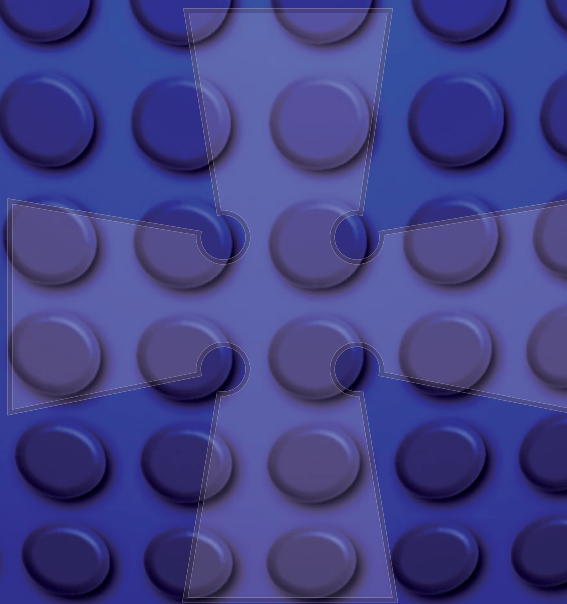




SAINT NINIAN'S HIGH SCHOOL

2017 -18
A Year of
Opportunities to
Build for the Future
For Senior Students



SUBJECT DETAILS SESSION
2017 - 2018



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A MESSAGE FROM YOUR HEAD TEACHER

Dear Young Person,

Sixth Year provides young people with the opportunity to experience a range of academic and vocational options which will further develop the relevant knowledge, skills and attributes that will help prepare you for life, learning, and employment.

It is our aim that you will leave S6 as confident, successful young people who will use the experience, and opportunities gained throughout your time at Saint Ninian's to contribute effectively to society.

The courses you study will deepen learning, develop skills, and prepare you for the next stage of lifelong learning. The curriculum offered capitalises on the opportunities for extending access to learning through partnerships with colleges and other agencies.

During this stage you will take increasing responsibility for your studies providing the opportunity for further specialisation, depth of learning, and choice.

Programmes of learning in the senior phase are designed to meet the needs of all learners in progressing from your prior levels of achievement. The curriculum is marked by:

- continuing exposure to rich learning experiences which will further develop your attributes and capabilities, building on your learning from S5
- 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 lives, for example in tertiary education or in employment;
- an emphasis on health and well-being and on spiritual and moral development and formation
- opportunities for personal development and for reflecting on progress;
- opportunities for developing a wide range of personal achievements, both in and away from school, and recognition of those achievements;
- opportunities to build up a portfolio of qualifications.

Please maximise the opportunities offered and enjoy your time in Sixth Year.

With every best wish,
John Docherty



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

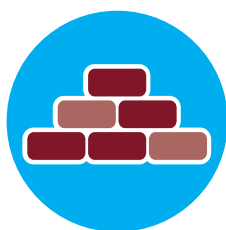


EMPLOYMENT

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



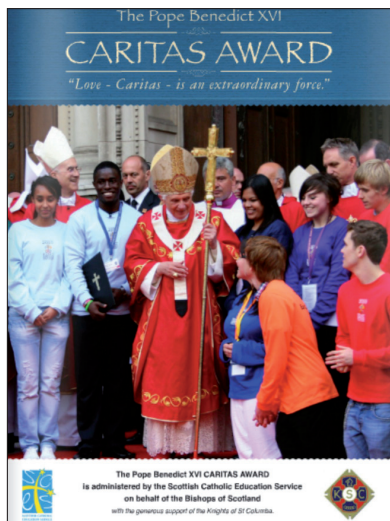
6th Year

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 person's 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
English	Higher English	34
	Advanced Higher English	34
	Higher ESOL	35
Environment & Life Sciences	National 5 Biology	35
	Higher Human Biology	36
	Advanced Higher Biology	37
	Higher Geography	37
	Advanced Higher Geography	38
History	Higher History	38
	Advanced Higher History	39
Home Economics	Higher Fashion & Textile Technology	39
	National 5 Hospitality	40



Department	Course	Page
Maths	National 4 Lifeskills Maths	40
	National 5 Maths	41
	Higher Maths	41
	Advanced Higher Maths	42
Modern Languages	Higher French	42
	Advanced Higher French	43
	Higher Spanish	43
	Advanced Higher Spanish	44
	National 4 Mandarin	44
	Higher Mandarin	45
	Advanced Higher Mandarin	45
Modern Studies	Higher Modern Studies	46
	Advanced Higher Modern Studies	46
Performing Arts	Higher Drama	47
	Advanced Higher Drama	48
	Higher Music	49
	Advanced Higher Music	49
Physics	Higher Physics	50
	Advanced Higher Physics	50
Physical Education	Higher Physical Education	51
	Advanced Higher Physical Education	51
	Higher Dance	52
	Sports Development	52
	SFA Refereeing	53
Religious Education	Higher Religious, Moral & Philosophical Studies	53
Design & Technology	National 5 Graphic Communication	54
	Higher Graphic Communication	54
	Advanced Higher Graphic Communication	55
	National 5 Design and Manufacture	55
	Higher Design and Manufacture	56
	National 4/5 Practical Woodworking	56
	Creative CADD/CAM Engineering	57



ADDITIONAL COURSES FOR 2017-18

APPLIED ANATOMY UNIT (SCQF LEVEL 7)

Attendance Pattern: Friday Morning (Periods 1 – 3), an Out of School Vocational Course.

