
Modern Languages	Higher French	44
	Advanced Higher French	45
	Higher Spanish	45
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	National 4 Mandarin	46
	Higher Mandarin	47
	Advanced Higher Mandarin	47
Modern Studies	Higher Modern Studies	48
	Advanced Higher Modern Studies	48
Performing Arts	Higher Drama	49
	Advanced Higher Drama	50
	Higher Music	51
	Advanced Higher Music	51
Physics	Higher Physics	52
	Advanced Higher Physics	52
Physical Education	Higher Physical Education	53
	Advanced Higher Physical Education	53
	Higher Dance	54
	Sports Development	54
	SFA Refereeing	55
Religious Education	Higher Religious, Moral & Philosophical Studies	55
Design & Technology	Higher Graphic Communication	56
	Advanced Higher Graphic Communication	57
	Higher Design and Manufacture	57
	National 4/5 Practical Woodworking	57
	National 5 Practical Metalworking	58
	Creative CADD/CAM Engineering	58



ADDITIONAL COURSES FOR 2020-21

HUMAN BODY STRUCTURE AND FUNCTION UNIT (SCQF LEVEL 8)

Attendance Pattern: Friday Morning (Periods 1 – 3), an East Renfrewshire Vocational course delivered at St Ninian's High School.

Pupil Eligibility: Pupils must have achieved an A for Higher Human Biology, and be studying Advanced Higher Biology.

Course Description:

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 by learners and equates to Year 2 of university biology degree programmes. The unit offers learners with experience of biology the opportunity to extend this knowledge and develop an understanding of select body systems & how the human body co-ordinates these systems to maintain homeostasis. In studying these systems learners also discover what happens when things go wrong, covering conditions as diverse as hyperthyroidism, gigantism and coronary heart disease.

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. The unit is assessed by a closed book examination as well by production of a lab report and successful completion of data handling activities.



CREATIVE CADD/CAM ENGINEERING (WITH AUTODESK ACCREDITED USER CERTIFICATE SCQF LEVEL 7)

Attendance Pattern: An in-school Vocational Course.

Pupil Eligibility: Pupils should have an interest in developing ICT skills for use in engineering or the creative industries.

Course Description:

This course is designed to give learners the opportunity to work with Computer Aided Draughting and Design (CADD) programmes alongside Computer Aided Manufacture (CAM) machines. The experiences that students will have will include developing skills with 2D and 3D CAD programmes used in industry including AutoCAD, AutoDesk Inventor and Revvitt. Pupils will apply their new skills into short design tasks where CAM systems are employed to make the objects into a physical model.

On completion of the course the learner should be able to:

1. Use a range of 2D CAD software including AutoCAD, Techsoft 2D Design and Serif PagePlus.
2. Use a range of 3D CAD software including AutoDesk Inventor, Fusion and Revvit.
3. Understand and apply British Standards and conventions.
4. Design CAD designs and models to be manufactured using CAM Systems.
5. Set up and operate CAM systems including 3D Printing, laser cutting, vinyl cutter and CAM router.
6. Demonstrate a wide ranging portfolio of work that shows IT skills, creativity, critical thinking and problem solving.

Although the course will be experiential, there will be assessments following the two 'units' and at the end of the course there will be a project based assessment where learners will apply all the skills they have developed to a personalised design brief.

Learners can use the projects to create a body of evidence for portfolios, often used during the application stages for progression to further or higher education.



VOCATIONAL COURSES AVAILABLE TO S6

VOCATIONAL PROGRAMME




COURSE OUTLINE
2020/21

In addition to our school based courses we offer our Sixth Year pupils an opportunity to further broaden or indeed specialise their studies through East Renfrewshire’s Vocational Programme. This programme has been running successfully for a number of years. It offers a variety of courses across a range of levels delivering opportunities for all pupils. Many of the vocational courses offered can complement our school based courses in pursuit of a particular career or course of study in further or higher education.

CASE STUDY

RYAN GALLAGHER

Ryan was a pupil at St Ninian’s High School who attended a 2.5 day NC Building Services course at Glasgow Kelvin College. Ryan was keen to be an engineer from a very early age and this is the reason why he applied to the Building Services Vocational programme in S6. Glasgow Kelvin College were able to secure an apprenticeship for Ryan with Crown House Technologies and he is working towards gaining SVQ Level 2 and 3.

Ryan has recently been selected to represent Glasgow Kelvin College for culture visits to Malta, Germany and Holland. This is a two year environmental project related to his apprenticeship.

“The Vocational course at Glasgow Kelvin College has been a brilliant experience for me. Made me more independent; I was responsible for my own learning and I was certain that engineering was the career for me. My career ambitions are to continue working with Crown House Technologies and possibly work towards further academic achievements.”





COLLEGE BASED COURSES AVAILABLE

Faculty	Course	Page
Access and Continued Learning	Inspire Your Future - SCQF Level 5	59
Aviation & Travel	Up in the air and on the ground – SCQF Level 4/5	59
Business & Finance	Accounting - SCQF Level 7	60
	Accounting – Foundation Apprenticeship – SCQF Level 6	60
	Business – SCQF Level 7/8	62
	Business & Marketing – SCQF Level 5	62
	Business Skills – SCQF Level 6	63
	Events - SCQF Level 6	64
	Financial Services - SCQF Level 6	65
	Human Resources & Law – SCQF Level 6	65
	Human Resource Management – SCQF Level 7	66
	Legal Services – SCQF Level 6	66
Care, Health Life Science & Social Care	Early Education and Childcare – SCQF Level 4	67
	Early Education and Childcare – SCQF Level 5	67
	Human Body Structure and Function – SCQF Level 8	68
	Introduction to Nursing – SCQF Level 5	68
	Psychology – SCQF Level 7	69
	Scientific Technologies (Laboratory Skills) – SCQF Level 6	69
	Scientific Technologies – Foundation Apprenticeship – SCQF Level 6	70
	Social Services and Healthcare – SCQF Level 6	71
	Social Services Children and Young People – SCQF Level 6	72
Community and Flexible Learning	Youth Work – SCQF Level 6	73
Construction & Engineering	Building Services Engineering – SCQF Level 5	73
	Building Services Engineering – SCQF Level 6	74
	Building Services Engineering – SCQF Level 7	74
	Civil Engineering – Foundation Apprenticeship – SCQF Level 6	75
	Construction Crafts SCQF Level 4/5	76
	Construction Management – SCQF Level 7	76
	Construction Pathways - SCQF Level 4	77
	Construction Skills - Carpentry and Joinery - SCQF Level 4	77
	Construction Skills - Certificate Scheme (CSCS) - SCQF Level 4	78
	Construction Skills - SCQF Level	78
	Digital Future Homes - SCQF Level 4	79
	Engineering Systems – SCQF Level 6	80
	Mechanical Engineering - Foundation Apprenticeship - SCQF Level 6	81
	Mechanical Engineering - SCQF Level 6	81
	Painting & Decorating – SCQF Level 5	82
	Quantity Surveying – SCQF Level 7	82







Creative, Digital Industries & Music	Computer Games Development – SCQF Level 5/6	83
	Creative and Digital Media – SCQF Level 6	84
	Cyber Security – SCQF Level 6	85
	Data Science - SCQF level 6	85
	ICT Hardware Systems Support – SCQF Level 6	86
	ICT Software – SCQF Level 6	87
	Professional Theatre Preparation – SCQF Level 6	88
	Sound Production – SCQF Level 6	88
	Television Production – SCQF Level 5	89
Fashion & Design	Fashion Brand Retailing – SCQF Level 7	89
	Introduction to Fashion Design and Production	90
Hair & Beauty	Barbering – SCQF Level 5	90
	Beauty and Complementary Therapy skills – SCQF Level 4	91
	Hair, Beauty and Make-Up – SCQF Level 5	92
	Hairdressing – SCQF Level 4	92
Horticulture, Hospitality & Landscaping	Food and Drink Technologies – SCQF Level 6	93
	Grow Cook and Eat – SCQF Level 1	94
	Horticulture - SCQF Level 4	94
	Introduction to Barista Skills - SCQF Level 5	95
	Introduction to Food Service Skills – SCQF Level 3/4	95
	Professional Cookery – SCQF Level 4	96
	Shoestring Cookery	96
Humanities & Social Sciences	Access to Primary Education/Childhood Practice – SCQF Level 6	97
	Introduction to Teacher Education	97
Nautical	Maritime Skills – SCQF Level 5	98
Personal Development	Personal and Social Development Transitions - SCQF Level 3/4	98
Sports	Pool Lifeguarding - SCQF Level 5	99
	Sport and Recreation – SCQF Level 5	99
Uniformed and Emergency Services	Police Studies – SCQF Level 7/8	100
	Uniformed and Emergency Services – SCQF Level 4	100
Vehicle Systems	Automotive Skills – Green Power – SCQF Level 4	101



THE SIXTH YEAR AGREEMENT








Once you have negotiated your curriculum for next session you will sign the **Formal Written Agreement** for session 2020-21. As part of the senior school, there are certain commitments you must undertake. You will be expected to:

-  Behave responsibly and appropriately
-  Pursue excellent attendance and punctuality
-  Complete all programmes of work to the best of your ability
-  Provide leadership by setting a good example to younger pupils
-  Fully accept and cooperate with the school dress code
 - School Blazer
 - School Tie
 - Grey Trousers/Skirt (app. length)
 - White or Pale Blue Shirt
 - Grey v-necked pullover or cardigan
 - Plain Black Shoes



In return the school makes commitments to you:

-  Every support possible will be given to help you achieve your goals
-  Departments will provide you with Course Outlines and Course Timelines
-  Work returned either marked or with advice for improvement
-  Careers Advice
-  Support given in making applications



FUTURE PATHWAYS

During S6 it is important to consider the next stage of your journey come the end of S6. Are you going to apply for a job or for a course of study at either college or university?



To assist our pupils in deciding this next stage we offer guidance through PSHE by advertising relevant websites and upcoming career events. You can arrange to meet with the school's career advisor through your pastoral support teacher. Additionally a series of career presentations are delivered by professionals from a variety of professions including medicine, engineering, finance, plumbing and surveying which pupils are encouraged to attend.

Furthermore the school delivers a very valuable and successful careers evening which offers pupils the opportunity to discover more about a broad range of careers. Representatives from a number of companies and educational establishments are in attendance and keen to offer advice on appropriate and suitable pathways.

• Applying for Employment

S6 pupils are supported in their pursuit of employment. Employment opportunities are advertised through PSHE as well as being displayed on the careers website and the notice board outside of the Pastoral Base.

• Applying to College

College applications are generally accessed, completed and submitted online. Applications for most college courses beginning in the September become available in January and normally allow applications up to the end of March. It is advisable though to submit applications as early as possible as some courses run a first come first served system.

• Applying to University

Making an application to University is an important step that many of our S6 pupils undertake. Applications are made online through the UCAS website, www.ucas.com.

Both parents and pupils are informed about the application process through the school's UCAS information evening as well as the issuing of a UCAS information letter which can be seen on page 20. An additional sign up presentation is also offered to pupils to assist them in beginning their application. Pupils are given further direction through assemblies and PSHE as well as having opportunities to discuss their application with their pastoral support teacher.

Pupils applying for Medicine/Dentistry/Veterinary Medicine or Oxbridge comply with a different timeline to other courses. These applications are therefore known as fast track applications due to the earlier deadline for submission of these applications.



It is also worth noting that aptitude tests are required for certain courses. These aptitude tests are to be arranged and sat independently of the school and UCAS. Courses where an aptitude test can be required are Law (the LNAT) and Medicine (the UKCAT). Prospectuses will detail whether an aptitude test is required.

Personal Statement

A key element of the application is the personal statement. It is in this statement that the pupil advertises their experience, skills and qualities that make them a suitable candidate for their chosen course of study. Importantly examples must be offered as to how they have achieved or demonstrated these particular traits during their time at school.

The Reference

A reference from the school is required to support an application. This reference is attached by the school to the application. The reference details the pupil's achievements and accomplishments as well as commenting on their commitment and willingness to work hard in pursuit of their goals.

University Open Days

Open days can be a valuable opportunity. They offer a chance to visit a university and engage in discussion with faculty staff about courses that you may be considering applying for. For those considering applying to more than one university again it may be worthwhile to attend more than just the one open day.



However attending an open day is an absence from school and we encourage pupils to strongly consider how beneficial attending an open day may be for them weighed against the classes they will miss. It is worth remembering that attending an open day is not necessary in choosing which university course to apply for as well as many universities also running alternative visiting opportunities out with the school day.

If you have already made the decision to apply to a particular university then attending the open day in these circumstances is diminished. The school does not condone visiting universities that you have no intention of applying to or indeed offer courses that you are unable to apply for as this is obviously an unnecessary absence. The school day is just too valuable to miss without good reason. Above all competitive grades are the key to entering university and this is best achieved through attending school. Your pastoral teacher may well discuss with you the relevancy and value of attending an open day if it is not understood to be necessary. This may involve contacting parents.

If you are intent on attending an open day then it is important that you inform the school in advance. The procedure is that a signed note from parents stating the date of the open day and the reason for attending should be submitted before the day. In doing so the absence will be noted as a school visit, in the absence of such a note the absence will be unauthorised and marked as such.

Work Experience

Work experience can be beneficial in supporting an application. It affords an insight into the day to day reality of a particular working environment and as such can reinforce your determination to pursue a career in this field as well as develop your understanding of what is involved. There are particular university courses for which relevant work experience can prove very valuable when making an application such as medicine and engineering. The ideal time to arrange for work experience would be during the summer between S5 and S6. Arrangements can be made during term time but this is discouraged.



UCAS TIMELINE

I am pleased to confirm that your son/daughter has indicated that they intend to apply for university through UCAS. We have an extensive and ongoing programme to support all applicants in processing their application. This includes advice on course choice, personal statements and guidance on how to complete the electronic application. We will also prepare a school reference.

We are most grateful to parents in ensuring personal statements are accurate and of a high standard, all personal information (including S4/5 SQA examination qualifications) is accurate, course choices are appropriate and realistic and all final stage deadlines are met timeously. We ask that parents sign and return the personal statement when satisfied, before the deadline for completion.

We will hold a UCAS information evening in the school forum in early September 2020; details of this will be put on our website and sent home to parents. On this evening we will look at the application process with a special emphasis on personal statements and how parents / carers can work with the Pastoral Teacher to improve these.

The UCAS application is online. Please ensure that applicants adhere to the following timeline:

- **Friday 28 August 2020** *All applicants should have registered online*
- **Friday 4 September 2020** *All personal details, including exam results entered*
- **Friday 9 October 2020** *first draft of applicants personal statement submitted to Pastoral teacher, with parental signature*
- **Friday 6 November 2020** *all choices for university courses entered*
- **Friday 13 November 2020** *final draft of applicants personal statement submitted to Pastoral teacher with parental signature and entered online on the electronic application*

Applications will be checked, processed and sent to UCAS by Friday 11 December 2020.

Please note that these are **final stage deadlines**. Individual applications will be checked and sent upon completion.

In the event of possible entrance interviews please be mindful of these deadlines and dates of school excursions / planned family excursions. To avoid any clash please ensure that 'dates unavailable for interview' are entered in the appropriate section of the electronic application.

Universities are of the view that a strong performance throughout Sixth Year is a reliable indicator of future success. Offers of a place at university are made on the basis of subjects studied in Sixth Year and predicted grades included in the reference. Where there is a change to the subjects studied in S6 or a significant change to the predicted grades as indicated in the school reference, universities may have to be informed by the school.



THE EDUCATIONAL MAINTANANCE ALLOWANCE (EMA)



The education maintenance allowance (EMA) is a weekly payment to help support a student in education beyond the school leaving age of 16. In order to qualify for an EMA, paid from the August of any given year, applicants need to satisfy certain eligibility conditions. The eligibility criteria must be applied annually, therefore an applicant will need to re-apply for an EMA on an annual basis.

Eligibility

Pupils are eligible for an EMA if:

- they are beyond the school leaving age of 16 and household income falls within the approved income thresholds set by the Scottish Government
- their curriculum involves at least 21 guided hours of learning per week
- they agree to and sign a valid learning agreement with the school

Payments

- EMA payments will be affected by absences and lateness as well as any of the conditions of the Learning Agreement not being met (this relates to conduct, attendance and progress).
- Payment will be made fortnightly in arrears during term-time.
- EMA payments are not made during short-term holidays which include the October week, Christmas/New Year and Easter.
- Application forms for session 2020-21 will be available in school or you can contact the Education Department for further information or request for a form to be sent to you.

THE COURSE CHOICE PROGRAMME - CALENDAR OF EVENTS

2020-21:

- Presentation to pupils at assembly explaining course choice procedures
- Pupils receive S6 Information Booklet which contains information on all courses offered
- Careers Information Evening: **Thursday 20 February**
- Individual Interviews with Pastoral Support Teacher begin **Monday 2 March**
- All forms must be submitted by **Friday 20 March**

April/May 2020:

- SQA Examinations

June 2021:

- S6 begins with issuing of S6 timetable on return from exam leave. Attendance in the month of June is essential for course progression. Absence from classes in June will indicate an intention to leave school and your name may be removed from the school roll.

August 2020:

- A limited re-negotiation of courses may be possible in light of examination results. A day near the end of the summer holidays is set aside for these negotiations.

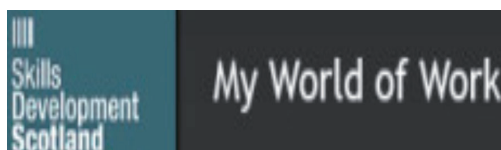


SUMMARY

- Look at your National Qualifications and consider the subjects in which you performed best
- Think about what you want to do when you leave school and the qualifications you will need
- If unsure of your future pathway, make sure you are following a course which will give you a range of qualifications
- Access important subject information
- Make use of recommended websites:



www.planitplus.net



www.myworldofwork.co.uk



www.workit.info

- Make use of University and College Prospectuses and Websites
- Note Modern Apprenticeship opportunities posted on careers board (outside pastoral base)
- Discuss matters with Pastoral Support Teacher
- Take advice from Class Teachers
- Arrange to meet with Careers Adviser
- Access School website: www.blogs.glowscotland.org.uk/er/StNinians/



SAINT NINIAN'S HIGH SCHOOL

COURSE DESCRIPTORS 2020-21



ENTRY REQUIREMENTS:

It is recommended that candidates have achieved at least a grade B for National 5 Art & Design.

COURSE OUTLINE:

Design Activity

- Understanding of designers work through research and analysis
- Following a design brief pupils research a personally selected theme and design area. A Single Line of enquiry is explored through a series of design skill workshops leading onto a final design solution.

Expressive Activity

- Understanding of artists work through research and analysis
- Practical drawing unit exploring a range monochromatic and colour media based on a personally selected theme. Pupils create a range of composition arrangements showing further development of one idea through exploration of media and composition leading to a final outcome.

ASSESSMENT:

- Design and Expressive Folio
- Final written exam on artists and designers studied in class as well as a response to a previously unseen images.

SKILLS DEVELOPED:

- a greater knowledge, understanding and ability to critically analyse artists and designers as creative practitioners
- a deeper understanding of external factors influencing artists and designers experimenting with a variety of art and design materials to refine ideas
- practical skills in using materials, techniques and/or technology
- producing analytical drawings and investigative studies
- creativity and imaginative expression
- critical appreciation of aesthetic and cultural values, identities and ideas
- planning, producing and presenting creative art and design work
- investigating and analysing how artists/designers use materials/techniques
- applying this knowledge to his/her own creative practice
- problem-solving and critical analysis to find solutions to design briefs
- confidence in creative practice and in creative self-expression
- enjoyment in the arts

PATHWAYS:

This is a good foundation for a number of careers that require fine motor skills, creative thinking, communication skills or ability to problem solve. These are key transferable skills that are not just specific to careers in the Art & Design field but across various industries such as business, engineering and Digital Media. This course is also beneficial for pupils requiring a folio of work for submission to degrees courses such as architecture, dentistry, design and fine art.

ART & DESIGN – EXPRESSIVE

ADVANCED HIGHER

ENTRY REQUIREMENTS:

It is recommended that candidates have passed Higher Art or have achieved an A for National 5 Art & Design.

COURSE OUTLINE:

Expressive Studies

Candidates will investigate the working practices and creative approaches of others. They will analyse artists' work and practice, evaluating the impact of external factors on their creative work. They will develop personal views, opinions and judgements on the artists' work.

Expressive Enquiry

Pupils will plan, develop and produce a single line of enquiry.

Work will be inspired and influenced by investigative research into expressive art practice.

Learners will experiment with and creatively explore how materials, equipment, techniques, composition and/ or technology can be used. They will use these to communicate and create their ideas in 2D and/or 3D formats.

ASSESSMENT:

- Practical Folio
- Critical Analysis
- Evaluation

SKILLS DEVELOPED:

- ability to critically analyse artists and designers as creative practitioners
- a good understanding of external factors influencing artists and designers
- experimenting with a variety of art and design materials to refine ideas
- practical skills in using materials, techniques and/or technology
- producing analytical drawings and investigative studies
- creativity and imaginative expression
- critical appreciation of aesthetic and cultural values, identities and ideas
- planning, producing and presenting creative art and design work
- investigating and analysing how artists/designers use materials/techniques
- applying this knowledge to his/her own creative practice
- problem-solving and critical analysis to resolve concepts
- confidence in creative practice and in creative self-expression
- enjoyment in the arts

PATHWAYS:

This is a good foundation for a number of careers that require fine motor skills, creative thinking, communication skills or ability to problem solve. These are key transferable skills that are not just specific to careers in art but across industry such as business, engineering and Digital Media.

This course is extremely beneficial for pupils requiring a folio of work for submission to degree courses such as painting and printmaking, sculpture, environmental art, intermedia, digital media and fine art photography. Pupils may also be applying to folio preparation courses; these allow students to build on their folio for application to degree courses.



ENTRY REQUIREMENTS:

It is recommended that candidates have passed Higher Art or have achieved an A for National 5 Art & Design.

COURSE OUTLINE:

Design Studies

Candidates will investigate the working practices and design approaches of others. Pupils will critically analyse designers' work and practice, evaluating the impact of external factors on their design process. They will develop opinions and judgements on the designers' work.

Design Enquiry

Pupils will plan, develop and produce a single line of enquiry.

They will use their understanding of design practice to inspire and influence their own design approach.

Pupils will demonstrate creative approaches exploring how materials, techniques and/or technology can be used to realise their design ideas in

ASSESSMENT:

- Practical Folio
- Critical Analysis
- Evaluation

SKILLS DEVELOPED:

- ability to critically analyse artists and designers as creative practitioners
- a good understanding of external factors influencing artists and designers
- experimenting with a variety of art and design materials to refine ideas
- practical skills in using materials, techniques and/or technology
- producing analytical drawings and investigative studies
- creativity and imaginative expression
- critical appreciation of aesthetic and cultural values, identities and ideas
- planning, producing and presenting creative art and design work
- investigating and analysing how artists/designers use materials/techniques
- applying this knowledge to his/her own creative practice
- problem-solving and critical analysis to find solutions to design briefs
- confidence in creative practice and in creative self-expression
- enjoyment in the arts

PATHWAYS:

This is a good foundation for a number of careers that require fine motor skills, creative thinking, communication skills or ability to problem solve. These are key transferable skills that are not just specific to careers in Design but across industry such as business, engineering and IT.

This course is extremely beneficial for pupils requiring a folio of work for submission to degree courses such as architecture, interior design, jewellery, fashion, textiles, graphics, and digital design. Pupils may also be applying to folio preparation courses, allowing students to build on their folio for application to degree courses.

PHOTOGRAPHY

HIGHER

ENTRY REQUIREMENTS:

It is recommended that pupils have passed Higher English.

COURSE OUTLINE:

Photography: Image Making

This unit introduces pupils to camera techniques and controls. Pupil's will investigate and analyse the factors which influence photographers and their work. They will apply their knowledge of light and image formation when creating photographic images. Pupils will demonstrate their ability to use exposure times, composition and framing creatively for photographic effect, organise their files and output their photographic images.

Photography: Contextual Imagery

Pupils will explore of a variety of photographic techniques, technology and processes. They will use their understanding of the social and cultural influences between photographers and society when developing their own personal and creative approaches to photography. Pupils will plan, produce and present photographic images in different styles and genres, evaluating their work and use of imaging techniques.

ASSESSMENT:

- Practical folio and evaluation
- Final Written Exam

SKILLS DEVELOPED:

- Applied knowledge and understanding of the properties of light and image formation
- Exploration and experimentation with a range of photographic media, manipulation techniques and processes
- Applied use of camera controls and a range of photographic techniques and processes
- Produce creative and technically proficient photographs through effective planning, shooting, and relevant print finish to produce photographs
- Effective management and storage of photographic images
- The ability to produce investigative research for photography
- Investigation and analysis of the major historical, scientific, social and cultural factors influencing photographers and their work
- Critically self-reflect and evaluate own work and the photographic work of others

PATHWAYS:

The format of the photography course develops life skills in organisation, planning, implementation and completion of self-led projects. These transferable skills are a solid foundation across a wide range of careers and help many pupils in preparation for university or college courses that require independent learning. Pupils with an interest in journalism, advertising, web design, fine art, commercial photography, TV, film or animation will find this course particularly relevant.

Pupils on this course may be working towards a folio of work for submission to an HND or HNC in photography or degree courses such as fine art photography. Many pupils looking to apply to degree courses at art school study both photography and advanced higher to show a wider range of skills and expertise within their folio application.



ENTRY REQUIREMENTS:

Have an interest in developing employability skills, working as part of a team towards a shared goal.

COURSE OUTLINE:

Creative Industries: An Introduction

Pupils study different sectors of the creative industries researching career paths, job roles and responsibilities. Looking at employability skills and qualifications valued by employers culminates in pupils creating their own employability profile.

Creative Industries: Skills Development

Pupils develop their skill set and work to improve practical skills associated with a chosen job role in the creative industries. The focus is on development of practical skills in a creative working environment.

Creative Industries: The Creative Process

Pupils work independently and collaboratively on a given a brief. They contribute their own creative ideas to an overall team response to come up with a resolution that is implemented as part of the creative project.

Creative Industries: Creative Project

Pupils contribute to, and participate in all stages of the implementation of a creative project and evaluate the completed project and their contribution to it.

ASSESSMENT:

- This course is assessed throughout with no final examination at the end of the year.
- All units must be completed in order to gain a pass.

SKILLS DEVELOPED:

- Ability to research and develop understanding of the creative industry sectors and possible career paths within
- Understand varied job roles, qualifications, responsibilities and relevant employability skills
- Develop creative skills using equipment such as DSLR cameras, camcorders, Adobe Photoshop Elements, Movie Serif
- The ability to work independently and as part of a team in order to plan, implement and complete set tasks
- Understanding of the creative process and implementing it to problem solve and analyse to find a solution
- Ability to self-evaluate personal skills and work on improving these
- Pupils will develop their communication skills as leaders and working as part of a team
- Working as part of a team all members learn how to organise, set targets and develop time management skills to ensure deadlines are met

PATHWAYS:

The format of this course focuses on building employability skills such as leadership, teamwork, creative thinking, and ability to analyse and find solutions to problems. These transferable skills are a solid foundation across a wide range of careers and help many pupils in preparation for university or college courses that require independent learning. Pupils with an interest in creative writing, advertising, art & design, photography, TV, film or animation will find this course particularly relevant.

Pupils on this course may be working towards an HND, HNC or a degree within the creative industries. Courses within this sector are extremely varied and offer pupils a wealth of choice such as practical journalism, media and communication, photography, television production and digital media. These are only a few of the options available, many more can be found within the creative sector for those with an interest in industry.

ENTRY REQUIREMENTS:

National 5 Administration and IT at a B or A

COURSE OUTLINE:

The course comprises 3 units:

IT SOLUTIONS FOR ADMINISTRATORS

This unit develops skills gained at National 5 and progressing to more complex applications and uses of the software.

ADMINISTRATIVE THEORY AND PRACTICE

Investigates the role of an administrator in a company and the importance of the job they provide. Topics include arrangements for meetings, working with others, motivating staff, monitoring procedures and the work done by others.

COMMUNICATION IN ADMINISTRATION

It looks at effective communication and the potential barriers to communication.

ASSESSMENT:

- There is an assessment to be sat at the end of each unit.
- The final exam comprises of 2 papers – One is a practical IT paper worth 70% and the other is a theory paper worth 30%.

SKILLS DEVELOPED:

The Course aims to enable learners to:

- develop knowledge and understanding of administration in the workplace and its importance
- develop a range of advanced IT skills for processing and managing information
- develop a range of skills to communicate complex information effectively, making appropriate use of IT

- acquire skills in managing the organisation of events

The course develops skills which will benefit anyone no matter what their career path— IT confidence and a knowledge of management and organisational skills are required by most adults.

PATHWAYS:

Administration is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in other walks of life.

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



BUSINESS MANAGEMENT

HIGHER

ENTRY REQUIREMENTS:

Have achieved at least a B for National 5 Business Management

To sit as a 'Crash Higher' pupils should have Higher English and at least 2 other Highers — please consult the department.

COURSE OUTLINE:

The purpose of the Course is to highlight the ways in which organisations operate and the steps they take to achieve their strategic goals. This purpose will be achieved by combining theoretical and practical aspects of learning through the use of real-life business contexts. The skills, knowledge and understanding will be embedded in current business theory and practice and reflect the integrated nature of organisations, their functions

and their decision-making processes.

The course is divided into 3 units as follows:

- Understanding Business
- Marketing and Operations
- Human Resource Management and Finance

Each of the three units is broken down into outcomes which are discrete

ASSESSMENT:

There are 3 assessments to be completed— these are undertaken at the end of each unit. These assessments will test Knowledge and Understanding, Decision Making and Problem Solving.

Project – pupils are tasked with investigating an element of a local business and presenting their findings in a business report. This project is worth 30% of the final mark.

The final exam covers all topics taught in the course, all questions are compulsory. This paper is worth 70%.

SKILLS DEVELOPED:

- analysing the ways in which different organisations achieve their objectives
- problem solving and decision making in business situations
- explaining and analysing situations faced by businesses
- interpreting business information and communicating in a coherent and effective manner

PATHWAYS:

The Higher Business Management Course provides learners with the skills, knowledge and understanding needed to understand contemporary business. 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.

BUSINESS MANAGEMENT

ADVANCED HIGHER

ENTRY REQUIREMENTS:

Have achieved an A or B at Higher Business Management

COURSE OUTLINE:

There are 2 distinct areas:

Internal environment

The role of managers
 Management and Leadership Styles
 Teamwork
 Time Management and Personal Effectiveness
 Organisational Culture
 Motivation theory
 Managing Change
 Human Resource Planning

External environment

The EU and the Euro zone
 Multi-national and Trans national organisations
 The role of e-commerce
 Government intervention in business
 Corporate social responsibility

ASSESSMENT:

A unit assessment has to be passed at the end of each unit.

An investigative report on a small business is to be submitted (worth 33%).

Final exam consists of a compulsory case study (worth 33%) and two essays (worth 33%).

SKILLS DEVELOPED:

- The ability to apply concepts and ideas from their study to actual business situations and to draw reasoned conclusions from this application
- A level of understanding which will enable them to progress confidently into more advanced study either in business or management or in courses where business and management are a crucial underpinning aspect
- The ability to communicate complex ideas in a coherent and logical manner
- Other transferable skills such as the ability to gather and interpret business information

PATHWAYS:

Studies at university on courses focusing on Business Management



ENTRY REQUIREMENTS:

The Accounting course is being offered to those who want to know what accountancy actually is and/or who have applied to do accountancy at college or university. The first term in any accountancy course can be daunting as the lecturers speed through the equivalent of both National 5 and Higher Accounting in a matter of weeks. You need to have a good grasp of Maths, be logical and enjoy problem solving.

Pupils should have Higher Maths and evidence of solid performance in other higher courses. Pupils who have studied Business Management to Higher but do not have Higher Maths should consult the department.

COURSE OUTLINE:

Higher Accounting is based on 3 main units of work:

Preparing Financial Accounting Information

Financial accounting enables students to understand how entrepreneurial and non-profit making organisations are structured, financed, managed and controlled. It will enable students to develop the ability and knowledge required

to prepare financial statements and the skills necessary to analyse and evaluate business performance.

Preparing Management Accounting Information

Management Accounting considers the more detailed aspect of Accountancy. Sometimes this is called Cost Accounting as the aim is analyse specific cost details of manufacturing a product

or providing a service. The course covers job costing, marginal costing, overhead analysis, stock control, and break-even.

Analysing Accounting Information

Looking at different methods of analysis to determine the organisations current position and using this information to predict future trends.

ASSESSMENT:

There are 3 unit assessments.

There is a practical project which is worth 33%.

SKILLS DEVELOPED:

- of recording, analysing and reporting necessary for the monitoring and evaluation of the performance of a business or enterprise activity
- and techniques relevant to accounting, which will equip users for entry into the world of business
- of accuracy, precision and problem solving when preparing accounting records, analysing
- accounting information and communicating findings
- to prepare, use and interpret accounting information in relation to exercising control, analysing performance, making decisions and solving problems
- to understand and comment on the financial information published by a range of organisations

PATHWAYS:

For those interested in pursuing a career or study in Finance, Accounting, and Actuary.

ENTRY REQUIREMENTS:

Pupils opting for this course would be expected to have obtained a pass in both national 4 chemistry and Maths. to sit as a 'crash national 5' pupils should have achieved a good national 5 pass in Maths and /or another science.

COURSE OUTLINE:

The course comprises three mandatory units and an assignment, as follows:

Unit 1 - Chemical Changes and Structure

Learners will study chemical reactions in our world. they will also gain an understanding of chemical bonding and calculations involved in the chemical reactions.

Unit 2 - Nature's Chemistry

Learners will investigate the chemistry of organic compounds obtained from oil or other natural resources and how they are used in our everyday lives.

Unit 3 - Chemistry is Society

Learners will focus on the chemistry of metals, plastics, fertilisers and nuclear radiation. learners will also investigate chemical analysis techniques

used for monitoring the environment.

The Chemistry Assignment

Pupils will draw upon an aspect of the course and investigate further, highlighting the environmental or social impact of chemical technology or chemical products. Pupils will use their research to complete a written assignment, detailing their findings. this is completed in class, under exam conditions in November.

ASSESSMENT:

As they progress through the course, candidates must pass an end unit assessment for each of the three units, which tests both knowledge and understanding and problem solving skills. candidates must also pass internal practical assessments.

the final exam is a 2 ½ hour paper which consists of two sections:

Section 1 – Multiple choice (worth 25 marks) Section 2 – Written Paper (worth 75 marks)

the chemistry assignment is worth 20% of the course assessment. It is submitted in March and is externally marked by the SQA. .

the total mark given for the course is 100 marks (exam + assignment) and is graded a-D.

SKILLS DEVELOPED:

The study of chemistry at national 5 level will enhance a number of scientific disciplines, including, investigative and analytical thinking skills. there are opportunities to use technology, scientific equipment and materials and develop independent thinking. as a science subject, this will also develop a number of problem solving skills such as analysing data, selecting

information, making predictions, and processing information. in the laboratory, pupils can expect to further develop their practical skills, such as planning and carrying out experiments, fair testing, recording observations and drawing valid conclusions.

PATHWAYS:

Dentistry, Medicine, Veterinary Medicine, Pharmacy, Pharmaceuticals, Teaching, Forensics, Biomedical Sciences, Environment Science, Chemical Engineering.



ENTRY REQUIREMENTS:

Pupils opting for this course would be expected to have obtained a good pass in both National 5 chemistry and Maths. to sit as a 'crash Higher' pupils should have achieved a good pass in Higher Maths and preferably another science.

COURSE OUTLINE:

Unit 1 – Chemical Changes and Structure

Learners will develop an understanding of controlling reaction rates and patterns in the periodic table. they will also further develop their understanding of chemical bonding and the connection between bonding and properties of substances

Unit 2 - Nature's Chemistry

Learners will further enhance their 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

Unit 3 - Chemistry in Society

Focusing more on the practical applications of chemistry in the chemical industry, learners will calculate quantities of reagents and products, percentage yield and the atom economy of processes. They will also learn about equilibrium, enthalpy, and redox reactions and learn to analyse substances for purity and apply analytical chemistry techniques.

Researching Chemistry

This unit covers the key skills necessary to undertake research in chemistry. learners will develop the knowledge of common chemistry apparatus and techniques and explore the chemistry behind everyday topical issues. and the Higher

Chemistry Assignment

Candidates complete a written assignment, which is a lab report on a chemistry experiment. This is completed in class, under exam conditions in February.

ASSESSMENT:

As they progress through the course, candidates must pass an end unit assessment for each of the three units, which tests both knowledge and understanding and problem solving skills.

The final exam lasts 3 hours with a break between sections 1 and 2:

Section 1 – Multiple choice (worth 25 marks)
Section 2 – Written Paper (worth 95 marks)

The Higher Chemistry assignment is submitted in March and is externally marked by the SQA (worth 20% of the course assessment).

SKILLS DEVELOPED:

The study of chemistry at Higher extends candidates' knowledge and understanding of the physical and natural environments and the development of the problem solving and practical abilities associated with

scientific enquiry beyond National 5. It is a platform for the future study of chemistry and chemistry-related subjects in higher education is provided for candidates who wish to pursue a career in a science-based area.

PATHWAYS:

Dentistry, Medicine, Veterinary Medicine, Pharmacy, Pharmaceuticals, teaching, Forensics, biomedical Sciences, environment Science, chemical engineering.

ENTRY REQUIREMENTS:

Pupils opting for this course would be expected to have obtained a good pass in both Higher chemistry and Higher Maths.

COURSE OUTLINE:

Unit 1 - Inorganic and Physical Chemistry

This unit develops a knowledge and understanding of the principles and concepts of inorganic and physical chemistry. Pupils will learn about electromagnetic radiation, atomic spectroscopy and deepen their understanding of the period table. learners will also investigate the quantitative component of chemical equilibria, feasibility and kinetics of chemical reactions.

Unit 2 - Organic Chemistry and Instrumental Analysis

This unit develops a knowledge and understanding of organic chemistry. Pupils will deepen their understanding of families of organic molecules, their synthesis, properties and reactions. learners will also learn how organic compounds can be analysed in laboratories.

Researching Chemistry

in this unit, learners will be given the opportunity to gain an understanding of stoichiometric calculations, to develop key practical skills and carry out research in chemistry.

Advanced Higher Chemistry Project

Learners will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in chemistry. Pupils are expected to undertake independent literature and practical research and maintain a log book of their findings. time is allocated to this during February and March, although pupils are expected to complete much of the research out with class time. A detailed Project Report must be submitted in March, which is externally marked by the SQA.

ASSESSMENT:

As they progress through the course, candidates must pass an end unit assessment for each of the two teaching units, which tests both knowledge and understanding and problem solving skills. candidates must also pass internal practical assessments.

The final exam consists of two sections. Section 1 – Multiple choice (worth 25 marks) Section 2 – Written Paper (worth 85 marks)

The total exam time is 3 hours.

The Advanced Higher Chemistry Project Report is submitted in March and is externally marked by the SQA (worth 25% of the course assessment).

SKILLS DEVELOPED:

Candidates who achieve Advanced Higher Chemistry are mature, confident individuals and are able to work on their own. Studying for Advanced Higher Chemistry is a useful bridge between the class-based learning, typical of Higher, and the more self-motivated and proactive type of study required

at university. advanced Higher chemistry brings the personal rewards of intellectual challenge and the opportunity to deepen your knowledge and develop higher level skills such as research and analysis, extended report writing and investigation techniques.