Pupil Eligibility: Pupils must have achieved an A for Higher Human Biology.

Course Description:

This Unit is designed to provide a good working knowledge of human anatomy. It includes competences and scope of practice as specified by the Society of Sports Therapists. This is a mandatory Unit in the framework of the HNC/HND Sports Therapy Group Award.

On completion of the Unit the candidate should be able to:

1. Perform applied and surface anatomy procedures on a human body.
2. Describe the structure and function of bone.
3. Explain the relationship between joint structures and movement.
4. Describe the structure and function of skeletal muscle.
5. Describe major muscles by position, origin, insertion and action.

Outcome 1 will be assessed by direct observation of practical skills recorded on a lecturer checklist. Outcomes 2 and 4 will be assessed by open-book extended response report. Outcomes 3 and 5 will be assessed by closed-book restricted response.

HUMAN BODY STRUCTURE AND FUNCTION UNIT (SCQF LEVEL 8)

Attendance Pattern: Friday Morning (Periods 1 – 3), a School Based Course.

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:

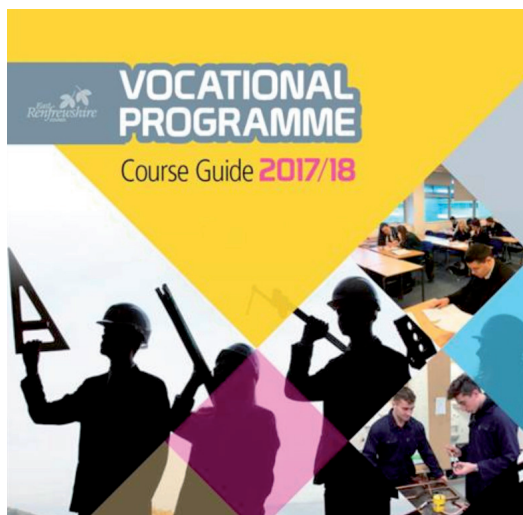
1. Use a range of 2D CAD software including AutoCAD, Techsoft 2D Design and Serif PagePlus.
2. Use a range of 3D CAD software including AutoDesk Inventor, Fusion and Revvit.
3. Understand and apply British Standards and conventions.
4. Design CAD designs and models to be manufactured using CAM Systems.
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



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	ESOL – SCQF Level 4/5	58
Animal Care	Animal Care – SCQF Level 4	58
Aviation & Travel	Airport Operations - SCQF Level 5/6	59
	Up in the air and on the ground – SCQF Level 4/5	59
Business & Finance	Human Resources and Law – SCQF Level 6	60
Care, Health, Life Sciences & Social Care	Applied Anatomy – SCQF Level 7	60
	Early Education and Childcare – SCQF Level 4	61
	First Aid – SCQF Level 6	61
	Forensic Science – SCQF Level 5/6	62
	Health and Social Care – SCQF Level 6	62
	Human Body Structure and Function – SCQF Level 8	63
	Introduction to Nursing – SCQF Level 5	63
	Pharmacy Services – SCQF Level 6	64
	Playwork and Childcare – SCQF Level 5	64
	Psychology – SCQF Level 6	65
Community and Flexible Learning	Youth Work – SCQF Level 6	65
Construction & Engineering	Building Services Engineering – SCQF Level 5	66
	Building Services Engineering – SCQF Level 6	66
	Building Services Engineering – SCQF Level 7	67
	Construction Crafts – SCQF Level 4 & 5	67
	Construction Crafts – SCQF Level 5	68
	Construction Industry Crafts – SCQF Level 5	68
	Construction Management – SCQF Level 7	69
	Construction Skills Certificate Scheme (CSCS) – SCQF Level 4	69
Creative, Digital Industries & Music	Computer Games Development – SCQF Level 5/6	70
	Photography – SCQF Level 6	70
	Professional Theatre Preparation – SCQF Level 6	71
	Sound Production – SCQF Level 6	71
	Television Production – SCQF Level 5	72
	Urban Music – SCQF Level 5/6	72
Fashion & Design	Fashion Brand Retailing – SCQF Level 7	73
Hair & Beauty	Barbering – SCQF Level 3	73
	Hair, Beauty and Make-Up – SCQF Level 5	74
	Hairdressing – SCQF Level 4	74
	Fantasy Make Up - SCQF Level 4	75
	Make-Up Artistry and Beauty Therapy – SCQF Level 4	75








Horticulture, Hospitality & Landscaping	Craft Bakery – SCQ Level 4/5	76
	Grow Cook and Eat – SCQF Level 1	76
	Introduction to Food Service Skills – SCQF Level 3/4	77
	Professional Cookery – SCQF Level 4	77
	Shoestring Cookery	78
Nautical	Maritime Skills – SCQF Level 5	78
Personal Development	Comedy through Confidence – SCQF Level 6	79
	Transitions Programme – SCQF Level 3/4	79
Retail	Retailing – SCQF Level 5	80
Sports	Sport and Recreation: Outdoor Sports – SCQF Level 5	80
Unformed and Emergency Services	Unformed and Emergency Services – SCQF Level 4	81
Vehicle Systems	Automotive Skills – SCQF Level 4	81
	Cycle Maintenance (Bicycle) – SCQF Level 3	82
	Vehicle Maintenance – SCQF Level 3	82



THE SIXTH YEAR AGREEMENT








Once you have negotiated your curriculum for next session you will sign the **Formal Written Agreement** for session 2017-2018. 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

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 at 7pm on Tuesday 19 September 2017. 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 25 August 2017 All applicants should have registered online
- Friday 8 September 2017 All personal details, including exam results entered
- Friday 27 October 2017 first draft of applicants personal statement submitted to Pastoral teacher, with parental signature
- Friday 10 November 2017 all choices for university courses entered
- Friday 17 November 2017 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 15 December 2017.

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 2017/18 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

February and March 2017:

- 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 23 February
- Individual Interviews with Pastoral Support Teacher begin Monday 27 February
- All forms must be submitted by Friday 17 March

May 2017:

- SQA Examinations

June 2017:

- 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 2017:

- 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

- 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 2017-18



ART & DESIGN

HIGHER

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. Two ideas are completed, one of which is further 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 two composition arrangements and show 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 image.

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 IT.

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 range of related development lines 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 find 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 IT.

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. Pupils may also be applying to folio preparation courses; these allow students to build on their folio for application to degree courses.



ART & DESIGN – DESIGN

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:

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 range of related development lines 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 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 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

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 topics/areas of study.

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



ACCOUNTING

HIGHER

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 Intermediate 2 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%.

The final exam is a 2 hour paper which can cover all topics in the course.

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.

CHEMISTRY

NATIONAL 5

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 January.

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 consists of two sections.

Section 1 – Multiple Choice (worth 20 marks) Section 2 – Written Paper (worth 60 marks)

The Chemistry Assignment is submitted in March and is externally marked by the SQA (worth 20 marks).

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:

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 a material's physical properties.

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 and the Higher Chemistry Assignment

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 topic issues. They will also undertake a literature research and practical investigation related to a topical issue. Candidates will use their research to complete a written assignment, detailing their findings. This is completed in class, under exam conditions in January.

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 consists of two sections.
Section 1 – Multiple Choice (worth 20 marks)
Section 2 – Written Paper (worth 80 marks)

The Higher Chemistry Assignment is submitted in March and is externally marked by the SQA (worth 20 marks).

The total mark given for the course is 120 marks (exam + assignment) and is graded A-D.

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:

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 and will study the use of medicines.

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 30 marks)
Section 2 – Written Paper (worth 70 marks)

The Advanced Higher Chemistry Project Report is submitted in March and is externally marked by the SQA (worth 30 marks).

The total mark given for the course is 130 marks (exam + project report) and is graded A-D.

SKILLS DEVELOPED:

Candidates who achieve Advanced Higher Chemistry are mature, confident individuals and are able to work on their own. Studying for Advanced Higher 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:

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 National5 Computing Science. Pupils "crashing" the subject will be considered after discussion with staff.

COURSE OUTLINE:

The course consists 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 infrastructure and client/server side scripting
- Relational Database Design
- Website design using CSS, JavaScript and HTML
- Computer Software

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 Higher qualification in Computing 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, networking (software and

PATHWAYS:

Pupils can elect to continue to further their study of computing through the Advanced Higher Computing Science (2016/17)

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 | Computer Games Development | Network Administrator |

Software Design and Development

In this unit you will learn to:

- Computer Architecture
- Explain aspects of the software development process
- Features of a software development environment including different language types
- 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.

hardware) and creating and interrogating Information Systems including on line 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.



ENTRY REQUIREMENTS:

Grade A or B in Higher Computing Science.

COURSE OUTLINE:

The course consists of 2 units and a coursework unit (worth 60%)

Software Design and Development

This Unit explores a range of advanced concepts and processes relating to software design and development, including the use of standard algorithms, structured data types and a range of programming constructs. Learners will develop skills in, developing well-structured, complex modular programs through practical tasks, using appropriate programming languages. Through investigative and practical work, learners will gain an understanding of the similarities and differences in different contemporary programming paradigms.

ASSESSMENT:

There are 2 unit assessments which are made up of 3 outcomes per unit. Each unit has both written and practical assessments
Pupils sit an external examination out of 60 marks which is worth 40% of

SKILLS DEVELOPED:

The Advanced Higher qualification in Computing 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 object

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/Computer Games Development/Network Administrator/
Systems Analyst/IT Consultant

Information System Design and Development

This Unit explores a range of advanced concepts and processes relating to the design and development of complex information systems. Learners will develop skills in developing and implementing complex information systems through practical tasks using appropriate development tools. Learners will develop their independent learning skills by investigating a contemporary development, describing its purpose, features and applications, a related technical challenge or current area of development, examining its legal and/or ethical implications, and evaluating its environmental, economic and/or social impact.