PATHWAYS:

Dentistry, Medicine, Veterinary Medicine, Pharmacy, Pharmaceuticals, Teaching, Forensics, Biomedical Sciences, Environment Science, Chemical Engineering



COMPUTING SCIENCE

NATIONAL 5

ENTRY REQUIREMENTS:

Have achieved National 4 Computing Science. Pupils "crashing" the subject will be considered after discussion with staff.

COURSE OUTLINE:

The course is made up of 2 units and a coursework unit (worth 40%)

Information Systems Design and Development

In this unit you will be required to demonstrate knowledge and understanding of:

- Networking
- Database Design
- Website design using JavaScript and HTML
- Computer Software and media types
- Computer Security and legislation

ASSESSMENT:

There are 2 unit assessments which are made up of 3 outcomes per unit. Each unit has both written practical assessments.

SKILLS DEVELOPED:

The National 5 qualification in Computing Science deepens knowledge and understanding of computer concepts and encourages awareness of technological development and progress, factors affecting system performance, and syntax and semantics. Topics of study include data representation, computer structure, peripherals, software development,

PATHWAYS:

Pupils can elect to continue to further their study of computing through the Higher Computing Science

Computing Science and Information Technology is one of the fastest growing employment areas in the UK and around the world. Higher Computing is an accepted qualification for a variety of courses:

Computing Science	Information Science	Computer Engineering
Software Engineering	Computer Games Development	Network Administrator
Systems Analyst	IT Consultant	

Software Design and Development

In this unit you will learn to:

- Computer Hardware
- Explain aspects of the software development process
- Features of a software development environment
- Implement features and use facilities of a software development environment
- Produce a solution to a problem using a software development environment

Pupils sit an external examination out of 90 marks which is worth 60% of their final grade. The other 40% is made up from a coursework project which is carried out under controlled conditions.

and programming, networking (software and hardware) and creating and interrogating Information Systems.

Learners acquire knowledge and skills in developing software through the use of a high level programming language. The course encourages them to make judgments, assess and compare ideas, and evaluate data.

COMPUTING SCIENCE

HIGHER

ENTRY REQUIREMENTS:

Grade A or B in National 5 Computing Science. Pupils "crashing" the subject will be considered after discussion with Staff

COURSE OUTLINE:

The course consists of four areas of study.

Software design and development – Development methodologies, Analysis, Design, Implementation (data types and structures), Implementation (data types and structures); Implementation (algorithm specification), Testing, and Evaluation.

Computer systems – Data representation, Computer structure,

Environmental impact, and Security risks and precautions.

Database design and development – Analysis, Design, Implementation(SQL), Testing, and Evaluation.

Web design and development – Analysis, Design, Implementation (CSS), Implementation (HTML), Implementation (JavaScript), Testing, and Evaluation.

ASSESSMENT:

The course assessment has two components totalling **160 marks**:

- Component 1: question paper – worth 110 marks (consisting of 2 sections: section 1 worth 25 marks, and section 2 worth 85 marks)
- Component 2: assignment – worth 50 marks

For the assignment component you will be given three tasks to complete, by solving computing science problems in the areas of software design and development, database design and development and web design and

development. You will gain marks for use of the following skills on each task: analysis, design, implementation, testing and evaluation.

Both the question paper and the assignment are set and externally marked by the Scottish Qualifications Authority (SQA).

The grade awarded is based on the total marks achieved across course assessment. The course assessment is graded A-D.

PATHWAYS:

Pupils can elect to continue to further their study of computing through the Advanced Higher Computing Science.

Computing Science and Information Technology is one of the fastest growing employment areas in the UK and around the world.

Higher Computing Science is an accepted qualification for a variety of courses:

Computing Science	Information Science	Computer Engineering
Software Engineering	Games Development	Cyber Security



ENTRY REQUIREMENTS:

Grade A or B in Higher Computing Science

COURSE OUTLINE:

The course consists of four areas of study.

Software design and development – Development methodologies, Analysis, Design, Implementation (data types and structures), Implementation (data types and structures); Implementation (algorithm specification), Testing, and Evaluation.

Computer systems – Data representation, Computer structure.

Database design and development – Analysis, Design, Implementation (SQL), Testing, and Evaluation.

Web design and development – Analysis, Design, Implementation (CSS), Implementation (HTML and PHP), Implementation (JavaScript), Testing, and Evaluation.

ASSESSMENT:

The course assessment has two components totalling 160 marks:

- Component 1: question paper – worth 80 marks
- Component 2: assignment – worth 80 marks.

For the assignment component you will be given three tasks to complete, by solving computing science problems in the areas of software design and development, database design and development and web design and development. You will gain marks for use of the

following skills on each task: analysis, design, implementation, testing and evaluation.

Both the question paper and the assignment are set and externally marked by the Scottish Qualifications Authority (SQA).

The grade awarded is based on the total marks achieved across course assessment.

The course assessment is graded A-D.

PATHWAYS:

Computing Science and Information Technology is one of the fastest growing employment areas in the UK and around the world.

Advanced Higher Computing Science is an accepted qualification for a variety of courses:

Computing Science Information Science Computer Engineering Software Engineering Cybersecurity Games Design

NPA IN COMPUTER GAMES DESIGN

SCQF LEVEL 5

ENTRY REQUIREMENTS:

Achieved National 5 English and have an interest in computer games.

COURSE OUTLINE:

Computer Games: Design

You will acquire an understanding of the underlying concepts and fundamental principles involved in digital gaming planning and design. You will learn how to recognise and distinguish differences between numerous gaming platforms, environments and genres. You will be introduced to fundamental methods used in the planning and design stages involved in the production of a digital game. You will plan and design a level in a digital game. You will be introduced to the role of the games designer. You will investigate emerging technologies in gaming and analyse how this technology will affect games and peoples' expectations of games. You will investigate what organisations and activities are involved in the investment, creation, production and distribution of games and evaluate external factors to be considered when designing a digital game. You will evaluate design methods used in the planning and design stages involved in the production of a digital game. You will plan and design a digital game to a given brief.

Computer Games: Media Assets

You will acquire an understanding of the different types of media asset required for developing a digital game. You will learn how to plan and produce media assets for use in a game development environment.

Computer Games: Development

You will gain an understanding of the processes involved in the final stages of development of a digital game. You will learn how to use your chosen game development environment to bring together all the parts and produce a working game. You will gain an understanding of the evaluation process and then go on to plan and deliver a promotional activity. At SCQF level 5 you will devise a test strategy then test the game thoroughly, recording the results. You will gain an understanding of the evaluation process and complete a user review of a game that applies a scoring/rating system. You will finally plan and create a promotional activity.

ASSESSMENT:

There are 3 unit assessments made up of practical and written submissions. There is no external exam for this course.

Computer Games Design assessment consists of 6 short reports and plan and assets for a computer game.

Media Assets assessment consists of 8 short reports of assets used in a gaming environment and the creation and editing of 5 media assets to be created for a final game **Computer Games Development** consists of the design, creation, testing and report on a complete video game using appropriate software tools and to plan and create 2 promotional activities for the game.

SKILLS DEVELOPED:

- investigate the computing gaming industry/genres/hardware/trends and emerging technologies
- gain an understanding of underlying concepts and the fundamental principles involved in digital gaming planning and design
- gain the knowledge and skills required in the creation of media assets
- and games development
- work with others to test a game and give constructive feedback
- collaborate with others in an enterprise activity to promote/market a game

PATHWAYS:

The National Progression Award in Computer Games Development at SCQF level 5 is intended to prepare you for progression to further study in Computer Games Development, Digital Media Studies, Computing Science and IT subjects. The awards provide a foundation in the knowledge and skills of Computer Games Development that will be necessary if you intend to later specialise in aspects of Computer Games Development, Digital Media Studies, Computing Science and IT subjects.



COMPUTER GAMES DEVELOPMENT

SCQF LEVEL 5

ENTRY REQUIREMENTS:

National 4 Computing Science or Computer Games Development (level 4)

COURSE OUTLINE:

The course consists of three areas of study.

Media Assets – copyright, creating and editing media assets (sound, graphics and animation).

Computer Game Design – characteristics of games, design elements, game proposals and creating a design document

Computer Game Development – Design and creation of a working computer game, testing and evaluating a working game

ASSESSMENT:

The course assessment has **9 assessments which are carried out throughout the course:**

PATHWAYS:

The National Progression Award in Computer Games Development at SCQF level 5 is intended to prepare you for progression to further study in Computer Games Development, Digital Media Studies, Computing Science and IT subjects. The awards provide a foundation in the knowledge and skills of Computer Games Development that will be necessary if you intend to later specialise in aspects of Computer Games Development, Digital Media Studies, Computing Science and IT subjects.

COMPUTER GAMES DEVELOPMENT

SCQF LEVEL 6

ENTRY REQUIREMENTS:

National 5 Computing Science (grade A or B) or Computer Games Development (level 5)

COURSE OUTLINE:

The course consists of three areas of study.

Media Assets – copyright, creating and editing media assets (sound, graphics and animation)

Computer Game Design – characteristics of games, design elements, game proposals and creating a design document

Computer Game Development – Design and creation of a working computer game using textual coding, testing and evaluating a working game

ASSESSMENT:

The course assessment has **9 assessments which are carried out throughout the course:**

PATHWAYS:

The National Progression Award in Computer Games Development at SCQF level 6 is intended to prepare you for progression to further study in Computer Games Development, Digital Media Studies, Computing Science and IT subjects. The awards provide a foundation in the knowledge and skills of Computer

Games Development that will be necessary if you intend to later specialise in aspects of Computer Games Development, Digital Media Studies, Computing Science and IT subjects.

ENTRY REQUIREMENTS:

Achieved a pass at National 5 English

COURSE OUTLINE:**Analysis and Evaluation Unit**

This involves understanding, analysing and evaluating detailed and complex written and spoken texts

Creation and Production Unit

This involves creating and producing detailed and complex written texts and participating actively in detailed and complex spoken activities

ASSESSMENT:

The external exam consists of two components:

- Reading for Understanding, Analysis and Evaluation (worth 30 marks)
- Critical Reading (worth 40 marks)

SKILLS DEVELOPED:

English is the study of verbal and written communication. The Higher qualification in English immerses learners in literature. They will be given an understanding of the great works of writing in English –with a focus on Scottish literature– and be encouraged to study these independently. Through their studies they will become familiar with the richness of literature as well as gaining vital skills in reading, writing, talking and listening.

PATHWAYS:

The study of English helps to develop the ability to understand, to analyse and evaluate complex information and because it increases confidence and the ability to contribute effectively, it is suitable for all areas of employment and all college and university courses.

Folio

A folio of two writing pieces – one functional and one creative – has to be submitted for marking by SQA and counts for 30% of your final grade.

Learners will gain extensive skills in understanding, evaluation, comparison and analysis. They will be able to work on their own and carry out close examination of texts, making reference to material they have studied earlier. They will learn how to express themselves in a sophisticated fashion in a variety of forms.

ENTRY REQUIREMENTS:

Pupils should have achieved a good pass at Higher English as well as having a genuine interest in literature and criticism. Enthusiasm for the subject is most important as the course involves a great deal of reading and writing.

COURSE OUTLINE:

The Advanced Higher course is based around the skills of:

Analysis and Evaluation

Learners will provide evidence of their ability to critically respond to complex and sophisticated texts, and of their ability to carry out independent study into an aspect or aspects of literature.

ASSESSMENT:

The course assessment will consist of two components: a portfolio and a Question paper.

Component 1 — Dissertation which will be at least 3000 long (30 marks)

Portfolio – Two pieces of writing for two different purposes (30 marks)

SKILLS DEVELOPED:

The Advanced Higher course is designed to challenge students and a high standard of written expression is required. Students will continue to develop their writing skills through planning, editing, redrafting and crafting their work. The literary texts studied are sophisticated and substantial. Students will develop their reading skills through these texts and through

PATHWAYS:

As the study of English helps to develop the ability to understand, to analyse and evaluate complex information and because it increases confidence and the ability to contribute effectively, it is suitable for all areas of employment and all college and university courses.

Creation and Production

Learners will provide evidence of their writing skills through the production of writing which demonstrates a range of literary and critical skills.

Component 2 — question paper

Learners will choose one question from a range of questions to provide an extended written response on prose or drama. Learners will also complete a textual analysis of an unseen text. The question paper accounts for 40 marks.

written responses. Most importantly, students will develop the study skills required for university: independent decision-making, the management of deadlines, the consultation of academic works of criticism and the development of a complex line of thought.



ENTRY REQUIREMENTS:

Achieved a pass at National 5 English or National 5 ESOL

COURSE OUTLINE:

The qualification is for candidates whose first language is not English and assesses the four skills of Speaking, Writing, Listening and Reading. The topics and tasks covered are relevant to learners and are related to everyday work, study, community and social situations

The course consists of two units:

- **ESOL for Everyday Life**
- **ESOL in Study-Related Contexts**

ASSESSMENT:

The external exam consists of 2 components:

Component 1 — question paper: listening; reading and writing 70 marks

Component 2 — performance: speaking and listening 30 marks

SKILLS DEVELOPED:

- Develop skills in reading, writing, listening and speaking in English
- Widen their understanding of how language works
- Develop confidence in interacting with others in a variety of contexts
- using the English language medium
- Increase their linguistic knowledge of specific aspects of work or study in contexts where English is the medium of communication

PATHWAYS:

The study of English helps to develop the ability to understand, to analyse and evaluate complex information and because it increases confidence and the ability to contribute effectively, it is suitable for all areas of employment and for certain college and university courses.

ENTRY REQUIREMENTS:

Have achieved a pass at National 4 Biology or have secured National 5 passes in Maths and English.

COURSE OUTLINE:

The syllabus for National 5 Biology consists of 3 units:

Cell Biology (6 SCQF Credit points)

In this Unit, learners will develop knowledge and understanding in the context of cell biology. The key areas covered are: cell structure; transport across cell membranes; producing new cells; DNA and the production of proteins; proteins and enzymes; genetic engineering; photosynthesis and respiration.

Multicellular Organisms (6 SCQF Credit points)

The key areas covered within this unit are: cells, tissues and organs; stem cells and meristems; control and communication; reproduction, variation and inheritance; the need for transport and effects of life-style choices on animal transport and exchange systems within multicellular organisms.

Life on Earth (6 SCQF Credit points)

This Unit will focus on biodiversity and the distribution of life; energy in ecosystems; sampling techniques and measurement of abiotic and biotic factors; adaptation, natural selection and the evolution of species and human impact on the environment.

ASSESSMENT:

- | | | |
|---------------|----------------|--------------------|
| • Component 1 | Question Paper | 80% of total marks |
| • Component 2 | Assignment | 20% of total marks |

There will also be an assessment at the end of each unit (UAS) and a practical write up to be completed. Pupils will also complete a Research topic under exam conditions

SKILLS DEVELOPED:

The course provides opportunities for candidates to develop the following skills:

- demonstrating knowledge and understanding of biology by making statements, describing information, providing explanations and integrating knowledge
- applying biology knowledge to new situations, interpreting information and solving problems
- planning, designing, and safely carrying out experiments to test given hypotheses or to illustrate particular effects
- drawing valid conclusions and giving explanations supported by evidence/justification
- suggesting improvements to experiments/practical investigations

By the end of the course, pupils must have achieved each skill below from their end of Unit Assessments:

- Selecting information from a variety of sources
- Processing information (using calculations and units, where appropriate)
- Predicting and making generalisations from evidence/information

PATHWAYS:

Biology is a very extensive subject that opens up a wide variety of opportunities. It is an essential or preferred qualification for many careers in: Medicine /Dentistry / Physiotherapy / Nursing/ Microbiology/ Forensic Science/ Health and Leisure/ Biotechnology/ Food and Brewing Industries/ Conservation/ Research/ Marine Science/ and many more.





ENTRY REQUIREMENTS:

Have achieved a B or A at National 5 Biology. For those considering a crash higher in Biology a B or an A pass in another science at higher is recommended.

COURSE OUTLINE:

Course Outline: The syllabus for Higher Human Biology consists of 3 units:

Human Cells (6 SCQF Credit points)

This Unit covers the key areas of cell division and differentiation in human cells; DNA structure and replication; gene expression; genes and proteins in health and disease; human genomics; metabolic pathways; and cellular respiration.

Physiology and Health (6 SCQF Credit points)

Learners will focus on the structure and function of reproductive organs and gametes and their role in fertilisation; hormonal control of reproduction; the biology of controlling fertility; ante- and postnatal screening. The structure of heart; pathology of cardio vascular disease (CVD); blood glucose levels and obesity linked to cardiovascular disease and diabetes.

ASSESSMENT:

Question Paper is worth 130 marks.

- Paper 1 Multiple choice 25 marks
- Paper 2 95 marks
- Assignment 20 marks

SKILLS DEVELOPED:

The course provides opportunities for candidates to develop the following skills:

- demonstrating knowledge and understanding of biology by making statements, describing information, providing explanations and integrating knowledge
- applying biology knowledge to new situations, analysing information and solving problems
- planning and designing experiments/practical investigations to test given hypotheses or to illustrate particular effects
- carrying out experiments/practical investigations safely, recording detailed observations and collecting data

PATHWAYS:

Biology is a very extensive subject that opens up a wide variety of opportunities. It is an essential or preferred qualification for many careers in:

Medicine/Dentistry/Physiotherapy/Nursing/Microbiology/Forensic Science/Health and Leisure/Biotechnology/Food and Brewing Industries/Conservation/Research/Marine Science and many more.

Neurobiology and Immunology

This unit covers the nervous system, memory and the action of neurotransmitters. Non-specific body defences and specific cellular defences are explored as well as immunisation and the clinical trials of vaccines and drugs.

- drawing valid conclusions and giving explanations supported by evidence/justification

By the end of the course, pupils must have achieved each skill below from their end of Unit Assessments:

- Selecting information from a variety of sources
- Processing information (using calculations and units, where appropriate)
- Predicting and making generalisations from evidence/information
- Analysing information with scientific evaluation in a human biology context



ENTRY REQUIREMENTS:

Have achieved a B or A at Higher Biology.

COURSE OUTLINE:

The syllabus for the Advanced Higher Biology Course consists of 3 units:

Cells and Protein (8 SCQF Credit points)

This unit builds on the understanding of the genome. The study of the protein is primarily a laboratory-based activity, so this unit includes important laboratory based techniques for biologists.

Organisms and Evolution (8 SCQF Credit points)

Biological variation is a central concept in this unit as it builds on the understanding of selection in the context of evolution and immune response from Higher Human Biology

ASSESSMENT:

Worth 130 marks and split over 2 components:

- Component 1 Question Paper 100 marks
- Component 2 Project 30 marks

SKILLS DEVELOPED:

The course provides opportunities for candidates to develop the following higher order skills:

- extending and applying knowledge of biology to new situations, interpreting 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

PATHWAYS:

Biology is a very extensive subject that opens up a wide variety of opportunities. It is an essential or preferred qualification for many careers in: Medicine/Dentistry/Physiotherapy/Nursing/Microbiology/Forensic Science/Health and Leisure/Biotechnology/Food and Brewing Industries/Conservation.

Investigative Biology (8 SCQF Credit points)

This 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.

- critically evaluating experimental procedures by identifying sources of error, suggesting and implementing improvements
- statistical data analysis

By the end of the course, pupils must have achieved each skill below from their end of Unit Assessments:

- Processing information (using calculations and significant figures and units, where appropriate)
- Predicting and making generalisations from evidence/information
- Analysing information with scientific evaluation in a human biology context

ENTRY REQUIREMENTS:

Have achieved National 5 Geography or for those considering Geography as a crash Higher a pass in Higher English is recommended.