The coursework is an extended project where students must design and implement a solution to a real life problem. This is worth 60% of the final mark.

their final grade. The other 60% is made up from a coursework project which is solving a problem through their skills in Information Systems and Software Development.

oriented programming, advanced sorting and searching algorithms, data structures, SQL with dynamic databases and PHP programming. The course encourages them to make judgments, assess and compare ideas, and evaluate data.

NPA IN COMPUTER GAMES DESIGN

SCQF LEVEL 5

ENTRY REQUIREMENTS:

Achieved Intermediate 2 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.



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 a 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.

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.

PATHWAYS:

Because 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.

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 three elements:

Analysis and Evaluation

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

Creation and Production

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

ASSESSMENT:

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

Component 1 — Portfolio learners will submit a **dissertation** which will be at least 2,500 words long and two pieces of writing for two different purposes. This portfolio will have 60 marks

Added Value

The Course assessment is to assess added value of the Course and will focus on challenge — requiring greater depth or extension of knowledge and/or skills and application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate.

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 poem or extract from a poem. The question paper will have 40 marks

SKILLS DEVELOPED:

The AH 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 responses to literature. The literary texts studied are sophisticated and substantial. Students will develop their reading skills through supported as well as independent study of texts, through discussion of their reactions

to these texts and through timed written responses. Most importantly, students will develop the study skills required for university through the demands of the dissertation which requires independent decision-making, the management of deadlines, the consultation of academic works of criticism and the development of a complex line of thought.

PATHWAYS:

Because 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.

**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:

Because 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 4 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:

Worth 120 marks and split over 2 components:

- | | | |
|---------------|----------------|-----------|
| • Component 1 | Question Paper | 100 marks |
| • Component 2 | 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 Communication (3 SCQF Credit points)

This Unit covers the nervous system and parts of the brain; perception and memory as storage, retention and retrieval of information; the cells of the nervous system and neurotransmitters at synapses; communication and social behaviour.

Immunology and Public Health (3 SCQF Credit points)

In this Unit, learners will develop knowledge and understanding through the key areas of non-specific defences; specific cellular defences; the transmission and control of infectious diseases; active immunisation and vaccination and the evasion of specific immune responses by pathogens.

There will also be an Assessment at the end of each unit (UAS) and a practical write up to be completed for the SQA.

- 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/Research/Marine Science and many more.

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.

There will also be an Assessment at the end of each unit (UAS) and a practical write up to be completed for the SQA.

- 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 Intermediate 2 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:

The Assignment is worth 33%. The remaining 67% is based on the end of year exam.

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 40 marks, and a document paper of 3 questions worth 20 marks. The final exam consists of one paper and the total time allocation is 2 hours and 20 minutes.

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

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.

The Impact of the Great War, 1914-1928

A study of conflict and its political, social, economic and cultural effects, illustrating the themes of conflict, change and identity. OR

Migration and Empire, 1830-1939

A study of population movement and social and economic change in Scotland and abroad between 1830 and 1939, illustrating the themes of empire, migration and identity.

There is an assignment which is completed in class time and is submitted to the SQA for marking around Easter (worth 30 marks)

- 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



HISTORY

ADVANCED HIGHER

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
- Presenting conclusions in a clear way, while reflecting the complexity of the issue under consideration

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

COURSE OUTLINE:

The Course has three mandatory Units:

Fashion and Textile Technology: Fashion and Textile Choices (Higher)

In this Unit, learners will investigate a range of issues influencing the fashion/textile industry. This could include ethical, environmental, economic, social and cultural issues. They will explain how these issues influence decisions taken by industry and choices made by consumers, and evaluate how fashion/textile items meet a range of consumer or industry needs. They will communicate their findings in an appropriate way.

Fashion and Textile Technology: Fashion/Textile Item Development (Higher)

In this Unit, learners will explore the fashion item development process. They will develop knowledge and understanding of how industry develops and creates fashion/textile items. They will produce and evaluate their own fashion item to meet the needs of a brief.

Fashion and Textile Technology: Textile Technologies (Higher)

In this Unit, learners will develop and apply their knowledge and understanding of textile technologies and construction techniques. Learners will explore the characteristics and properties of a range of textiles and analyse the impact of these in making fashion/textile items for a specified purpose. They will develop and use a range of textile construction techniques and independently use tools and equipment to make fashion/textile items which are fit for purpose.

ASSESSMENT:

Course assessment structure:
Worth 100 marks and split over 2 components

Component 1 — assignment 60% of the marks
Component 2 — practical activity 40% of the marks

SKILLS DEVELOPED:

- analyse and apply understanding of textile properties and characteristics
- investigate issues which influence the fashion/textile industry and consumers
- apply understanding of the impact of fashion trends on the fashion/textile industry
- use research, management and technological skills to plan, make and evaluate fashion/textile items to meet a range of specified needs
- demonstrate a range of textile construction techniques to make fashion/textile items

PATHWAYS:

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



HOSPITALITY

NATIONAL 5

ENTRY REQUIREMENTS:

An interest in food and cooking

COURSE OUTLINE:

The Hospitality course in Practical Cookery has been designed as primarily a 'hands on' practical course and aims to provide the development of techniques and skills required for food production appropriate for domestic and hospitality situations.