COURSE OUTLINE:

The course consists of three units dealing with the Physical environments, the Human environments and the global issues that take place between them.

- **The Physical Environments Unit** includes the following topics: atmosphere, biosphere, Hydrosphere and lithosphere

ASSESSMENT:

Paper 1 – 100 marks (Physical and Human)

Paper 2 – 60 marks (Global Issue and Geographical skills)

Assignment 30 marks (27% of final grade)

SKILLS DEVELOPED:

The following Geographical Methods and Techniques will be developed:

- construction and interpretation of climate graphs, storm hydro graphs and population pyramids
- interpretation of Ordnance Survey Maps
- ability to select relevant information from texts, tables, charts, keys, graphs and diagrams

PATHWAYS:

Geography equips learners with a broad range of personal learning and thinking skills such as teamwork, independent enquiry and creative thinking - all highly valued by employers.

Geographers find employment in a wide variety of areas. the following are just some of the jobs available for Geography students:

Weather Forecasting/town planning/travel and tourism/Lawyer/Journalism and the media/ engineering/Surveying/teaching/Health Service/Social Work/Civil Service/broadcasting/Environment Management/Conservation Management.

- **The Human Environments Unit** includes: Urban Change and Management, Rural Land Degradation and Management and Population
- **The Global Issues Unit** includes: Development and Health and River Basin Management

- ability to present information appropriately in a variety of forms, including annotating diagrams and extended writing
- using a wide range of research skills and techniques, including fieldwork skills, in geographical contexts which may be familiar or unfamiliar

ENTRY REQUIREMENTS:

Have achieved a B or A at Higher Geography.

COURSE OUTLINE:

The Advanced Higher Geography course consists of three units outlined below.

Unit 1 – Geographical Methods and Techniques

This unit involves three different 'skill areas' – fieldwork techniques, statistical techniques and map interpretation skills. This unit will be assessed in the final exam.

Unit 2 – Geographical Study

In this unit pupils are required to plan, research and analyse a topic in depth and present their findings in a report. the choice of topic is open

ASSESSMENT:

- Folio work (Geographical study and the Geographical issues) worth 100 marks
- Final exam paper worth 50 marks.

SKILLS DEVELOPED:

Learners will acquire skills and attributes which are highly valued by Higher education. the practical, multidisciplinary and scientific nature of geography will help to further develop a range of important transferable skills. learners will progressively develop skills in literacy by report writing and essay writing.

Geographical Skills

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

PATHWAYS:

Geography equips learners with a broad range of personal learning and thinking skills such as teamwork, independent enquiry and creative thinking – all highly valued by employers.

Geographers find employment in a wide variety of areas. the following are just some of the jobs available for geography students:

Weather Forecasting / town planning/ travel and tourism/ lawyer/ journalism and the media/ engineering / Surveying/ teaching/ Health Service/ Social Work/ civil Service/ broadcasting/ environment Management/conservation Management

with candidates choosing to investigate further any geography topic or theme that they find particularly interesting. the finished product is marked externally by the SQA.

Unit 3 – Geographical Issues

This unit deals with the analysis of key 'geographical issues' from the environmental interactions unit of Higher geography. Candidates must produce a report on their chosen 'geographical issue', critically evaluating the different viewpoints involved and stating the candidates own perspective. the finished product is marked externally by the SQA.

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

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

ENTRY REQUIREMENTS:

Achieved History National 5 Pass

For pupils considering a crash higher in this subject a good pass at higher English or another social subject is recommended.

COURSE OUTLINE:

The course consists of three units:

Later Modern History - Britain 1851 – 1951

A study of the development of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens, illustrating the themes of authority, ideology and rights.

Later Modern History - Germany 1815-1939

A study of the growth of nationalism in nineteenth century Germany leading to the overcoming of obstacles to unification of the nation by 1871, and the development of extreme nationalism after 1918, illustrating the themes of nationalism, authority and conflict.

ASSESSMENT:

An examination paper with 2 essays, each from a choice of 3, worth 44 marks. A second, Scottish History paper with 4 questions worth 36 marks, based on

SKILLS DEVELOPED:

- 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

PATHWAYS:

The following are just some of the jobs available for History students.

Solicitor/Journalism/Civil Service/Accountancy/Diplomatic Service/Librarianship/Retail Management/Architecture/Archivist/Broadcasting/ Public Relations/Teacher

Many other areas of employment are open to you if you choose to study History. Clearly History is also accepted as an entry qualification for University.



ENTRY REQUIREMENTS:

Achieved a B or A pass for Higher History

COURSE OUTLINE:**Germany: From Democracy to Dictatorship**

A study of the changing nature of political authority, the reasons for changes and the consequences of the changing character of political authority, focusing on the themes of ideology, authority and revolution.

ASSESSMENT:

An examination lasting 3 hours consisting of 2 essays and a document paper with 3 questions.

There is a Dissertation to be completed over the course of the year worth 35% of the overall marks available.

SKILLS DEVELOPED:

- Critical analysis of historical research, including evaluating primary and other evidence
- Participating in debate and discussion, through which attitudes of open-mindedness and tolerance are fostered
- Organising and analysing lines of argument
- Adopting a structured approach to the research of a historical issue
- Constructing and sustaining lines of argument which reflect the complexity of the issues they address

PATHWAYS:

The following are just some of the jobs available for History students.

Solicitor/Journalism/Civil Service/Accountancy/Diplomatic Service\Librarianship\Retail Management/Architecture/Archivist/Broadcasting/
Public Relations/Teacher

Many other areas of employment are open to you if you choose to study History. Clearly History is also accepted as an entry qualification for University.

FASHION AND TEXTILE TECHNOLOGY**HIGHER****ENTRY REQUIREMENTS:**

Achieved National 5 Fashion and Textile Technology at A or B level

COURSE OUTLINE:

The course allows candidates to develop knowledge, understanding and skills related to fashion, textiles and industry. Apply knowledge and understanding of properties and characteristics of textiles and textile construction techniques to produce complex fashion / textile items. Explore a range of issues that influence decisions taken by industry, choice made by consumers, and how the fashion industry affects society and environment.

ASSESSMENT:

The course has three components

Question Paper - 45 marks

Assignment - 60 marks

Practical Activity - 40 marks

SKILLS DEVELOPED:

- analyse and apply understanding of textile properties and characteristics
- investigate issues which influence the fashion/textile industry and consumers
- develop research, planning, presentation and evaluation skills to produce fashion / textile items in response to given briefs.

PATHWAYS:

The Fashion / Textile industry is a major UK industry with more than 79,000 businesses employing over 340,000 people. There are a huge number of potential careers in the fashion and textiles industry, the following list are some examples:

Garment Technologist/Upholsterer/Pattern Grader/Product Tester/Handcraft Tailor/Textile Designer/Fashion Designer/Knitwear Designer/Buyer/Colour Technologist/Leather Technologist/Pattern Cutter/Knit Technician/Costume Designer/Wardrobe Supervisor/Fashion Marketing/Retail





ENTRY REQUIREMENTS:

Pupils enrolled on this course would be expected to have passes in National 4 or 5 in Biology, Chemistry or Physics or have unit passes in National 5 Biology, Chemistry or Physics. Pupils also require a pass in National 4 or 5 Maths or unit passes in National 5 Maths.

COURSE OUTLINE:

Unit 1: Careers Using Laboratory Science

Pupils investigate the wide range of industries and services, which use scientific knowledge and laboratory skills. Using this new knowledge, pupils will write their own Curriculum Vitae for a specific job role in a laboratory science setting and evaluate their progress in employability skills.

Unit 2: Working in a Laboratory

During this unit pupils learn and develop the skills and knowledge required to work in a lab setting. This includes learning about health and safety, to risk assess and how to manage chemical spills. Numeracy and communication skills are developed by pupils during recording and reporting on practical work

Unit 3: Practical Skills

This unit provides learners with the opportunity to learn and develop the skills most commonly used in laboratories. Learners will learn how to work safely with potentially hazardous materials such as microorganisms and will measure radioactivity, as well as developing competence in the use of various types of instrumentation found in laboratories.

Unit 4: Practical Investigation

In this unit, learners will work with others to plan and carry out a scientific investigation. Pupils, working as part of a group, will draw on learning from the previous units to safely carry out an investigation and produce a scientific report of their findings

ASSESSMENT:

Assessments for this course are not graded and are marked as either pass/fail. The skills and knowledge within each unit are assessed continually throughout the course. There is no final exam for this course.

Unit 1: Careers Using Laboratory Science

Students must generate a portfolio of research into careers using lab science and evaluate their own performance in specified employability skills.

The quality of the portfolio is measured against performance criteria and students that meet the criteria are awarded a pass.

Unit 2: Working in a Laboratory

Pupils are assessed in their ability in 3 areas: carrying out a specified scientific procedure, performing chemical handling procedures and using scientific instruments to record and calculate during an experiment.

Unit 3: Practical Skills

Students performance in using scientific instruments, working with microorganisms, measuring radioactivity and titration are assessed.

Unit 4: Practical Investigation.

The ability of the student to plan and carry out a scientific investigation is assessed in this unit. Students are also assessed on their ability to work within a group.

SKILLS DEVELOPED:

This course is designed to help learners develop skills and knowledge in a broad vocational area. Pupils will develop an understanding of the workplace and will gain first-hand practical experience using scientific instruments.

Communication and numeracy skills are an integral part of the course and are developed throughout. Pupils will develop the ability to assess risk and solve problems while working with others.

Attitudes valued by employers are also fostered during the course such as the ability to work independently, self-evaluation and time management skills.

PATHWAYS:

Science Technician, Biomedical Sciences, Environmental Science, Pharmacist, Forensics, Food Scientist, Brewer, Distillery Worker



REHIS ELEMENTARY FOOD HYGIENE AND

ENTRY REQUIREMENTS:

An interest in food and cooking

COURSE OUTLINE:

Elementary Food Hygiene

Provides a general introduction to food hygiene issues including hazard analysis and provides the necessary knowledge and information needed to underpin good food safety practices.

Elementary Food and Health Cooking Skills

Provides students with the knowledge and understanding of the requirements of a healthy balanced diet, factors affecting food choice and the nutritional requirements of individuals.

Through practical activities students will develop basic cooking skills and increase confidence and knowledge of food preparation and meal planning.

ASSESSMENT:

- Multiple choice question paper with a 60% pass mark to achieve the REHIS elementary Food Hygiene Certificate.
- Plan, prepare, cook and serve a healthy, balanced two course meal to suit the nutritional requirements of an individual to achieve the Food and Health units.

SKILLS DEVELOPED:

- Practical cooking skills
- Organisation and time management
- The ability to plan and cook meals to meet dietary targets
- The ability to apply safe and hygienic working practices when preparing and cooking foods

PATHWAYS:

The REHIS Food Safety Certificate is an industry recognised qualification to help pupils gain employment in the Hospitality sector.

LIFESKILLS

NATIONAL 4

ENTRY REQUIREMENTS:

Have achieved a pass at National 3 Lifeskills

COURSE OUTLINE:

The National 4 Course is split into 3 units. Reasoning is a major aspect of the course and pupils will be assessed in Selecting Strategies and Communicating Answers.

Numeracy

Basic Calculations
 Money/Time/Measurement
 Percentages/Fractions/Decimals
 Speed, Distance, Time
 Ratio/Direct Proportion
 Probability

Geometry and Measure

Perimeter/Area/Volume
 Scale Drawings
 Pythagoras
 Timetables
 Tolerance
 Rules and Formulae
 Gradients

Finance and Statistics

Income
 Budgeting
 Foreign Exchange
 Simple Interest
 Graphs/Charts/Tables
 Scattergraphs
 Statistics/Probability

ASSESSMENT:

The National 4 Course is split into 3 units. Reasoning is a major aspect of the course and pupils will be assessed in Selecting Strategies and Communicating Answers.

SKILLS DEVELOPED:

- the ability to select and apply mathematical skills to straightforward real-life problems or situations
- the ability to interpret straightforward real-life situations and problems involving mathematics
- identify and apply appropriate mathematical operational skills to tackle straightforward real-life situations or problems
- confidence in the subject and a positive attitude towards the use of mathematics in straightforward real-life situations
- 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

PATHWAYS:

This course would lead to National 5 Lifeskills



ENTRY REQUIREMENTS:

Have achieved a pass at National 4 Maths

COURSE OUTLINE:

The National 5 course is split into 3 Units. Reasoning is a major aspect of the course and pupils will be assessed in Selecting Strategies and Communicating Answers.

Expressions and Formulae

Algebra
Surds and Indices
Algebraic Fraction
Using Formulae

Relationships

Linear Equations
Graph of the Quadratic Function
Quadratic Equations
Lengths, Angles and Similarity
Trigonometric Graphs and Identities

Applications

Trigonometry (Non Right Angled Triangles)
Vectors
Fractions and Percentages
Comparing Statistical Data

ASSESSMENT:

The Course is split into 3 Units.

The final exam consists of two papers,
Paper I – Non Calculator worth 50 Marks (1 hour and 15 minutes)
Paper II – Covers all three units and is worth 60 marks (1 hour and 50 minutes)

SKILLS DEVELOPED:

- understanding and applying mathematical skills in algebra, geometry, trigonometry, and statistics
- simplifying and solving problems
- selecting and applying mathematical techniques to real-life contexts
- making connections and informed predictions
- using mathematical language and exploring mathematical ideas
- resilience and confidence in problem-solving
- analytical and evaluative skills
- interpreting, communicating and managing information in mathematical form
- logical reasoning skills
- assessing risk and making informed decisions
- creativity and the ability to think in abstract ways
- the manipulation of abstract terms to solve problems and generalise

PATHWAYS:

The course has obvious relevance for candidates with interests in fields such as commerce, engineering and science where the mathematics learned will be put to direct use. For other candidates, the course can be used to gain entry to a Higher Education institution. All candidates taking the Higher Mathematics course, whatever their career aspirations should acquire an enhanced awareness of the importance of mathematics to technology and to society in general.

ENTRY REQUIREMENTS:

Have achieved an A for National 5 Maths is recommended

COURSE OUTLINE:

The Higher Mathematics is split into 3 Units. Reasoning is a major aspect of the course and pupils will be assessed in Selecting Strategies and Communicating Answers.

Expressions and Functions

Logs and Exponentials
Manipulating Trig Expressions
Sketching Functions
Composite and Inverse
Vectors

Relationships and Calculus

Solving Algebraic Equations
Solving Trigonometric Equations
Differentiation
Integration

Applications

Equation of Straight Lines
The Circle
Recurrence Relations
Optimisation and Area (Applications of Calculus)

ASSESSMENT:

The final exam consists of two papers,
Paper I – Non calculator 70 Marks (1hr and 30 mins)
Paper II – Calculator 80 Marks (1 hour and 45 mins)

SKILLS DEVELOPED:

- understand and use a range of complex mathematical concepts and relationships select and apply operational skills in algebra, geometry, trigonometry, calculus and statistics within mathematical contexts
- 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

PATHWAYS:

The course has obvious relevance for candidates with interests in fields such as commerce, engineering and science where the mathematics learned will be put to direct use. For other candidates, the course can be used to gain entry to a Higher Education institution. All candidates taking the Higher Mathematics course, whatever their career aspirations should acquire an enhanced awareness of the importance of mathematics to technology and to society in general.



ENTRY REQUIREMENTS:

Have achieved a B or A for Higher Maths

COURSE OUTLINE:

The Advanced Higher Course is split into 3 Units.

Methods of Algebra and Calculus

Partial Fractions
Differentiation
Integration
Differential Equations

Geometry, Proof and Systems of Equations

Matrices/Systems of Equations
Vectors
Complex Numbers
Number Theory

Application of Algebra and Calculus

Binomial Theorem/Complex Numbers
Vectors
Summation/Proof
Properties of Functions

ASSESSMENT:

An assessment is sat at the end of each unit. The pupils must pass each unit assessment

Paper 1 35 marks (1 hour)
Paper 2 80 marks (2 hours and 30 minutes)

SKILLS DEVELOPED:

Advanced Higher Mathematics aims to build upon and extend candidates' mathematical skills, knowledge and understanding in a way that recognises problem solving as an essential skill and enables them to integrate their knowledge of different aspects of the subject. The aim of developing mathematical skills and applying mathematical techniques in context will be furthered by exploiting the power of calculators and computer software where appropriate.

There is a need for candidates to undertake extended thinking and decision making to solve problems and integrate mathematical knowledge.

The course offers candidates, in an interesting and enjoyable manner, an enhanced awareness of the range and power of mathematics.

PATHWAYS:

Advanced Higher Maths would be very useful to somebody wishing to follow a career in the Sciences/Finance/Commerce/Engineering/Research.

ENTRY REQUIREMENTS:

Have achieved an A at National 5 for French

COURSE OUTLINE:

The Higher course comprises two units studied simultaneously:

Understanding Language Using Language

ASSESSMENT:

External Assessment:

Talking: 10 minute discussion
Reading: one reading comprehension with translation into English
Listening: comprehension questions from a monologue and dialogue heard twice
Writing: Directed Writing
Writing assignment: personal opinion, linked to Listening (120-150 words)
Directed Writing, giving specific information in the past (150-180 words)

SKILLS DEVELOPED:

Higher Modern Languages Courses enable learners to read, listen, talk and write in a modern language, and to understand and use a modern language. Learners also develop language skills of translation, and apply knowledge and understanding of a modern language.

- Both units: you will develop your skills in talking, reading, listening & writing in the contexts of society, learning, employability, and culture

PATHWAYS:

An opportunity to study Advanced Higher French or following college courses/degree courses solely based on the study of languages or one of a variety of courses offered at college/university which combine a language with other disciplines. There are a variety of career opportunities with a language degree including business, engineering, teaching, law and many other areas.

Opportunities to study abroad (e.g. Erasmus)

**ENTRY REQUIREMENTS:**

Have achieved an A in Higher French

COURSE OUTLINE:

The Advanced Higher course comprises two units studied simultaneously:

Understanding Language **Using Language**

ASSESSMENT:**External Assessment:**

- Talking: an oral exam with an External Visiting Examiner
- Reading: one reading comprehension with translation into English + OPQ
- Listening:
 - i) monologue with questions to answer in English
 - li) Discussion with questions to answer in English
- Writing:
 - i) discursive essay from a choice of topics (SLEC)
 - li) One 'Folio' essay on the specialist study which is prepared and redrafted before being sent to SQA

SKILLS DEVELOPED:

Advanced Higher Modern Languages Courses develop advanced skills of reading, listening, talking and writing, in order to understand and use a modern language. Learners also develop advanced language skills of translation, and apply knowledge and understanding of a modern language to a range of contexts. The Advanced Higher qualification in French develops sophisticated abilities in using the language independently. The course offers learners the opportunity of developing their French skills within the contexts of society, learning, employability, and culture.

Learners further develop skills in expressing opinions and exchanging ideas, and begin to consider current affairs issues from the viewpoint of those living in France. They learn to compare issues relevant in France and Britain, and to formulate opinions on these. Further options include engaging with the literature or an aspect of the country.

PATHWAYS:

Further study of French at University or College - A variety of courses offered at college/university combine a language with other disciplines or following college courses/degree courses solely based on the study of languages.

Opportunities to study abroad (e.g. Erasmus)

A variety of career opportunities are opened to you with a language degree including business, engineering, teaching, law as well as many others.

ENTRY REQUIREMENTS:

Have achieved an A at National 5 for Spanish

COURSE OUTLINE:

The Higher course comprises two units studied simultaneously:

Understanding Language **Using Language**

ASSESSMENT:**External Assessment:**

- Talking: 10 minute discussion
- Reading: one reading comprehension with translation into English
- Listening: comprehension questions from a monologue and dialogue heard twice
- Writing: Directed Writing
- Writing assignment:
 - personal opinion, linked to Listening (120-150 words)
 - Directed Writing, giving specific information in the past (150-180 words)

SKILLS DEVELOPED:

Higher Modern Languages Courses enable learners to read, listen, talk and write in a modern language, and to understand and use a modern language. Learners also develop language skills of translation, and apply knowledge and understanding of a modern language.