The course units are –

- Cookery Skills, Techniques and Processes
- Understanding and Using Ingredients
- Organisational Skills for Cooking

ASSESSMENT:

To gain the course award, candidates must pass all unit assessments as well as the final assessment. The final assessment is a practical assignment set by SQA. Candidates are required to plan, prepare, cook and serve a three course meal for four people within the allocated time of 2 hours 30mins.

SKILLS DEVELOPED:

This course enables candidates to develop practical cooking skills, develop skills in organisation and time management, develop knowledge and understanding of current dietary advice relating to the selection and preparation of ingredients, develop an understanding of the characteristics of ingredients and an awareness of their sustainability and embed the principles of food safety and safe working practices.

PATHWAYS:

- **Industry** – in food preparation, product development, quality control, design, marketing and retail and in the hospitality industry
- **Research** - in health and foods
- **Education of children** - young people and adults in school, colleges and universities and in adult, community and vocational education

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 pupils are assessed after each Unit and must pass all 3 units

The final exam consists of two papers,
Paper I – Non Calculator worth 40 Marks (1 hour)
Paper II – Covers all three units and is worth 50 marks (1 hour and 30 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:

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

The final exam consists of two papers,
Paper I – Non calculator 60 Marks (1hr and 10 mins)
Paper II – Calculator 70 Marks (1 hour and 30 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

The final exam consists of one 3hr long paper.

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.

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:

Internal Assessment:

- Talking: one recorded presentation of choice and follow-up discussion on a language topic (assessed in February/March)
Reading: one reading comprehension
Listening: comprehension questions from a recording heard up to three times
Writing: one piece of supported writing, 150-200 words to specified headings (past experiences, leisure, and aspirations)

External Assessment:

- Talking: see internal assessment above (30%)
Reading: one reading comprehension with translation into English (40%)
Listening: comprehension questions from a recording heard twice (20%)
Writing: personal opinion 120-150 words, linked to Listening and Directed Writing to stimulus in English 150-180 words (10%)
Writing: personal opinion, linked to Listening (120-150 words)
Directed: 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:

Internal Assessment:

- Talking: a discussion on a topic with your class teacher
- Reading: one reading comprehension
- Listening: comprehension questions from a recording heard three times
- Writing: specialist study unit – log book

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 + OPQ
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 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:

Internal Assessment:

- Talking: one recorded presentation of choice and follow-up discussion on a language topic (assessed in February/March)
- Reading: one reading comprehension
- Listening: comprehension questions from a recording heard up to three times
- Writing: one piece of supported writing, 150-200 words to specified headings (past experiences, leisure, and aspirations)

External Assessment:

- Talking: see internal assessment above (30%)
- Reading: one reading comprehension with translation into English (40%)
- Listening: comprehension questions from a recording heard twice (20%)
- Writing: personal opinion 120-150 words, linked to Listening and Directed Writing to stimulus in English 150-180 words (10%)

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:

Internal Assessment:

- Talking: a discussion on a topic with your class teacher
- Reading: one reading comprehension
- Listening: comprehension questions from a recording heard three times
- Writing: specialist study unit – log book

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 +OPQ
 - 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:

At National 4 level pupils will work on three units:

Understanding language

This is about your ability to read and listen to written and spoken Mandarin

Using language

This is about your ability to talk and write in Mandarin

Added Value Unit

You will choose a topic you wish to study with help from your teacher. You will read 2 straightforward written texts in Mandarin related to this topic and show your understanding in English of these two texts by responding to questions your teacher will ask. Afterwards you will select relevant information to give an oral presentation on the topic you have investigated. Finally your teacher will ask you questions about the topic you have chosen in Mandarin.

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.

**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:**Internal Assessment:**

Talking: one recorded presentation of choice and follow-up discussion on a language topic (assessed in February/March)
 Reading: one reading comprehension
 Listening: comprehension questions from a recording heard up to three times
 Writing: one piece of supported writing, 150-200 words to specified headings (past experiences, leisure, and aspirations)

External Assessment:

Talking: see internal assessment above (30%)
 Reading: one reading comprehension with translation into English (40%)
 Listening: comprehension questions from a recording heard twice (20%)
 Writing: personal opinion 120-150 words, linked to Listening and Directed Writing to stimulus in English 150-180 words (10%)
 Writing: personal opinion, linked to Listening (120-150 words)
 Directed: 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 Mandarin

COURSE OUTLINE:

The Advanced Higher course comprises two units studied simultaneously:

Understanding Language Using Language

ASSESSMENT:**Internal Assessment:**

Talking: a discussion on a topic with your class teacher
 Reading: one reading comprehension
 Listening: comprehension questions from a recording heard three times
 Writing: specialist study unit – log book

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 +OPQ
 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 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 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:

The question paper

The final exam in Higher Modern Studies lasts 2 hours and 15 minutes, is marked out of 60 and is worth 2/3 of the overall grade. Each of the three units of the Higher Modern Studies course will be assessed in the Question Paper. Within the Higher Modern Studies Question Paper both knowledge and skills will be assessed. Questions will be worth either 8, 12 or 20 marks.

The Assignment

The CFE Higher Modern Studies Assignment is marked out of 30 marks and is worth 1/3 of the overall grade. In the Higher Modern Studies Assignment students choose a Modern Studies issue in which there are alternative views. Students research the issue and 'write up' during the 'production of evidence stage' a report on their findings under supervised conditions.

The 'production of evidence' stage will last up to 90 minutes

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

ENTRY REQUIREMENTS:

Have passed Higher Modern Studies

COURSE OUTLINE:

Study Theme 1: Political Issues and Research Methods

This Study Theme will be based on a study of the following contexts, with reference to the UK (including Scotland) and to the USA:

Context A: Power and Influence

A comparison of interest and pressure groups and their impact on the political process.

A comparison of the mass media and their influence on the decision making process— A comparison of the controls on interest and pressure groups and the mass media.

Context B: Living Political Ideas

Political theories, thoughts and ideas; the relationship between political ideas and ideologies, the contemporary relevance of political ideas.

Research Methods

In addition to the above mandatory content in relation to each context, candidates should examine case studies to illustrate the operation, advantages and disadvantages of political and 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 Intermediate 2 Drama (recommended B or better).

COURSE OUTLINE:

Unit 1: Drama Skills

Based on a theme or issue selected in class, candidates investigate, devise and craft their own dramatic presentation as part of a group. Following the presentation candidates will evaluate their own performance and the performance of others. This performance and evaluation, in conjunction with written evidence of the creative process in planning, devising and directing rehearsals, accumulated throughout the rehearsal period, will form the evidence to support a pass in the unit.

Unit 2: Production Skills

This unit is focused upon both exploring and applying complex production skills in Drama. These Production Skills include: Actor, Director, Sound Designer, Props Master, Make up Designer and Costume Designer. Candidates will explore extracts from selected texts and work collaboratively in order to ensure that their production skills reflect the performance concept decided on by the group. Following their presentation candidates will evaluate the effectiveness of their production role in communicating the group's performance concept. Alongside their presentation and their evaluation candidates will provide written evidence of their understanding of the text and its theatrical context, their progression from their initial production skills ideas to selecting and applying appropriate production skills within a chosen production role in order to communicate a performance concept.

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 (40 marks)

The Question Paper is split into two Sections and is marked externally by SQA.

- Section 1: Textual Analysis (20 Marks)

Candidates will be required to analyse a selected text.

- Section 2: Performance Analysis (20 marks)

Candidates will be asked to write an analysis of a production that they have seen.

To gain Higher Drama learners must pass the two units and the Course Assessment.

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.

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.

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 practitioners. This may take the form of an essay, a presentation or any other appropriate form.

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 Intermediate 2 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) and a Question Paper (exam worth 40 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 two Components. A performance or a portfolio of music (worth 60 marks) and a final question paper (worth 40 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 1 – Portfolio Option

Portfolios will be marked externally by SQA. Learners will compile a portfolio including a minimum of two contrasting pieces of music and to be presented in

the form of an audio folio. This must include at least one original composition. The portfolio should include between 12 and 14 minutes of music that is original to the learner.

Component 2 – Question Paper

This is marked externally by SQA. Learners sit a Question Paper in May 2016 in common with pupils across Scotland.

To gain Advanced 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:

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 four 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

Researching Physics

The assignment

ASSESSMENT:

To gain the Course award, the learner must pass all of the units (the internal assessment) as well as the Course assessment.

The Course assessment consists of an assignment (worth 20 marks) and an examination paper (worth 100 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 and 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

• Quanta and Waves

• Electromagnetism

• Investigating Physics

ASSESSMENT:

To gain the Course award, the learner must pass all of the units (the internal assessment) as well as the Course assessment.

The Course assessment consists of an investigation (worth 30 marks) and an examination paper (worth 100 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.



PHYSICAL EDUCATION

HIGHER

ENTRY REQUIREMENTS:

A pass in National 5 Physical Education. Passed Higher English

COURSE OUTLINE:

Performance - Unit Assessment

The Unit assessment is a practical assessment carried out through observation. Assessment is based on a learner's performance in two activities. Learners will be assessed on their ability to consistently respond to and meet the demands of performance and to make appropriate decisions for effective outcomes.

Factors Impacting on Performance – Unit Assessment

Learners will be required to provide evidence of their understanding of the factors that impact on performance. They will evaluate and analyse their personal performance and implement approaches to address factors that impact on that performance.

Course Assessment

Performance is assessed internally and externally moderated; worth 60 marks (candidates will select one activity in which to be assessed). Performance Assessment will comprise of a one-off performance in a competitive environment. Factors Impacting on Performance is assessed externally by a Question Paper, worth 40 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.

PHYSICAL EDUCATION

ADVANCED HIGHER

ENTRY REQUIREMENTS:

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

COURSE OUTLINE:

Course has two mandatory internally marked units:

Physical Education: Performance Skills

In this Unit, learners will develop their movement and performance by selecting and consistently applying an appropriate repertoire of skills and techniques in chosen activities. They will learn how to problem solve and make effective decisions, while adapting these skills and techniques in challenging performance contexts.