- Both units will develop your skills in talking, reading, listening & writing in the contexts of society, learning, employability, and culture.

PATHWAYS:

An opportunity to study Advanced Higher Spanish or following college courses/degree courses solely based on the study of languages or one of a variety of courses offered at college/university which combine a language with other disciplines. There are a variety of career opportunities with a language degree including business, engineering, teaching, law and many other areas.

Opportunities to study abroad (e.g. Erasmus)

ENTRY REQUIREMENTS:

Have achieved an A in Higher Spanish

COURSE OUTLINE:

The Advanced Higher course comprises two units studied simultaneously:

Understanding Language **Using Language**

ASSESSMENT:**External Assessment:**

- Talking: an oral exam with an External Visiting Examiner
 Reading: one reading comprehension with translation into English + OPQ
 Listening: i) monologue with questions to answer in English
 ii) Discussion with questions to answer in English
 Writing: i) discursive essay from a choice of topics (SLEC)
 ii) One 'Folio' essay on the specialist study which is prepared and redrafted before being sent to SQA

SKILLS DEVELOPED:

Advanced Higher Modern Languages Courses develop advanced skills of reading, listening, talking and writing, in order to understand and use a modern language. Learners also develop advanced language skills of translation, and apply knowledge and understanding of a modern language to a range of contexts. The Advanced Higher qualification in Spanish develops sophisticated abilities in using the language independently. The course offers learners the opportunity of developing their Spanish skills within the contexts of society, learning, employability, and culture.

Learners further develop skills in expressing opinions and exchanging ideas, and begin to consider current affairs issues from the viewpoint of those living in Spain. They learn to compare issues relevant in Spain and Britain, and to formulate opinions on these. Further options include engaging with the literature or an aspect of the country.

PATHWAYS:

Further study of Spanish at University or College - A variety of courses offered at college/university combine a language with other disciplines or following college courses/degree courses solely based on the study of languages.

Opportunities to study abroad (e.g. Erasmus).

A variety of career opportunities are opened to you with a language degree including business, engineering, teaching, law as well as many others.

ENTRY REQUIREMENTS:

National 5 French/Spanish

COURSE OUTLINE:

These courses offer pupils the opportunity to have an introduction to basic Mandarin and cover all four skills of Talking, Listening, Reading and Writing. Understanding and experiencing Chinese culture is also a key element of these courses. Pupils will be introduced to the music, drama and history of China and will learn to write some basic Chinese characters.

ASSESSMENT:**External Assessment:**

- Talking: 10 minute discussion
 Reading: one reading comprehension with translation into English
 Listening: comprehension questions from a monologue and dialogue heard twice
 Writing: Directed Writing
 Writing assignment: personal opinion, linked to Listening (120-150 words)
 Directed Writing, giving specific information in the past (150-180 words)

SKILLS DEVELOPED:

The course will develop talking, listening, reading and where appropriate writing skills in the contexts of society, learning, employability, and culture.

PATHWAYS:

This programme is aimed at senior pupils, who wish to try something completely different and would suit pupils who wish to enhance their employability or who may be considering the study of an Asian language as part of a university course.





MANDARIN SIMPLIFIED (TRADITIONAL)

HIGHER

ENTRY REQUIREMENTS:

Have achieved an A at National 5 for Mandarin Simplified (Traditional)

COURSE OUTLINE:

The Higher course comprises two units studied simultaneously:

Understanding Language **Using Language**

ASSESSMENT:

External Assessment:

- Talking: 10 minute discussion
- Reading: one reading comprehension with translation into English
- Listening: comprehension questions from a monologue and dialogue heard twice
- Writing: Directed Writing
- assignment: personal opinion, linked to Listening (120-150 words)
Directed Writing, giving specific information in the past (150-180 words)

SKILLS DEVELOPED:

Higher Modern Languages Courses enable learners to read, listen, talk and write in a modern language, and to understand and use a modern language. Learners also develop language skills of translation, and apply knowledge and understanding of a modern language.

- Both units: you will develop your skills in talking, reading, listening & writing in the contexts of society, learning, employability, and culture

PATHWAYS:

An opportunity to study Advanced Higher French or following college courses/degree courses solely based on the study of languages or one of a variety of courses offered at college/university which combine a language with other disciplines. There are a variety of career opportunities with a language degree including business, engineering, teaching, law and many other areas.

Opportunities to study abroad (e.g. Mainland of China, Taiwan, Malaysia, Singapore)

MANDARIN

ADVANCED HIGHER

ENTRY REQUIREMENTS:

Have achieved an A in Higher Mandarin

COURSE OUTLINE:

The Advanced Higher course comprises two units studied simultaneously:

Understanding Language **Using Language**

ASSESSMENT:

External Assessment:

- Talking: an oral exam with an External Visiting Examiner
- Reading: one reading comprehension with translation into English + OPQ
- Listening:
 - i) monologue with questions to answer in English
 - ii) Discussion with questions to answer in English
- Writing:
 - i) discursive essay from a choice of topics (SLEC)
 - ii) One 'Folio' essay on the specialist study which is prepared and redrafted before being sent to SQA

SKILLS DEVELOPED:

Advanced Higher Modern Languages Courses develop advanced skills of reading, listening, talking and writing, in order to understand and use a modern language. Learners also develop advanced language skills of translation, and apply knowledge and understanding of a modern language to a range of contexts. The Advanced Higher qualification in Mandarin develops sophisticated abilities in using the language independently. The course offers learners the opportunity of developing their Mandarin skills within the contexts of society, learning, employability, and culture.

Learners further develop skills in expressing opinions and exchanging ideas, and begin to consider current affairs issues from the viewpoint of those living in China. They learn to compare issues relevant in China and Britain, and to formulate opinions on these. Further options include engaging with the literature or an aspect of the country.

PATHWAYS:

Further study of Mandarin at University or College - A variety of courses offered at college/university combine a language with other disciplines or following college courses/degree courses solely based on the study of languages.

Opportunities to study abroad (e.g. Mainland of China, Taiwan, Malaysia, Singapore)

A variety of career opportunities are opened to you with a language degree including business, engineering, teaching, law as well as many others.



MODERN STUDIES

HIGHER

ENTRY REQUIREMENTS:

National 5 Pass

For pupils considering a crash higher in this subject a good pass at higher English or another social subject is recommended.

COURSE OUTLINE:

Political Issues in the UK

In this unit you will cover the following Study Theme: Democracy in the UK

Social Issues in the UK

In this unit you will cover the following Study Theme: Social Inequalities in the UK.

International Issues

In this unit you will cover the following Study Theme: World Power: The USA

ASSESSMENT:

An examination paper in which candidates will attempt 3 extended responses questions worth a total of 52 marks. There will be a choice of questions on different aspects of each of the 3 issues that have been studied. A second

source based paper in which candidates attempt 3 source based questions, is worth 28 marks.

SKILLS DEVELOPED:

- developing and applying skills, knowledge and understanding across political, social and international contexts
- 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, 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
- developing and applying factual and theoretical knowledge and understanding, giving detailed explanations and analysis of the democratic processes, institutions and organisations which make up political life in Scotland and the United Kingdom
- developing and applying factual and theoretical knowledge and understanding and giving detailed explanations and analysis of an international issue focusing on either a political and socio-economic study of a major world power or a contemporary world issue

PATHWAYS:

SQA certificate courses in Modern Studies are recognised by all Universities and Colleges. It is particularly suitable for the study of: Law Politics/Government & the Economy/Sociology/Public Administration/Journalism/Social Work

Modern Studies provides an excellent training for a wide range of careers, such as Law/Journalism/Civil Service/Teaching/Local Government/Police

MODERN STUDIES

ADVANCED HIGHER

ENTRY REQUIREMENTS:

Have passed Higher Modern Studies

COURSE OUTLINE:

Advanced Higher Modern Studies consists of a 90 mark written exam paper and a 50 mark dissertation, which is submitted for external marking by the SQA. Candidates will study the Social Issues - Law and Order study theme. Within this study theme learners will examine

a range of complex social issues in the United Kingdom (including Scotland), and will also examine these issues in an international context. Candidates will make judgements about sources of information and about social science research methods.

ASSESSMENT:

The Course Assessment consists of a Question paper (worth 90 marks) and a Dissertation (worth 45 marks).

SKILLS DEVELOPED:

- organising and analysing complex data
- adopting a structured approach to research of a contemporary topic
- constructing and sustaining lines of argument which reflect the complexity of the issues they address
- presenting conclusions in a clear way, while reflecting the complexity of the topic under consideration
- critical analysis of political and social science research, including evaluating evidence and detecting and explaining a lack of objectivity
- participating in debate and discussion, through which attitudes of open-mindedness and tolerance are fostered

PATHWAYS:

SQA certificate courses in Modern Studies are recognised by all Universities and Colleges; it is particularly suitable for subjects such as: Law Politics/Government & the Economy/Sociology/Public Administration/Journalism/Modern History/Social Work

Modern Studies provides an excellent training for a wide range of careers, such as: Law/Journalism/Civil Service/Teaching/Local Government/Health Service/Police



ENTRY REQUIREMENTS:

To have passed National 5 Drama (recommended B or above). A pass in National 5 English would also be of benefit.

COURSE OUTLINE:

There are four main elements in the Higher Drama course - Theatre Production: Text in Context; Theatre Production: Application; Performance Analysis and Performance. During the course candidates will learn to analyse and appreciate both play texts and plays in performance whilst also developing their group work and performing skills. 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. Candidates generate ideas for presenting text using production areas such as acting, set design and costume. 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.

Alongside the presentation of practical work pupils will also generate written evidence of their understanding of both text, theatrical context and performance in preparation for a rigorous question paper.

ASSESSMENT:

Performance exam (60 marks)

Candidates will be assessed on their Preparation – research for their role/technical skill (10 marks)

Candidates will also be assessed on their Performance as an actor, director or designer (50 marks)

The Performance is marked collaboratively by the centre and by an SQA Visiting Assessor.

Question Paper (50 marks)

The question paper is split into three sections and is marked externally by the SQA.

- Section 1: Theatre Production: Text In Context (extended-response questions for 20 marks)

Candidates will be required to analyse a selected text.

- Section 2: Theatre Production: Application (structured questions for 10 marks)
- Section 3: Performance Analysis (extended-response questions for 20 marks)

To gain Higher Drama candidates must place equal emphasis on both written and practical elements. Excellent attendance is also essential given the practical group-based nature of the work.

SKILLS DEVELOPED:

- **Dramatic and theatrical skills** – devising, acting, directing, playwriting and design.
- **Research skills** – the ability to identify and research contextual factors such as historical events, social structures, politics and design
- **Essay writing skills** – the ability to develop a clear line of argument, clearly justified with well chosen textual exemplification
- **Leadership skills** – leading and directing a group of actors to achieve your directorial vision

- **Interpersonal and team working skills** – working collaboratively with others in both a dramatic and academic capacity
- **Communication skills** – developing the ability to communicate to a high level through both verbal and non-verbal communication
- **Social awareness and diplomacy** – developing awareness of different cultures, societal factors as well as the ability to empathise with these concerns and seek solutions through theatrical experimentation

PATHWAYS:

Higher Drama is of value to those wanting to pursue a career within Performing Arts or continue their study of Drama at Higher Education particularly so for an application to study at the Royal Conservatoire of Scotland or other specialist institutions. More generally it would also support applications to a range of further or higher education courses for example Law, Medicine and Teaching.



ENTRY REQUIREMENTS:

Have achieved a B or A for Higher Drama and Higher English

COURSE OUTLINE:

Unit 1: Drama Skills.

Candidates must study the methodologies, theatre practices and texts of one or more key practitioners including their use of form, structure, genre and style. Candidates will then work from sourced materials to explore ideas for a drama informed by their understanding of the work of the practitioner(s) they have studied. They will independently create a devised drama production using their dramatic interpretation of an idea. Candidates will apply a range of complex drama skills in acting and/or directing in order to communicate their ideas effectively through a devised drama.

The assessment for this unit includes observation of the direction of the actors/self, the presentation itself, a written folio of materials generated

during the devising process and a final written evaluation.

Unit 2: Production Skills:

This unit is focused upon the study of two key theatre practitioners and how their theories of acting and performance have helped to shape both 20th Century and Contemporary Theatre practice.

Candidates must demonstrate their understanding of the practitioner's theories and theatrical aims through a number of assessment tasks including research; a presentation of the research findings and the application of complex production concepts for an extract of a given play as either an actor or designer. Candidates must also analyse the production features of a current performance that you have seen and draw comparisons with the theory and practice of one or more key

ASSESSMENT:

Project (worth 40 marks)

The candidate will select a topic from relevant and current performance theories and practice. The project will consist of a written report and may contain visual evidence. The topic may come from the work of a current theatre director, company, playwright or designer. The total word count of the project should not exceed 3,000 words.

Practical assessment (worth 60 marks)

Acting candidates will be required to perform for around 15 minutes in two contrasting acting roles one of which may be a monologue.

Design candidates will prepare for and produce a scale model set for the play. The set will be related to an identified acting space. The two other areas of design may be chosen from lighting, sound, costume, make-up and props. On the day of the examination the designer will present their model of set, ideas and concepts to an examiner. Of the 60 marks available for this assessment the presentation is worth 50 marks and the written report worth 10 marks.

SKILLS DEVELOPED:

- **Dramatic and theatrical skills** – devising, acting, directing, playwriting, dramaturgy (professional position within a theatre or company that deals mainly with research and development of plays) and design.
- **Research skills** – the ability to identify and research contextual factors such as historical events, social structures, politics and common theatre practice
- **Essay writing skills** – the ability to develop a clear line of argument, clearly justified with well chosen primary and secondary sources
- **Leadership skills** – leading and directing a group of actors to achieve

your directorial vision

- **Interpersonal and team working skills** – working collaboratively with others in both a dramatic and academic capacity
- **Communication skills** – developing the ability to communicate to a high level through both verbal and non-verbal communication
- **Social awareness and diplomacy** – developing awareness of different cultures, societal factors as well as the ability to empathise with these concerns and seek solutions through theatrical experimentation

PATHWAYS:

Higher Drama is of value to those wanting to pursue a career within Performing Arts or continue their study of Drama at Higher Education particularly so for an application to study at the Royal Conservatoire of Scotland or other specialist institutions. More generally it would also support applications to a range of further or higher education courses for example Law, Medicine and Teaching.

ENTRY REQUIREMENTS:

Have achieved a pass at National 5 or National 5 level or play at least two instruments (voice included) to a good level (grade 4 or above).

COURSE OUTLINE:

The Higher Music course consists of three units –
Performing
 Learners will have the opportunity to develop performance skills on their two chosen instruments or one instrument and voice. A Visiting SQA Assessor will attend the school in February /March 2016 to hear a 12 minute programme prepared by candidates on their two chosen instruments

or one instrument and voice. The performance time on either of the two selected instruments, or instrument and voice, must be a minimum of 4 minutes within the overall 12 minute programme.

Composing
 Learners will gain experience of creating original music using compositional techniques creatively when composing, arranging or improvising.

Understanding Music

Learners will broaden their knowledge and understanding of music and musical literacy by listening to a wide range of musical styles and identifying a range of music signs, symbols and music concepts. This is also marked externally by SQA who issue a Question Paper in May 2016.

ASSESSMENT:

The Course Assessment consists of a Performance Assessment (worth 60 marks), a Question Paper (exam worth 40 marks) and a composition worth 30 marks. To gain Higher Music learners must pass the three units and the Course Assessment.

SKILLS DEVELOPED:

- Sufficiently accurate performing skills in solo and/or group settings on two selected instruments or on one instrument and voice
- The ability to create original music using compositional methods and music concepts when composing, arranging or improvising
- Deeper knowledge and understanding of the social and cultural factors influencing music.
- Deeper knowledge and understanding of music and musical literacy by listening to music

- The ability to identify level-specific annotated music signs, symbols, concepts and styles
- Understanding the creative process and the ability to express him or herself through music
- Personal creativity and applying music concepts to personal practice
- Critical and analytical listening skills and evaluation for improvement
- Interpersonal and team working skills.
- Communication skills.

PATHWAYS:

Music is seen as a highly desirable subject in many other careers including Primary Teaching, Medicine (manual dexterity), Broadcasting (the ability to follow music and a keen ear are highly valued in for example vision mixing), Recording and Sound Production.

ENTRY REQUIREMENTS:

Have achieved a pass at Higher Music or play at least two instruments (voice included) to a good level (grade 6 or above).

COURSE OUTLINE:

The Advanced Higher Music course consists of three units –

Performing
 Learners will develop a range of advanced performing skills appropriate to their two selected instruments, or to their one selected instrument and voice.

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 and approaches and the creative process.

Composing
 Learners will develop a range of advanced skills in creating music. They will experiment with and

Understanding and Analysing Music
 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. They will demonstrate this through presenting an analytical commentary of a minimum of two contrasting pieces of music.

ASSESSMENT:

The Course Assessment consists of three Components. A performance (worth 60 marks) a final question paper (worth 40 marks) and an assignment worth 30 marks.

Component 1 — Performance Option

This will be assessed by a Visiting SQA Assessor in May 2016 and learners will prepare a programme of between 18 and 20 minutes on two instruments or one instrument and voice. The performance time on either of the two selected instruments, or instrument and voice, must be a minimum of 6 minutes within the overall 18 - 20 minute programme.

Component 2 – Question Paper

This is marked externally by SQA. Learners sit a Question Paper in May in common with pupils across Scotland.

Component 3 - Assignment

This is marked externally by the SQA. Learners will hand in a composition, a review and an analysis of musical work.

SKILLS DEVELOPED:

- Sufficiently accurate performing skills in solo and/or group settings on two selected instruments or on one instrument and voice
- The ability to create original music using compositional methods and music concepts when composing, arranging or improvising
- Deeper knowledge and understanding of the social and cultural factors influencing music.
- Deeper knowledge and understanding of music and musical literacy by listening to music

- The ability to identify level-specific annotated music signs, symbols, concepts and styles
- Understanding the creative process and the ability to express him or herself through music
- Personal creativity and applying music concepts to personal practice
- Critical and analytical listening skills and evaluation for improvement
- Interpersonal and team working skills.
- Communication skills.

PATHWAYS:

Music is seen as a highly desirable subject in many other careers including Primary Teaching, Medicine (manual dexterity), Broadcasting (the ability to follow music and a keen ear are highly valued in for example vision mixing), Recording and Sound Production.



ENTRY REQUIREMENTS:

Achieved a B or A pass at National 5 Physics. For those considering a crash Higher a good award in Higher maths or another science is recommended.

COURSE OUTLINE:

The course consists of three units:
Our Dynamic Universe
Kinematics, Dynamics, cosmology

Particles and Waves
The Standard Model, Electric Fields,
Nuclear Reactions, Waves & light

Electricity
Alternating current, Resistance,
capacitors, Semiconductors

ASSESSMENT:

The course assessment consists of an assignment (worth 25 marks) and an examination paper (worth 150 marks).

The course assessment (marked by the SQA) is graded from A to D.

SKILLS DEVELOPED:

- 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 skills of independent working

PATHWAYS:

Physics provides many opportunities and is a valuable subject for entry into many courses at University or College. It is used, or it is required for entry, in many jobs:

Electrical and electronic work/Engineering/Design & Manufacture/Medicine & Medical Physics/Dentistry/Optomety/Robotics/telecommunications/
Instrumentation, control, and many more areas.

ENTRY REQUIREMENTS:

Achieved at least a B in Higher Physics

COURSE OUTLINE:

The course consists of four units:

- Rotational Motion and Astrophysics
- Electromagnetism
- Quanta and Waves

ASSESSMENT:

The course assessment consists of an investigation (worth 40 marks) and an examination paper (worth 120 marks).

The course assessment (marked by the SQA) is graded from A to D.

SKILLS DEVELOPED:

- develop a critical understanding of the role of physics in scientific issues and relevant applications, including the impact these could make on the environment/society
- extend and apply knowledge, understanding and skills of physics
- 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 physics context
- extend and apply problem solving skills in a physics 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 physics

PATHWAYS:

Physics provides many opportunities and is a valuable subject for entry into many courses at University or College. It is used, or it is required for entry, in many jobs:

Electrical and Electronic work/Engineering/Design & Manufacture/Medicine & Medical Physics/Dentistry/Optomety/Robotics/Telecommunications/
Instrumentation and Control and many more areas.





ENTRY REQUIREMENTS:

A pass in National 5 Physical Education. Passed Higher English. Currently high level performer which requires regular training and competition in sport or activity

COURSE OUTLINE:

Factors impacting on performance

Candidates develop knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities. Through collecting information, candidates consider how these factors can influence effectiveness in performance. They develop knowledge and understanding of a range of approaches for enhancing performance. Candidates select and

apply these approaches to factors that impact on their personal performance. Candidates create and implement Personal Development Plans (PDPs), modify these, and justify decisions relating to future personal development needs.

Performance

Candidates develop their ability to demonstrate a broad and comprehensive range of complex movement and performance skills through

a range of physical activities. They select, demonstrate, apply and adapt these skills, and use them to make informed decisions. They also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Candidates develop consistency, precision, control and fluency of movement. They also learn how to respond to, and meet, the demands of performance in a safe and effective way.

ASSESSMENT:

Performance – 50% of overall marks

Worth 60 marks. The performance assesses candidates’ ability to perform in two different physical activities.

Question Paper – 50% of overall marks

The question paper is a 2 hours and 30 minutes exam. It has a total mark allocation of 50 marks.

SKILLS DEVELOPED:

Learners will have the opportunity to develop the following skills:

- Selecting, demonstrating and safely applying a broad and comprehensive range of movement and performance skills in challenging contexts.
- Demonstrating a range of approaches for developing or refining skills, fitness and performance composition or tactics
- Analysing factors impacting on performance

- Planning, developing and implementing skills and strategies safely in a range of performance situations
- Analysing and evaluating factors impacting on performance solutions in challenging performance situations.
- Decision- making and problem-solving in challenging contexts

PATHWAYS:

On successful completion of the Course, some learners may wish to pursue further study and/or career options related to physical education, such as Higher National Diplomas in sports science, sports coaching or health and fitness, or degrees in areas such as physical education, physical activity and health, sport and exercise science, health and fitness and physiotherapy. Others may wish to engage in training or employment related to personal training or health promotion.

ENTRY REQUIREMENTS:

A in Higher Physical Education. Currently high level performer which requires regular training and competition in sport or activity

COURSE OUTLINE:

Course Award

Learners will complete the following course assessments:

Component 1 — Performance The purpose of the performance is to assess the learner’s ability to carry out a single, high level performance in one physical activity in a challenging, demanding and/or competitive context. It will be worth 30 marks (30% of the total marks available).

Component 2 — Project (5,000 words) The purpose of the project is to assess the learner’s ability to integrate and apply skills, knowledge and understanding from across the Units. The project will have 70 marks (70% of the total marks available). The project is designed to assess learners’ research and investigation skills, as well as their ability to apply their knowledge and understanding to performance development. This research could be into a topic which impacts either on the learner’s performance, or the performance of another person, team or group.

PATHWAYS:

On successful completion of the Course, some learners may wish to pursue further study and/or career options related to physical education, such as Higher National Diplomas in sports science, sports coaching or health and fitness, or degrees in areas such as physical education, physical activity and health, sport and exercise science, health and fitness and physiotherapy. Others may wish to engage in training or employment related to personal training or health promotion.

ENTRY REQUIREMENTS:

Learners must have extensive previous dance experience. Learners must audition to gain a place on the course.

COURSE OUTLINE:

As candidates develop technical and choreographic skills, they learn to analyse the work of dance practitioners and how to use this knowledge to inform and influence their own creative thinking and performance.

ASSESSMENT:**Question paper**

40 marks - Candidates must answer all questions, which are sampled from the 'Skills, knowledge and understanding for the course assessment' section of this document.

The question paper has two sections:

- section 1: dance appreciation in context (24 marks)
- section 2: study of a professional choreography (16 marks)

The question paper has a total mark allocation of 40 marks. This is 30% of the overall marks for the course assessment.

Practical activity

70 marks - This assesses candidates' ability to apply problem-solving and critical-thinking skills, interpretation and reflective practice. It has two sections:

- section 1: choreography (45 marks)
- section 2: choreography review (25 marks)

The practical activity has a total mark allocation of 70 marks. This is 30% of the overall marks for the course assessment.

Performance

70 marks - Candidates perform two solos in contrasting dance styles. They are assessed on their ability to apply and combine technical and performance skills as appropriate to each. The performance is two tutor-choreographed technical solos in contrasting dance styles. Each piece must last a minimum of 1 minute and 30 seconds and a maximum of 2 minutes.

The performance has a total mark allocation of 70 marks. This is 40% of the overall marks for the course assessment.

SKILLS DEVELOPED:

Learners will have the opportunity to develop the following skills:

- develop a broad range of technical dance skills
- understand and apply knowledge of a range of choreographic skills to create a dance for a group
- work imaginatively and demonstrate creativity through problem solving, critical thinking, analysis and reflective practice
- co-operate, support and work with others
- consider how theatre arts can enhance a performance
- develop knowledge, understanding and appreciation of dance practice
- apply the principles of safe dance practice
- evaluate their own work and the work of others

PATHWAYS:

The course provides opportunities for vertical and lateral progression to National Courses and other SQA qualifications in dance and related fields.

SPORTS DEVELOPMENT**NATIONAL PROGRESSION****ENTRY REQUIREMENTS:**

Learners must have an interest in sport or fitness and have previously demonstrated a strong commitment to Physical Education and Sport in terms of bringing kit, effort and behaviour. Learners must be prepared to lead groups of other pupils of various ages and stages in different sporting activities. Learners must research the rules and basic skills of the activities they lead

COURSE OUTLINE:

Unit 1 Activity and participation opportunities in the community

Unit 2 Investigate activity development opportunities in an organisation

Understanding Sports Development

Learners will look at roles and responsibilities within the community related to sports development and will investigate the wider benefits of participation to the community. Using this knowledge they will complete a 1000 word assignment.

Sports Leadership Awards

Learners will have the opportunity to gain various awards in activities such as; Cardio Tennis, Indoor Athletics, Cricket, Rugby, Disability Sports and First Aid.

Primary School Placement

Learners will visit a local primary school to deliver physical activity sessions to primary children. Learners will be required to complete a logbook of their activity.

Primary Events

Learners will plan, deliver and evaluate their role within large scale sporting events to primary children.

Volunteering

Learners will be required to choose a role related to sports development and volunteer on at least ten separate occasions to fulfil this role. Learners must keep a log of their participation in this role.

SKILLS DEVELOPED:

Learners will have the opportunity to develop a variety of essential skills during this course, including; communication, working with others, organisation, numeracy and ICT. By developing these skills through this course they will also improve their motivation, confidence and initiative.

Learners will develop these skills through planning and delivering lessons in class, on placement and when fulfilling their chosen role whilst volunteering. Pupils will improve their ability to work in groups and to liaise with others

when completing their research project. Due to the nature of the project there will also be opportunities to develop their numeracy skills, and ICT skills when carrying out their own research. Pupils will develop lifelong skills that can be transferred into other aspects of their life.

Learners will be assessed through assignment, portfolio, teacher observation, practical checklists, logbook and lesson plans.

PATHWAYS:

On successful completion of the Course, some learners may wish to pursue further study and/or career options related to physical education, such as Higher National Diplomas in sports science, sports coaching or health and fitness, or degrees in areas such as physical education, physical activity and health, sport and exercise science, health and fitness, physiotherapy and primary education.



ENTRY REQUIREMENTS:

Interest in Football. Experience in playing Football

COURSE OUTLINE:

Unit 1 - Scottish FA: Laws of the Game

This unit is mostly theoretical in nature and comprises of the following Outcomes:

1. Identify and interpret the Laws of the Game. This outcome is all theory based and culminates in a written exam. The pass mark for the exam is 80%.
2. Demonstrate the practical skills required to implement the Laws of the Game.

PATHWAYS:

On successful completion of the course, candidates will be qualified to referee football matches at youth level.

Unit 2 - Scottish FA: Practical Refereeing

This unit is mostly practical in nature and comprises of the following Outcomes:

1. Identify and analyse the formal controls and procedures used in a football match.
2. Produce misconduct and match reports in both formal letter and pro forma styles.
3. Achieve the fitness standard required by the Scottish Football Association.
4. Referee a football match using formal controls and procedures as defined in the Laws of the Game.

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES

HIGHER

ENTRY REQUIREMENTS:

Higher English is vital

COURSE OUTLINE:

The course consists of three units:

- **Unit 1: World Religion – Christianity**

This unit explores and considers the Christian response to key questions on the meaning and purpose of life such as who are we, what are we here to do and are we to achieve this?

- **Unit 2: Morality and Belief – Religion, Medicine, and the Human Body**

This unit studies morality. It investigates the connection between religion

and morality. It looks into the various ways in which people may establish right from wrong and then examines how these guiding principles may be applied to contemporary medical issues such as the use of human embryos, euthanasia, and organ donation.

- **Unit 3: Religious and Philosophical Questions - The Origins of Life**

This unit establishes the distinctions between belief and science as sources of truth and investigates the various relationships that can exist between the

ASSESSMENT:

The course assessment is split between an assignment (30 Marks) and the final exam (80 Marks).

SKILLS DEVELOPED:

- **Critical Thinking** – developed by reflecting on the validity of the various arguments studied through assessing their strengths and weaknesses.
- **Analysis** – developed by closely examining concepts and opinions such as moral stances by separating them into their constituents in order to gain further understanding and be better able to apply and draw conclusions from.
- **Problem Solving** – developed by responding to difficulties or apparent contradictions brought about from positions of faith or challenging moral situations.
- **Researching** – developed by the need to keep your knowledge and understanding of religious, moral and scientific concepts up to date and

be aware of relevant contemporary events and developments.

- **Direct Observation** – developed through a greater appreciation and understanding of the importance and effectiveness of observing the world around us and reflecting on the conclusions that can be drawn from these observations such as the scientific method and aspects of natural law.
- **Communication** – developed through having to communicate detailed and complex responses to abstract concepts in a concise and articulate manner.
- **Cultural Literacy** – developed through raising awareness and understanding of the different cultures, opinions and views that are present in our modern world.

PATHWAYS:

Higher RMPS is a valuable higher for pursuing many careers but is of particular worth in the following areas:

Teaching (those wanting to be a primary teacher within a faith environment or teach Religious Education), **Medicine** (raises an awareness of moral issues within medicine), **Law** (develops your ability to build up and breakdown arguments as well as covering legal aspects of medical ethics), **Psychology** (a focus on expressing and understanding complex and abstract concepts), **Media** (raises cultural literacy), the Police (raises cultural literacy) and **Finance** (develops critical thinking and analytical skills).





GRAPHIC COMMUNICATION

HIGHER

ENTRY REQUIREMENTS:

Learners would normally be expected to have attained the skills, knowledge and understanding required by National 5 Graphic Communication Course to level A or B or by equivalent qualifications (National 5) and/or experience

Pupils with no previous experience of Graphic Communication wishing to sit a crash higher may be considered after discussion with the department. Prior attainment in Art & Design or Computing would be beneficial.

COURSE OUTLINE:

The course is practical, exploratory and experiential in nature. On completing the course, learners will have developed skills in 2D and 3D graphics, as well as pictorial graphics. They will be able to apply these skills with discernment in order to produce graphics with visual impact and graphics that require the effective transmission of information.

ASSESSMENT:

The course consists of two areas of learning:

1. 2D Graphics

2. 3D Graphics

Students must show competency across both areas to be presented.

The course assessment consists of a timed 8 hour project which is worth 70 marks of the overall grade.

The remaining 70 marks are assessed by an external exam (Question Paper).

SKILLS DEVELOPED:

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

- skills in graphic communication techniques, including the use of equipment, graphics 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

This Course is intended to develop the learner's knowledge, understanding and set of skills related to graphic communication. It will enable the learner to initiate, develop and communicate ideas and solutions using graphic techniques. Learners will develop their presentation skills through the use of analysis and evaluative skills. They will develop their knowledge and understanding of graphic communication techniques in two and three dimensions. Both units also develop transferable skills — application, creativity, numeracy and ICT.

PATHWAYS:

Graphic Communication is an accepted qualification for a variety of courses at Universities and Colleges of Further Education

Graphic Communication is useful for: **Surveying, Building Trade Apprenticeships, Architecture, CAD Technician Mechanical Engineering, Civil Engineering, Graphic Design, Electrical Engineering Product Design, Animation Design, Theatre Set Design**

GRAPHIC COMMUNICATION

ADVANCED HIGHER

ENTRY REQUIREMENTS:

Higher Graphic Communication at A or B. Pupils achieving a grade C at Higher may be considered after discussion with the department.

COURSE OUTLINE:

The course relates knowledge to industrial and commercial practices and considers the wider social and economic implications of technological advancement. An awareness of the ways in which visual communication caters for different needs will help to give candidates an understanding of the methods used to inform, influence, sell, entertain and affect feelings. The course aims to allow candidates to develop both manual and computer

graphic skills and understanding beyond those involved in Higher Graphic Communication. This will provide the candidate with an insight into the way in which information presented graphically is an integral part of communication throughout business and industry as well as the consumer environment.

ASSESSMENT:

The course consists of two areas of learning:

1. Commercial and Visual Media Graphics

2. Technical Graphics

Students must show competency across both units to be presented.

The course assessment consists of an open brief project which is worth 50% of the overall grade.

The remaining 50% is assessed by an external exam (Question Paper).

SKILLS DEVELOPED:

Practical Skills – 2D and 3D graphics skills, both manual and computer generated. The use of industrial standard 3D CAD modelling software and Desktop Publishing software.

Problem Solving and Creativity in applying the practical skills to solving a design brief.

Planning and Organisational skills to develop a series of graphics in response to assignment tasks, demonstrating independence in learning and thinking.

Students will also further develop their **Literacy** and **Numeracy** skills by building their **Knowledge & Understanding** of graphics within an industrial context.

PATHWAYS:

Graphic Communication is an accepted qualification for a variety of courses at Universities and Colleges of Further Education.

Graphic Communication is useful for: **Surveying, Building Trade Apprenticeships, Architecture, CAD Technician Mechanical Engineering, Civil Engineering, Graphic Design, Electrical Engineering Product Design, Animation Design, Theatre Set Design**



DESIGN AND MANUFACTURE

HIGHER

ENTRY REQUIREMENTS:

National 5 Design & Manufacture or equivalent at A or B. Pupils achieving a grade C at National 5 may be considered after discussion with the department. If a pupil does not have Design & Manufacture, National 5 Graphic Communication or Art and Design would be beneficial. Due to the nature of the Higher being classroom based, a stronger knowledge and understanding of the theory is vital.

COURSE OUTLINE:

The Course offers candidates opportunities to explore the impact of design and technological activities in everyday life. Candidates will consider the complete life of a product from its initial conception, through manufacture and marketing, to its impact on society.

ASSESSMENT:

The course consists of two areas of learning:

- Design
- Materials and Manufacture

Students must show competency across both areas to be presented.

The course assessment for Higher Design and Manufacture will consist of two externally assessed components with weightings as follows:

- Question Paper – 80 marks
- Design Assignment – 90 marks

SKILLS DEVELOPED:

- devise, plan and develop practical design solutions
 - develop practical skills in the planning and development of models and prototypes
 - evaluate and research
 - understand manufacturing processes and materials
 - understand the impact of design and manufacturing technologies on our environment and society
 - develop research skills
 - develop idea generation techniques
 - read drawings and diagrams
 - communicate design ideas and practical details
- Students will also further develop their Literacy and Numeracy skills by building their Knowledge & Understanding of design and manufacture within an industrial context.

PATHWAYS:

Design and Manufacture is an accepted qualification for a variety of courses at Universities and Colleges of Further Education.

Design and Manufacture is useful for: **Furniture Design, Building Trade Apprenticeships, Architecture, Ergonomist, Mechanical Engineering, Civil Engineering, Graphic Design, Car Design**

PRACTICAL WOODWORKING

NATIONAL 5

ENTRY REQUIREMENTS:

Pupils may be considered after discussion with the department. Prior attainment in Design and Manufacture or Graphic Communication would be useful.

COURSE OUTLINE:

The course is of a mainly practical nature, workshop-based and provides many skills which are appropriate to a wide range of applications. The course will develop skills in marking-out, cutting, shaping and finishing materials, as well as adjusting and maintaining a range of hand tools. Apart from giving an insight into industrial practice and standards through the creation of log-books, such studies help with the development of self-confidence, manual dexterity and control, perseverance, maturity and spatial awareness.

ASSESSMENT:

To gain the award of the course, the candidate must achieve competency in all components of the course, as well as the course assessment.

The three areas of learning are:

- Flat Frame Construction;
- Carcase Construction
- Machining & Finishing

The course assessment consists of a final project (70% of overall grade) and a written exam (30% of overall grade).

The course project is internally assessed and externally verified and determines the grade awarded. The written exam is externally marked.

SKILLS DEVELOPED:

- using a range of woodworking tools, equipment and materials safely and correctly
 - reading and interpreting drawings and diagrams
 - measuring and marking out timber sections and sheet materials
 - cutting and shaping tasks with some complex features
 - practical creativity in the context of woodworking tasks with some complex features
 - following given stages to take a practical problem-solving approach to woodworking tasks
 - awareness 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
 - maintaining a log of work completed
- Students will also further develop their Literacy and Numeracy skills by building their Knowledge & Understanding of tools, materials and processes within an industrial context.

PATHWAYS:

Woodworking Skills is an accepted qualification for a variety of courses at Colleges of Further Education.

Woodworking Skills is useful for: **Building Trade Apprenticeships, Architecture, Product Design, Furniture Design, Manufacture Shop Fitting, Cabinet Making, Pattern Making, Sawmill Work, Musical Instrument Making, Theatre Set Design, Manufacture DIY (life skills)**



PRACTICAL METALWORKING

NATIONAL 5

ENTRY REQUIREMENTS:

Prior attainment in Practical Woodwork

COURSE OUTLINE:

Similar to the Practical Woodwork course, Metalworking is of a practical nature, workshop-based and provides many skills which are appropriate to a wide range of applications. The course will develop skills in marking-out, cutting, shaping and finishing metals, as well as adjusting and maintaining a range of hand tools and using industrial machinery including the centre lathe and forge. Apart from giving an insight into industrial practice and standards, such studies help with the development of self-confidence, manual dexterity and control, perseverance, maturity and spatial awareness. This course requires a high level of accuracy and skill and as such, experience with practical skills is highly desirable.

ASSESSMENT:

To gain the award of the course, the candidate must achieve competency in all components of the course, as well as the course assessment.

The three areas of learning are:

- Benchskills
- Fabrication and thermal joining
- Machine Processes

The course assessment consists of a final project (70% of overall grade) and a written exam (30% of overall grade).

The course project is internally assessed and externally verified and determines the grade awarded. The written exam is externally marked.

SKILLS DEVELOPED:

- A range of metalworking hand tool skills on tasks with some complex features
- The ability to use a range of metalworking tools, equipment and materials
- Reading and interpreting drawings and diagrams in familiar and unfamiliar contexts
- Skills in measuring and marking out metal sections and sheet materials

- Cutting and forming skills
- Creativity with familiar metalworking tasks with some complex features
- A problem-solving approach to metalworking tasks
- Knowledge and understanding of safe working practices in a workshop
- Knowledge of the properties and uses of a range of common metals and metalworking materials

PATHWAYS:

Practical Metalworking is an accepted qualification for a variety of courses at Colleges of Further Education.