Learners will develop consistency in the precision, control and fluency of movement; and their body management, particularly spatial awareness, will be enhanced through the study of this Unit. They will also learn how to react to the mental, emotional, social and physical demands of their personal performance, as they apply compositional, technical and tactical awareness within challenging performance contexts.

Physical Education: Factors Impacting on Performance

In this Unit, learners will develop their independent research, analytical, and evaluative skills by investigating a range of factors which have an impact on performance in physical activities. Learners will investigate and consider how mental, emotional, social and physical factors can positively and/or negatively affect performance.

Course Award

As well as the internal units, learners will also 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:

The Course provides opportunities for learners to be inspired and challenged by creating, demonstrating and appreciating dance. Learners will use knowledge and understanding of dance techniques and choreographic skills to inform practice, and will also develop skills in appreciating dance practice and theatre arts. As learners develop their knowledge, understanding and skills, they will learn how to use dance techniques and choreography creatively to enhance performance. They will experiment with a range of dance styles and learn how to apply them to enhance their own performances and the performances of others.

Learners will also be encouraged to explore the use of theatre arts in dance.

Performance

The purpose of this performance is to assess the learner's ability to apply and combine technical skills and performance

skills. Learners will perform two solos, each in a different dance genre.

In total the performance will have 70 marks (50% of the total marks), comprising two technical solos, each worth 35 marks.

Each solo will be assessor-choreographed and last one and a half to two minutes.

Choreography

The purpose of the practical activity is to assess the learner's ability to apply problem-solving, critical thinking, interpretation and reflective practice to create and present a choreography for a minimum of three dancers, and review the choreographic process.

In total the practical activity will have 70 marks (50% of the total marks). There are two Sections: Choreography and Choreography Review, each worth 35 marks.

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.

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.



SFA REFEREEING

PERSONAL DEVELOPMENT

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

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 two in response to questions on the origin of the universe and humanity.

ASSESSMENT:

The course assessment is split between an assignment (30 Marks) and the final exam (60 Marks). There is also an assessment at the end of each of the three units which must be passed in order to gain the Higher.

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

NATIONAL 5

ENTRY REQUIREMENTS:

Have passed National 4 Graphic Communication. Pupils with no prior attainment in this subject may be considered after discussion with the department.

COURSE OUTLINE:

The National 5 Graphic Communication Course enables learners to develop skills in graphic communication techniques, including the use of equipment, graphics materials and software. Learners extend and apply knowledge and understanding of graphic communication standards, protocols and conventions, and develop an understanding of the impact of graphic communication technologies on our environment and society.

The Course develops knowledge and skills in sketching and drawing everyday items in orthographic and pictorial projections using both manual and computer-aided methods. Candidates will develop an understanding of the need for clear and accurate drawings.

In addition, candidates will have the opportunity to develop analytical thinking and creativity. Acquiring knowledge of the importance of graphics in an industrial context will provide a perspective on commerce and industry.

ASSESSMENT:

The course consists of 2 units:

1. 2D Graphic Communication
2. 3D Graphic Communication

Students must pass both units to gain a course award.

Added Value

The course assessment consists of a 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 assessment tasks.

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**

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 (Intermediate 2) 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.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

As well as the Course assessment, the Course includes two mandatory Units. Both Units are designed to provide progression to the corresponding Units at Advanced Higher.

ASSESSMENT:

The course consists of two units:

1. 2D Graphics
2. 3D Graphics

Students must pass both units to gain a course award.

Added Value

The course assessment consists of a project which is worth 50% of the overall grade.

The remaining 50% is 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.

Experience will be gained in evaluating the effectiveness of visual communication that will enable the candidate to apply principles of composition in the production of computer-produced presentation.

ASSESSMENT:

The course consists of two units:

1. Commercial and Visual Media Graphics
2. Technical Graphics

Students must pass both units to gain a course award.

Added Value

The course assessment consists of a project which is worth 60% of the overall grade.

The remaining 40% 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

NATIONAL 5

ENTRY REQUIREMENTS:

Having passed National 4 Design and Manufacture. Pupils with no prior attainment in this subject may be considered after discussion with the department.

COURSE OUTLINE:

The National 5 Design and Manufacture course enables learners to develop skills in the design and manufacturing of models, prototypes and products. Pupils will gain a knowledge and understanding of manufacturing processes and materials. They will also gain an understanding of the impact of design and manufacturing technologies on our environment and society.

Underpinning these are the activities which support them – creative, iterative and designer thinking, problem solving, understanding the relationship between cause and effect of decisions taken, an engagement with a variety of technologies in both design and manufacture, dialogue and discussion, and the articulation, communication and realisation of ideas.

ASSESSMENT:

The course consists of 2 units:

1. Design
2. Materials and Manufacturing

Students must pass both units to gain a course award.

Added Value.

The **Course assessment** consists of a two-section Question paper (exam marked by the SQA) and an Assignment (marked in

Accordance with SQA guidelines).

Question Paper – 60 marks (40%)

Assignment – 45 marks for Design Skills and 45 marks for practical skills (60%)

SKILLS DEVELOPED:

- Students will develop skills in the design and manufacturing of straightforward models, prototypes and products.
- A knowledge and understanding of manufacturing processes and materials, the ability to devise design and manufacturing solutions to straightforward and more complex practical problems.
- The ability to select and use a range of tools, equipment, software and materials.