Metalworking is useful for: Engineering Apprenticeships, Automotive engineer, Blacksmith, Construction operative, Engineering Craft Machinist, Engineering maintenance technician, Engineering Operative, Product Design, Furniture Design, Manufacture Shop Fitting, Pattern Making, Sawmill Work, Theatre Set Design, Manufacture DIY (life skills)

CREATIVE CADD/CAM ENGINEERING

SKILLS FOR LIFE AND WORK

ENTRY REQUIREMENTS:

No formal qualifications and subject experience will be necessary however, an interest in developing ICT skills is essential as well as an interest in preparing for a future in engineering or the creative industries.

COURSE OUTLINE:

The course allows learners the opportunity to learn how to use a range of 2D and 3D computer aided Design and Draughting (CADD) programmes and how to apply them to the creation of real life objects through Computer Aided Manufacture (CAM). Students will learn how to engage with the software and hardware within industrial contexts to prepare them for use in employment or further education. Pupils will have the opportunity to build a portfolio of work highlighting their use and development of skills using CADD/CAM systems in preparation for further or higher education.

ASSESSMENT:

The course consists of two areas of learning:

- 2D CAD and CAM
- 3D CAD and CAM

Students will conduct a small creative design task at the end of each unit. Learners will produce a final project assignment that will use a personalised brief to reach a solution that incorporates elements from both units.

SKILLS DEVELOPED:

- devise, plan and develop practical design solutions
- develop practical skills in the planning and development of CAD models and CAM prototypes
- digital literacy
- understand CAM manufacturing processes and materials
- understand the impact of design and manufacturing technologies on our environment and society

- read British Standard industry drawings and diagrams
 - communicate design ideas and practical details using a range of software
- Students will also further develop their Numeracy skills by building their practical understanding of designing and prototyping within an industrial context.

PATHWAYS:

Creative CAD/CAM Engineering is not recognised as a qualification however the skills and experiences that will be developed will give learners a breadth of knowledge that can be applied across numerous different industries and career paths.

Creative CAD/CAM is useful for: Furniture Design, Building Trade Apprenticeships, Architecture, Ergonomist, Mechanical Engineering, Civil Engineering, Graphic Design, Car Design, Exhibition Design, Product Design, Animation Design, Industrial Design



INSPIRE YOUR FUTURE

SCQF LEVEL 5

GLASGOW CLYDE COLLEGE – CARDONALD CAMPUS

ENTRY REQUIREMENTS:

You must have:

- a genuine interest in trying a range of college options
- 3 passes at National 4, 1 of which should be English

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

This course will help you to identify your career strengths based on your interests and abilities. You will experience a range of college tasters in the Faculty of Business, Creative and Digital Industries, Engineering, Computing and the Built Environment and Health /Wellbeing. These tasters aim to help you make informed choices about your future. You will work towards Leadership and Personal Development qualifications, build a portfolio of career skills in self-management, social intelligence and innovation and

achieve digital badges to verify your skills achievements. This programme also aims to support your wellbeing which is also core to your future success.

QUALIFICATION BREAKDOWN:

Please note, you will be studying units at SCQF Level 5, this is not a Group Award:

- Leadership Award
- Leadership: In Practice
- Personal Development: Self and Work

In addition to these units you will:

- Lead community, social and environmental projects
- Experience 3 / 4 college tasters of your choice

PATHWAYS:

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.

UP IN THE AIR AND ON THE GROUND

SCQF LEVEL 4/5

CITY OF GLASGOW COLLEGE – CITY CAMPUS

ENTRY REQUIREMENTS:

3 passes at National 4, which should include English and Maths.

ATTENDANCE PATTERN:

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

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
- Event Theming
- Working as Air Cabin Crew
- Resort Representation: An Introduction

PATHWAYS:

You might go on to do:

Employment and/or training in the hospitality, events and tourism related industry



ENTRY REQUIREMENTS:

You must:

- have 1 Higher at A or B level
- have 5 passes at National 5, which should include Maths and English (minimum grade of 3 A's & 2 B's)
- be in S6

ATTENDANCE PATTERN:

Tuesday, Wednesday, Thursday and Friday (1pm 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 aim of the Higher National Certificate Accounting is to provide you with the opportunity to develop a high level of competence in financial and management accounting as well as IT skills. You will learn to understand, use financial information, 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. 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:

Higher National Certificate in Accounting –SCQF Level: 7

Mandatory Units:

- Recording Financial Information
- Preparing Financial Statements
- Using Financial Accounting Software

You will study optional units to be discussed with the lecturer once course commences, such as:

- Business Law: Introduction
- Economics Issues: Introduction
- IT in Business: Spreadsheets
- Payroll

- Cost Accounting
- Management Accounting Using Information Technology
- Accounting: Group Award Graded Unit

- Business Communication
- Personal Development Planning

PATHWAYS:

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

OPEN TO S5 FOR 2 YEAR MODEL / S6 FOR 1 YEAR MODEL
CITY OF GLASGOW COLLEGE, GLASGOW KELVIN COLLEGE IN
PARTNERSHIP WITH PEOPLE PLUS OR WEST COLLEGE SCOTLAND



ENTRY REQUIREMENTS:

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

City of Glasgow – 2 Year Model/Glasgow Kelvin College in partnership with People Plus – 1 Year Model

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

- Achieved or working towards Higher English, Maths or Business by the end of S6

ATTENDANCE PATTERN:

2 Year Model – City of Glasgow:

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

1 Year Model - Glasgow Kelvin College in partnership with People Plus

Tuesday and Thursday all day shared between college and work experience placement. 1 week in June (Mon - Fri 9.30am - 4.00pm). Please note, in addition to the above attendance, you will be required to study remotely as per guidance from the training provider.

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 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.

PATHWAYS:

You might go on to do:

- 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

SCQF LEVEL 7/8

SOUTH LANARKSHIRE COLLEGE

ENTRY REQUIREMENTS:

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)

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:

Higher National Certificate 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

PATHWAYS:

You might go on to undertake further academic qualifications such as:

- Higher National Diploma in Human Resource Management, Business, Accounting or Legal Studies
- Articulation agreements are in place with a range of Universities for progression into 2nd or 3rd Year degree programmes

BUSINESS AND MARKETING

SCQF LEVEL 5

SOUTH LANARKSHIRE COLLEGE

ENTRY REQUIREMENTS:

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 April

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

PATHWAYS:

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

The HNC/D in Business prepare candidates for a wide range of employment opportunities in Business such as:

- Office Supervisor
- Marketing: Basic Principles
- Assistant Manager/Manager
- Team Leader



ENTRY REQUIREMENTS:

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

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:

1 Year Model- City of Glasgow

All day Tuesday at college/All day Thursday shared between college and work placement. One 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 - 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.

2 Year 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)

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 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:

National Progression Award (NPA) in Business Skills SCQF Level 6:

Mandatory Units::

- 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

4 units from SV Q Level 3 Business and Administration SCQF Level 6:

- 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

Competence – Work Placement with an employer

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.

PATHWAYS:

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



PUPIL ELIGIBILITY:

You must:

- have 3 passes at National 5, which should include Maths and English
- be in S6

You should also have a genuine interest in event organisation

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

Are you interested in a career within the Events industry? The main aim of the National Progression Award in Events is to provide you with the practical and flexible introduction to the events industry. The course will allow you to develop the knowledge and skills needed to pursue employment and / or further study in the events sector. The City of Glasgow College will provide you with the skills to plan, organise and implement an event. You will learn to demonstrate the ability to carry out the costings and calculations related to an event, record and balance petty cash. In addition, you will learn the importance of marketing for event success.

QUALIFICATION BREAKDOWN:

National Progression Award – SCQF Level 6

- Event Organisation
- Event Costing: An Introduction
- Introduction to Corporate Events
- Marketing in Travel and Tourism: An Introduction

PATHWAYS:

You might go on to do:

- Employment opportunities in Events, Hospitality or Tourism
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree in Events, International Events, Event Management and Business. The level you might enter would depend on the level and relevance of your other qualifications



ENTRY REQUIREMENTS:

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

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

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 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 SVQ3 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.

PATHWAYS:

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 include:

HUMAN RESOURCES AND LAW

SCQF LEVEL 6

SOUTH LANARKSHIRE COLLEGE

ENTRY REQUIREMENTS:

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 April.

COURSE OUTLINE:

The aim of the National Progression Award (NPA) 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:

National Progression Award in Human Resources and the Law – SCQF level 6

Mandatory Units:

- Human Resources: Administration

- Law of Contract: An Introduction
- Employment Law: An Introduction – Scotland

PATHWAYS:

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

SOUTH LANARKSHIRE COLLEGE

SCQF LEVEL 7
OPEN TO S6 PUPILS

ENTRY REQUIREMENTS:

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

PATHWAYS:

You might go on to:

Undertake further Academic Qualifications such as:

- Higher National Diploma in Human Resource Management, Business, Accounting or Legal Studies
- Articulation agreements are in place with a range of Universities for progression into 2nd or 3rd Year degree programmes

The Higher National Diploma in Human Resource Management, prepare candidates for a wide range of employment opportunities in HRM such as:

- Employment relations
- Employee resourcing
- Training and Development

LEGAL SERVICES

GLASGOW CLYDE COLLEGE – LANGSIDE CAMPUS

SCQF LEVEL 6

ENTRY REQUIREMENTS:

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 April.

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
- Employment Law: An Introduction

PATHWAYS:

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
- Employment



EARLY EDUCATION AND CHILDCARE

SCQF LEVEL 4

GLASGOW CLYDE COLLEGE – CARDONALD CAMPUS

ENTRY REQUIREMENTS:

You must have: • English National 4

ATTENDANCE PATTERN:

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

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 in Early Learning and Childcare

- Care of Children

- Working in Early Education and Childcare

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

PATHWAYS:

You might go on to do:

Undertake further Academic Qualifications such as:

- 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 – VOCATIONAL FACILITIES @ BARRHEAD HIGH SCHOOL

ENTRY REQUIREMENTS:

You must have: • English National 5

ATTENDANCE PATTERN:

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

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

PATHWAYS:

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



HUMAN BODY STRUCTURE AND FUNCTION

SCQF LEVEL 8

WEST COLLEGE SCOTLAND

ENTRY REQUIREMENTS:

You must have:

- Biology or Human Biology Higher or Advanced Higher
- You should have a genuine interest in human anatomy & physiology

ATTENDANCE PATTERN:

Friday morning (9:15am to 11.30am). The duration of the course is August to April.

COURSE OUTLINE:

Human Body Structure and Function units 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

PATHWAYS:

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.

INTRODUCTION TO NURSING

SCQF LEVEL 5

GLASGOW CLYDE COLLEGE – CARDONALD CAMPUS

ENTRY REQUIREMENTS:

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 April.

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)

PATHWAYS:

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.



PSYCHOLOGY

SCQF LEVEL 7

GLASGOW CLYDE COLLEGE – LANGSIDE CAMPUS

ENTRY REQUIREMENTS:

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 April.

COURSE OUTLINE:

Glasgow Clyde College will provide you with the opportunity to gain a PDA awards in Psychology. The psychology award aims to provide you with an understanding of psychology and will look at the historical development of psychology since the 19th Century; four of the major schools of thought that have influenced development and the famous psychologist who have shaped the discipline, analysis and research into psychological topics.

QUALIFICATION BREAKDOWN:

PDA in Psychology - SCQF level 7

This course is demanding in terms of written work, study at home and group work.

PATHWAYS:

- A full time higher education course 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

SCIENTIFIC TECHNOLOGIES

SCQF LEVEL 6

SOUTH LANARKSHIRE COLLEGE

ENTRY REQUIREMENTS:

You must have:

- a minimum of 4 National 5's (one of which should be a science)

ATTENDANCE PATTERN:

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

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

PATHWAYS:

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

GLASGOW CLYDE COLLEGE

SCQF LEVEL 6

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



ENTRY REQUIREMENTS:

Candidates intending to leave school at the end of S6 with minimum of one or more Highers incl. Chemistry and Nat 5's. As a guide:

- Achieved or working towards Higher Chemistry (A-C) by end of S6

ATTENDANCE PATTERN:

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.

2 Year Delivery Model

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

Year 2 proposed attendance: Tuesday (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.

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

PATHWAYS:

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



SOCIAL SERVICE AND HEALTHCARE – FOUNDATION APPRENTICESHIP

GLASGOW CLYDE COLLEGE, GLASGOW KELVIN COLLEGE, CITY OF GLASGOW COLLEGE OR WEST COLLEGE SCOTLAND

SCQF LEVEL 6
OPEN TO S5 FOR
2 YEAR MODEL/
S6 FOR 1 YEAR MODEL

ENTRY REQUIREMENTS:

Glasgow Clyde College, Glasgow Kelvin College & City of Glasgow College

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

West College Scotland

You must have:

- National 5 English
- working towards Higher level
- an interest in working with children
- Voluntary experience working children, would be an advantage

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

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

ATTENDANCE PATTERN:

1 Year Model - West College Scotland:

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

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)

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 – Glasgow Clyde College & Glasgow Kelvin 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)

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 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:

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.

PATHWAYS:

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

SOCIAL SERVICE CHILDREN AND YOUNG PEOPLE – FOUNDATION APPRENTICESHIP

SCQF LEVEL 6

OPEN TO S5 FOR 2 YEAR MODEL/S6 FOR SHORTER DURATION DELIVERY MODEL

GLASGOW CLYDE COLLEGE, GLASGOW KELVIN COLLEGE, CITY OF GLASGOW COLLEGE OR WEST COLLEGE SCOTLAND



ENTRY REQUIREMENTS:

West College Scotland

You must have:

- National 5 English • working towards Higher level
- an interest in working with children
- Voluntary experience working children, would be an advantage

You must have: Achieved National 5 English and working towards Higher

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

Glasgow Clyde College, Glasgow Kelvin College & City of Glasgow College

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

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. 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 - Glasgow Kelvin & City of Glasgow

all day Tuesday and Thursday shared between college and work experience. 1 week in June (Mon-Fri 9:30am to 4:00pm)

1 Year Model – West College Scotland

August to December: two afternoons on a Monday, Tuesday, Wednesday or Thursday (1.30pm to 4pm).

January to June: Tuesday (1.30pm to 4pm)/ 1 full day work experience placement – day to be negotiated

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
- Communication in Care Relationships
- 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.

PATHWAYS:

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



YOUTH WORK

SCQF LEVEL 6

GLASGOW KELVIN COLLEGE – SPRINGBURN CAMPUS

ENTRY REQUIREMENTS:

You must have:

- English National 5
- 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

Please note, you will be required to participate in group work exercises including ice breakers.

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

This National Progression Award (NPA) in Theory and Approaches to Youth Work is a combination of Units taken from the NC: Working with Communities and the PDA: Youth Work programmes. It 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.

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

PATHWAYS:

- 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

BUILDING SERVICES ENGINEERING

SCQF LEVEL 5

GLASGOW KELVIN COLLEGE – SPRINGBURN CAMPUS

ENTRY REQUIREMENTS:

You must have:

- National 5 Maths

ATTENDANCE PATTERN:

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

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

PATHWAYS:

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

SCQF LEVEL 6

GLASGOW KELVIN COLLEGE – SPRINGBURN CAMPUS

ENTRY REQUIREMENTS:

You must have:

- National 5 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 and may impact on other subjects attendance.

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 will study optional units to be discussed with the lecturer once course commences, such as:

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

PATHWAYS:

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

SCQF LEVEL 7

GLASGOW KELVIN COLLEGE – SPRINGBURN CAMPUS

ENTRY REQUIREMENTS:

You must have: • 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 and may impact on other subjects attendance.

COURSE OUTLINE:

The 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 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

PATHWAYS:

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

CIVIL ENGINEERING – FOUNDATION APPRENTICESHIP

GLASGOW KELVIN COLLEGE OR
WEST COLLEGE SCOTLAND

SCQF LEVEL 6

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



ENTRY REQUIREMENTS:

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

West College Scotland

You must be working towards:

- 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:

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.

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 4.30pm) at college. Thursday all day shared between college and work experience placement.

2 Year Delivery Model - Glasgow Kelvin College

Year 1: Tuesday and Thursday (pm) August to April. 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.

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:

- 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.

PATHWAYS:

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



CONSTRUCTION CRAFTS

SCQF LEVEL 4/5

WEST COLLEGE SCOTLAND – PAISLEY CAMPUS

ENTRY REQUIREMENTS:

You must have:

- 3 passes at National 5, which should include Maths and English

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

The aim of the Pre Apprenticeship in Construction course will provide you with a range of skills, industry-recognised qualifications and certificates that will assist you in the pursuit of a construction related apprenticeship. The course would involve workshop sessions on Carpentry and Joinery, Brickwork, Plumbing and Electrical practical skills.

QUALIFICATION BREAKDOWN:

You will achieve 2 Awards:

Pre Apprenticeship in Construction - SCQF Level 5:

- Carpentry and Joinery
- Plumbing Practical Skills
- Electrical Practical Skills
- Brickwork

Health and Safety in a working Environment - SCQF Level 4:

On Successful completion of this unit you will sit the CSCS (Construction Skills Certificate Scheme) Card test

PATHWAYS:

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

SCQF LEVEL 7

GLASGOW KELVIN COLLEGE – SPRINGBURN CAMPUS

ENTRY REQUIREMENTS:

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:

Thursday and Friday 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

PATHWAYS:

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



CONSTRUCTION PATHWAYS

SCQF LEVEL 4

GLASGOW KELVIN COLLEGE – SPRINGBURN CAMPUS

ENTRY REQUIREMENTS:

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 5 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. You will learn a variety of skills in the trade specific units. In addition, you will develop skills and attitudes that enhance employability, not just in the Construction industry but in employment generally. Included in the course is the Work-Based Challenge Unit which will require you to draw on technical skills developed through the course and apply these in a work based situation. The course will have the involvement of an Industry partner in developing and evaluating the challenge, this is essential to its success in ensuring delivery and assessment is reflective of real work-based situations.

QUALIFICATION BREAKDOWN:

Pathways Course Qualification to be confirmed:
SCQF Level 4:

You will study optional units to be discussed with the lecturer once course commences, such as:

- Carpentry and Joinery
- Painting and Decorating
- Brickwork
- Roof Tiling: An Introduction
- Plumbing

PATHWAYS:

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 SKILLS - CARPENTRY AND JOINERY

SCQF LEVEL 4

GLASGOW CLYDE COLLEGE - VOCATIONAL FACILITIES @ BARRHEAD HIGH SCHOOL

ENTRY REQUIREMENTS:

You must have:

- 3 passes at National 4, which should include 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:

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

COURSE OUTLINE:

The City and Guilds Construction Skills – Carpentry and Joinery course will help you gain an insight into several trades and make informed choices regarding a career in construction. Training will be provided by Glasgow Clyde 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:

City and Guilds Certificate in Construction Skills - SCQF Level 4:

- Joinery
- Introduction to Industry
- Project work

- Health and Safety
- Construction operations

Health and Safety in a working Environment - SCQF Level 4:

On Successful completion of this unit you will sit the CSCS (Construction Skills Certificate Scheme) Card test

PATHWAYS:

You might go on to do:

- A Modern Apprenticeship in construction 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 SKILLS CERTIFICATE SCHEME (CSCS)

SCQF LEVEL 4

WEST COLLEGE SCOTLAND – VOCATIONAL FACILITIES @ BARRHEAD HIGH SCHOOL

ENTRY REQUIREMENTS:

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

PATHWAYS:

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

CONSTRUCTION SKILLS

SCQF LEVEL 4

GLASGOW CLYDE COLLEGE - CARDONALD CAMPUS

ENTRY REQUIREMENTS:

You must have:

- 3 passes at National 4, which should include 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 April.

COURSE OUTLINE:

The City and Guilds Construction Skills course will help you gain an insight into several trades and make informed choices regarding a career in construction. Glasgow Clyde College will also provide you with the opportunity to develop employability skills and attitudes, which will help to prepare you for the workplace.

QUALIFICATION BREAKDOWN:

You will achieve 2 awards:

City and Guilds SCQF Level 4 Diploma in Construction Skills - SCQF Level 4

- Brickwork
- Joinery
- Project work
- Introduction to Industry
- Health and Safety
- Construction operations

Health and Safety in a working Environment - SCQF Level 4

On Successful completion of this unit you will sit the CSCS (Construction Skills Certificate Scheme) Card test

PATHWAYS:

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 City and Guilds SCQF Level 5 or Level 4/5 course on Modern Construction and the Built Environment
- Scottish Vocational Qualifications in the area of construction crafts



ENTRY REQUIREMENTS:

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 April.

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

PATHWAYS:

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 Apprentice position within the building services industry or alternatively a full time position on a further education course.

ENGINEERING SYSTEMS – FOUNDATION APPRENTICESHIP

GLASGOW KELVIN COLLEGE

SCQF LEVEL 6

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



ENTRY REQUIREMENTS:

Glasgow Kelvin College

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, Physics or Chemistry (A-C) by end of S6

West College Scotland

You must have achieved:

- 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:

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.

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.

2 Year Model – Glasgow Kelvin College

Year 1: Tuesday and Thursday all day. 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)

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. You will gain vocational qualifications that combine sector-specific skills alongside the knowledge that underpins these skills in a workplace setting.

QUALIFICATION BREAKDOWN:

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.

PATHWAYS:

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 – FOUNDATION APPRENTICESHIP

SCQF LEVEL 6

CITY OF GLASGOW COLLEGE

ENTRY REQUIREMENTS:

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

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 - G97J 46:

- NC in Mechanical Engineering SCQF Level 6
- 4 units of SVQ in Performing Engineering Operations at SCQF Level 6.

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.

PATHWAYS:

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

SCQF LEVEL 6
OPEN TO S6 PUPILS

CITY OF GLASGOW COLLEGE

ENTRY REQUIREMENTS:

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

PATHWAYS:

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.



PAINTING AND DECORATING

SCQF LEVEL 5

SOUTH LANARKSHIRE COLLEGE

ENTRY REQUIREMENTS:

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 April.

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

PATHWAYS:

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

QUANTITY SURVEYING

SCQF LEVEL 7
OPEN TO S6 PUPILS

SOUTH LANARKSHIRE COLLEGE

ENTRY REQUIREMENTS:

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 (HNC) 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

- Quantative 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

PATHWAYS:

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



ENTRY REQUIREMENTS:

You must have:

- 3 passes at National 4, one of which should be Maths
- Due to the competitive nature of this sector, it helps if you demonstrate a real passion for gaming

ATTENDANCE PATTERN:

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

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

PATHWAYS:

You will have the opportunity to progress to studying the NC in Computer Games Development. If you have Higher Mathematics progression to the HNC/D in Computer Games Development is encouraged.

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 designer or games tester

CREATIVE & DIGITAL MEDIA – FOUNDATION APPRENTICESHIP

SCQF LEVEL 6
OPEN TO S5 FOR 2 YEAR MODEL /
S6 FOR 1 YEAR MODEL

CITY OF GLASGOW COLLEGE, GLASGOW CLYDE,
GLASGOW KELVIN COLLEGE OR WEST COLLEGE SCOTLAND

ENTRY REQUIREMENTS:

City of Glasgow College, Glasgow Clyde and Glasgow Kelvin College

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

- Achieved or working towards Higher (A-C) in relevant subject areas – IT, English, Maths etc. by end of S6

West College Scotland

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, 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:

2 Year – City of Glasgow College, Glasgow Clyde and Glasgow Kelvin College

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

2 Year Model – West College Scotland

Year 1: Tuesday and Thursday (1.30 to 4pm). The duration of the course is August to June

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

Tuesday and Thursday all day 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.

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 in 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:

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.

PATHWAYS:

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



CYBER SECURITY

SCQF LEVEL 6

GLASGOW CLYDE COLLEGE – CARDONALD CAMPUS

ENTRY REQUIREMENTS:

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). The duration of the course is from the end of August to April.

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

PATHWAYS:

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

DATA SCIENCE

SCQF LEVEL 6

GLASGOW CLYDE COLLEGE – CARDONALD CAMPUS

ENTRY REQUIREMENTS:

You must have:

- 3 passes at National 5, which should include Maths Science or Computing
- a clear interest in the subject area

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

The aim of the National Progression Award (NPA) in Data science is to provide you with the knowledge and skills in this area. Data science is one of a number of emerging technologies, which include artificial intelligence and machine learning, which are becoming vital for contemporary societies. You will develop an understanding of what data science is used for, the principles behind it, and gain practical skills in analysing large datasets. Glasgow Clyde College will prepare you with necessary academic skills to progress on to Higher Education or to the workplace.

QUALIFICATION BREAKDOWN:

National Progression Award in Data Science SCQF level 6:

Mandatory Units:

- Data Citizenship
- Data Science

You will also complete one optional unit, which the college will choose.

Optional Units:

- Computer Programming
- Data Science: Statistics
- Machine Learning
- Data Science: Project
- Data Security
- Statistics

PATHWAYS:

National Certificate (NC) in Computing with Digital Media

- Higher National Certificate (HNC) in Data Analytics
- Higher National Diploma (HND) Computer Science
- Technical or Graduate Apprenticeship in Data Analytics
- BSc Computer Science or Data Science

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

A career in:

- Business intelligence analyst
- Data analyst
- Data engineer
- Data scientist
- Statistician
- Systems analyst



ICT HARDWARE SYSTEM SUPPORT – FOUNDATION APPRENTICESHIP

GLASGOW KELVIN COLLEGE

SCQF LEVEL 6
OPEN TO S5 FOR
2 YEAR MODEL /
S6 FOR 1 YEAR MODEL



ENTRY REQUIREMENTS:

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 – Information Technology, Maths, Computing Science etc. by end of S6

ATTENDANCE PATTERN:

2 Year Model – Glasgow Kelvin College

Year 1: Tuesday and Thursday (pm)

Year 2: 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.

PATHWAYS:

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



ENTRY REQUIREMENTS:

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

ATTENDANCE PATTERN:

2 Year Model- City of Glasgow College

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. 1 week in June

1 Year Model: City of Glasgow College

Tuesday and Thursday all day 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.

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:

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.

PATHWAYS:

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

PROFESSIONAL THEATRE PREPARATION

SCQF LEVEL 6

GLASGOW CLYDE COLLEGE – LANGSIDE CAMPUS

ENTRY REQUIREMENTS:

You must be working towards or have:

- English National 5
- Previous experience of drama, theatre groups, acting clubs, Higher Drama or equivalent

ATTENDANCE PATTERN:

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

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.

PATHWAYS:

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

SOUND PRODUCTION

SCQF LEVEL 6

GLASGOW CLYDE COLLEGE – ANNIESLAND

ENTRY REQUIREMENTS:

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 April.

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

PATHWAYS:

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





TELEVISION PRODUCTION

SCQF LEVEL 5

GLASGOW CLYDE COLLEGE – CARDONALD CAMPUS

ENTRY REQUIREMENTS:

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 April.

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

PATHWAYS:

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 Skillsset. <http://creativeskillsset.org>

FASHION BRAND RETAILING

SCQF LEVEL 7

GLASGOW CALEDONIAN UNIVERSITY

ENTRY REQUIREMENTS:

You must have:

- National 5 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).

Term 1 - August to December:

- Theme 1: The Fashion Supply Chain (students will learn about the various processes involved in taking a product from initial design concept through to presentation for sale on the shop floor).

Term 2 - January to April:

- Theme 2: The Fashion Demand Chain (students will learn about the development of retailing within the fashion industry and about what makes a fashion brand retailer successful).

PATHWAYS:

You might go on to do:

An undergraduate degree programme at GCU in the following areas:

- BA International Fashion Branding (Fashion Branding, marketing communications)
- BA Fashion Design with Business
- BA International 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.

INTRODUCTION TO FASHION DESIGN AND PRODUCTION

SCQF LEVEL 4

GLASGOW KELVIN COLLEGE – SPRINGBURN CAMPUS

ENTRY REQUIREMENTS:

You must have:

- 3 passes at National 4, which should include English and Maths
- a keen interest in working towards a career in the fashion industry

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

The Introduction to Fashion Design and Production course is aimed at anyone interested in working in the fashion industry or studying fashion design at college or art school. Glasgow Kelvin College will provide you the skills which will prepare you to design and produce fashion garments exploring a range of techniques and allowing you the chance to make your own garments using a range of materials. You will also have the opportunity to learn introductory pattern drafting techniques and sewing techniques suitable for a range of items and designs.

VOCATIONAL OPTION BREAKDOWN:

- Industrial Machine Sewing Skills: An Introduction
- Fashion Design – An Introduction
- Art & Design – Introduction to Surface Decoration

PATHWAYS:

You might go on to do:

- A one year full time course National Certificate (NC) or National Qualification (NQ) course, in a related area of study such as Fashion Design & Manufacture or Fashion: Design and Production with Retail at a college of further education

BARBERING

SCQF LEVEL 5

SOUTH LANARKSHIRE COLLEGE

ENTRY REQUIREMENTS:

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:

You will infill to a full time course, therefore timetable will be negotiated with the college in June.

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

PATHWAYS:

You might go on to do:

- SVQ Level 3 Barbering
- Modern Apprenticeship
- Employment





ENTRY REQUIREMENTS:

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 April.

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 nail art, 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 Traditional Head Massage

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

PATHWAYS:

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.



HAIR, BEAUTY AND MAKE-UP

SCQF LEVEL 5

GLASGOW CLYDE COLLEGE - LANGSIDE CAMPUS

ENTRY REQUIREMENTS:

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 April.

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
- Day and Corrective Make-Up

PATHWAYS:

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

SCQF LEVEL 4

GLASGOW CLYDE COLLEGE - LANGSIDE CAMPUS

ENTRY REQUIREMENTS:

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 April.

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

PATHWAYS:

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



ENTRY REQUIREMENTS:

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

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. 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.

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. **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 a work placement.

QUALIFICATION BREAKDOWN:

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.

PATHWAYS:

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



GROW COOK AND EAT

SCQF LEVEL 1

WEST COLLEGE SCOTLAND

ENTRY REQUIREMENTS:

You should:

- have an interest in Horticulture
- have an interest in Practical Bakery

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 healthy eating along with food preparation and 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

In House College Certificate:

- Gardening Skills

PATHWAYS:

- 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 units

HORTICULTURE

SCQF LEVEL 1

GLASGOW CLYDE COLLEGE – LANGSIDE CAMPUS

ENTRY REQUIREMENTS:

You should have:

- a genuine interest in Horticulture
- National 4 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

PATHWAYS:

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

INTRODUCTION TO BARISTA SKILLS

SCQF LEVEL 5

VOCATIONAL FACILITIES @ BARRHEAD HIGH SCHOOL

ENTRY REQUIREMENTS:

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 aim of the Introduction to Barista course is to 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 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 SCQF Level 5 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

QUALIFICATION BREAKDOWN:

1 National Unit credit at SCQF level 5, this is not a group award

- Barista Skills

PATHWAYS:

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 – CITY CAMPUS

ENTRY REQUIREMENTS:

You must have:

- 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:

Introduction to Food Service Skills Certificate City of Glasgow College Award – SCQF Level 4:

- REHIS – Elementary Food Hygiene Certificate

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.

PATHWAYS:

You might go on to do:

- Other National Qualifications in Events, Professional Cookery or other Hospitality related subjects.



PROFESSIONAL COOKERY

SCQF LEVEL 4

GLASGOW CLYDE COLLEGE - VOCATIONAL FACILITIES @ BARRHEAD HIGH SCHOOL

ENTRY REQUIREMENTS:

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 April.

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.

VOCATIONAL OPTION 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.

PATHWAYS:

You might go on to do:

- A full time National Certificate (NC) in Hospitality or 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.

SHOESTRING COOKERY

SOUTH LANARKSHIRE COLLEGE

ENTRY REQUIREMENTS:

You must:

- be interested in cooking as this is a practical course where you will learn to cook in a commercial kitchen
- be able to work independently in a commercial kitchen

ATTENDANCE PATTERN:

Friday morning (9:15am to 11am). The duration of the course is August to April.

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



ACCESS TO PRIMARY EDUCATION/ CHILDHOOD PRACTICE

SCQF LEVEL 6

SOUTH LANARKSHIRE COLLEGE

ENTRY REQUIREMENTS:

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).

PATHWAYS:

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.

INTRODUCTION TO TEACHER EDUCATION

OPEN TO S6 PUPILS

SOUTH LANARKSHIRE COLLEGE

ENTRY REQUIREMENTS:

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 & 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:

Please note, you will be exploring 4 themes, this is not a Group Award:

- Getting to know your own skills
- How learning works
- Components of effective teaching
- Putting it altogether

PATHWAYS:

You might go on to do:

- A full time higher education course in primary or secondary teacher, 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





MARITIME SKILLS

SCQF LEVEL 4

CITY OF GLASGOW COLLEGE – RIVERSIDE CAMPUS

ENTRY REQUIREMENTS:

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 April.

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.

You will learn the safety aspects of any job in the maritime sector, including: safe working practices on board ship, life-saving principles, basic first aid and basic fire safety. Basic engineering involved with small boats, such as pumping and steering mechanism are reviewed and the routine care and maintenance of the engine and auxiliaries on a boat.

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

PATHWAYS:

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

PERSONAL AND SOCIAL DEVELOPMENT TRANSITIONS

SCQF LEVEL 3/4

CITY OF GLASGOW COLLEGE – CITY CAMPUS

ENTRY REQUIREMENTS:

You must:

- have a diagnosis of ASD
- be 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 April.

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.

QUALIFICATION BREAKDOWN:

Please note you will be studying 3 Units at SCQF level 3, and a City of Glasgow College Award at SCQF Level 3/4 this is not a Group Award:

- Core Skills
- Communication
- Personal and Social Development
- Skills for Life and Work

PATHWAYS:

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.



POOL LIFEGUARDING

SCQF LEVEL 5
OPEN TO S5/6 PUPILS

EAST RENFREWSHIRE CULTURE AND LEISURE

ENTRY REQUIREMENTS:

You must:

- be 16 years of age at the start of the course
- be able to meet the following criteria:
 - jump/dive into deep water
 - swim 50 meters in less than 60 second
 - swim 100 meters continuously on front and back in deep water
 - tread water for 30 seconds
 - surface dive to the floor of the pool
 - climb out unaided without ladder/steps and where the pool design permits

ATTENDANCE PATTERN:

Friday morning (8:45am to 10.15am). The duration of the course is August to April.

COURSE OUTLINE:

The National Pool Lifeguard Qualification is the most widely recognised lifeguard qualification in the UK & Ireland and is a requirement for most lifeguarding jobs in the country. East Renfrewshire Culture and Leisure will provide you with the opportunity to develop the knowledge and practical skills to work as a pool provide lifeguard and administer first aid as required, including CPR, AED and pool related rescue equipment.

QUALIFICATION BREAKDOWN:

IQL Level 2 Award in Pool Lifeguarding, Intervention, Supervision and Rescue – SCQF Level 5

- The Lifeguard and the Law, Swimming Pool Supervision
 - Intervention and Rescue and Emergency Action Plans
 - Cardiopulmonary Resuscitation, AED and First Aid
- Please note, this course is physically demanding and will include swimming to set times, lifting casualties and diving in to the deepest part of the swimming pool.

PATHWAYS:

You might go on to do:

- Employment as a Swimming Pool Attendant, Recreation Assistant, or Beach Lifeguard

SPORT AND RECREATION

SCQF LEVEL 5

GLASGOW CLYDE COLLEGE – LANGSIDE CAMPUS

ENTRY REQUIREMENTS:

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 April.

COURSE OUTLINE:

Are you interested in working within the sports sector and studying National 5 level? The main 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

PATHWAYS:

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

POLICE STUDIES

SCQF LEVEL 7/8

SOUTH LANARKSHIRE COLLEGE

ENTRY REQUIREMENTS:

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 (HNC) in Police Studies course has been developed in conjunction with Police Scotland. South Lanarkshire College will provide you the knowledge, skills and attitudes which will support you in making an application to Police Scotland. Some of the units studied will involve examining criminology, evaluating the Scottish legal system, developing your individual fitness, improving your team working skills and getting a high quality work placement.

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

PATHWAYS:

You might go on to:

Undertake further Academic Qualifications such as:

- 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

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

UNIFORMED AND EMERGENCY SERVICES

SCQF LEVEL 4

GLASGOW KELVIN COLLEGE – SPRINGBURN CAMPUS

ENTRY REQUIREMENTS:

You must: • have an interest in Uniformed Services

Please note, much of the course is fitness orientated, therefore it is recommended that you are actively involved in sports or fitness.

ATTENDANCE PATTERN:

Tuesday all day (9.30am to 4pm). The duration of the course is August to April.

COURSE OUTLINE:

The Uniformed and Emergency Services Course has been designed to provide you with opportunities to develop 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 course will provide different learning environments and experiences that include visits, visiting speakers, role play and other practical activities.

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
- Working in Teams

PATHWAYS:

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 Apprentice position within a garage or alternatively a full time position on a further education course.





ENTRY REQUIREMENTS:

You must:

- A genuine interest in car mechanics and enjoy working as part of a team

ATTENDANCE PATTERN:

Tuesday all day (9.30am to 4pm). The duration of the course is August to April.

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. 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.

PATHWAYS:

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.

NOTES



NOTES



MORE INFORMATION



For the latest news and information, please see the S5 SNHS homepage on the school's website.

The image displays two screenshots of the St Ninian's High School website. The top screenshot shows the homepage with a navigation menu on the left and a central content area. A grey arrow points from the 'S5 2018-19 Website' link in the menu to the second screenshot. The second screenshot shows the 'Applicant's Medicine Practical Afternoon Course' page, featuring the AppliCAN logo and the slogan 'DON'T BE AN APPLICANT, BE AN APPLICAN'. The page also includes a 'STAFF' list and a 'CONTACT US' section.

St Ninian's High HOME

LATEST INFORMATION

- School Handbook 2018/19
- School Calendar 2018/19
- Improvement Plan 2018-19 Year 3
- St Ninian's High School Standards and Quality Report 2017-18
- Faith Audit 2017-18
- Local Improvement Plan 2018-2021
- Developing the Young Workforce Implementation Plan 2015-2020
- Co-Curricular Programme 18/19
- The Catholic School
- Severe Weather Contingency Website
- School Admission Arrangements
- Privacy Notice
- S2 Website 2018-2019
- S3 Website 2018-2019
- S4 Website 2018-19
- S1 2018-19 Website
- S6 2018-19 Website
- SQA Exam Timetable 2019
- School Holiday Arrangements 2018/19
- School Holiday Arrangements 2019/20
- S5 2018-19 Website**
- Secondary School Lunch Menu
- Faith Audit 2016-17

Celebrating Achievement

Please let us know about your achievements via this link so that we can celebrate these.

Applicant's Medicine Practical Afternoon Course

APPLICAN
DON'T BE AN APPLICANT, BE AN APPLICAN

STAFF

Head Teacher	Mr J Cunningham
S1	Mr T Linn
S2	Mr M Gallagher
S3	Miss S Cunningham
S4	Mr B Ross
S5	Mr S McManis
S6	Miss T Hingray
SNHS	Mr J Pennington
SNHS	Mr M Gallagher
SNHS	Miss S Cunningham
SNHS	Mr T Linn

CONTACT US

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