- The ability to use modelling and manufacturing techniques in 3D and communicate design proposals.
- Proposals will be evaluated and ideas for improvement suggested.

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: **Surveying, Building Trade Apprenticeships, Architecture, CAD Technician, Mechanical Engineering, Civil Engineering, Graphic Design, Electrical Engineering, Product Design**



DESIGN AND MANUFACTURE

HIGHER

ENTRY REQUIREMENTS:

National 5 Design & Manufacture or equivalent (Intermediate 2 Product Design) 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 (or Product Design), National 5 Graphic Communication or Art and Design would be beneficial.

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 units:

- Design
- Materials and Manufacture

Students must pass both units to gain a course award.

Added Value

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

- Question Paper - 50%
- Design Assignment – 50%

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 4/5

ENTRY REQUIREMENTS:

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

COURSE OUTLINE:

The Course 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 materials, as well as adjusting and maintaining a range of hand tools. 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.

ASSESSMENT:

To gain the award of the Course, the candidate must achieve all component Units of the Course, as well as the Course assessment.

The three units are:

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

Added Value

The Course assessment consists of a final project which assesses the skills developed in the units. The course project is internally assessed and externally verified and determines the grade awarded.

The level of presentation will be determined by the candidate's response to the unit projects.

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)**



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 units:

- 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 CADD/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 CADD/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**



ESOL

SCQF LEVEL 4/5

GLASGOW CLYDE COLLEGE – CARDONALD CAMPUS

ENTRY REQUIREMENTS:

ESOL skills level 3/4

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

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

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

VOCATIONAL OPTION BREAKDOWN:

Please note, you will be studying units at SCQF Level 4/5, this is not a Group Award:

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

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 IT.

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.

ANIMAL CARE

SCQF LEVEL 4

GLASGOW CLYDE COLLEGE – CARDONALD CAMPUS

ENTRY REQUIREMENTS:

You must have a genuine interest in animals and be at ease around animals e.g. horses, dogs and cats.

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

The Steps to Work award provides the opportunity to develop practical and person-centred skills.

Glasgow Clyde College offer the Animal Husbandry unit. This will help you to develop basic skills which contribute towards the health and well-being of animals, as well as developing a basic understanding of normal characteristics of animals. In addition, the Personal Development unit allows you to improve self-reliance and confidence by developing your interpersonal skills as you work with others to carry out a group project.

QUALIFICATION BREAKDOWN:

Steps to Work Animal Husbandry SCQF Level 4:

- Animal Husbandry: An Introduction

- Assist with an Event
- Personal Development: Self in Community

PATHWAYS:

This course will compliment your school portfolio and help you gain entry to a Level 4 college programme.

See relevant job profiles at PlanIT Plus website: www.planitplus.net



AIRPORT OPERATIONS

SCQF LEVEL 5/6

WEST COLLEGE SCOTLAND – PAISLEY CAMPUS

ENTRY REQUIREMENTS:

- National 5 English
- National 4 Maths
- You must have a genuine interest in working at an airport, good communication skills and a strong desire to deliver excellent customer service

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

The Award in Airport Services & Ground Operations will provide you with the opportunity to learn how an airport works, how airlines operate, where they fly to, the different types of aircraft they use and the regulations governing safety and security. The programme will include a visit to Glasgow Airport, where you will see first-hand how it operates and be given a behind the scenes tour of the airport. It will provide you with an introduction to airports, airlines and the travel industry and develop your employability skills for working at an airport.

VOCATIONAL OPTION BREAKDOWN:

Award in Airport Services & Ground Operations – SCQF Level 5/6:

- Airport Ground Operations
- Learn to check-in
- Introduction to Swissport Training

PATHWAYS:

You might go on to do a full time higher education course such as:

- NC International Travel
- Air Cabin Crew and Ground Operations

To work at the airport, you must be 18 years old and be able to provide a five year background check.

See relevant job profiles at PlanIT Plus website www.planitplus.net

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, 1 of which should be English and Maths

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

The Up in the air and on the ground: Hospitality, Events and Tourism course is a new and exciting collaborative that brings together the world of Travel, Events and Hospitality in an innovative and inspirational way. A practical course which will focus on developing a range of skills within the City of Glasgow College CITYAIR resource which is a simulated airline cabin and purpose built Airline Check-in desks. You will develop a range of food and drink service skills from counter service to Barista training, plan and participate in events within a realistic live restaurant environment.

To further enhance learning, visits are included to Tourist destinations within the city and Glasgow Airport.

QUALIFICATION BREAKDOWN:

Please note, you will be studying 5 units at SCQF Level 4/5, this is not a Group Award:

- Service of Food and Drink
- Introduction to Beveridge's
- Assist with an Event Level
- Event Theming
- Working as Air Cabin Crew
- Resort Representation: An Introduction

PATHWAYS:

You might go on to do:

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

See relevant job profiles at PlanIT Plus website www.planitplus.net



HUMAN RESOURCES AND LAW

SCQF LEVEL 6

GLASGOW CLYDE COLLEGE – CARDONALD CAMPUS

ENTRY REQUIREMENTS:

You must have:

- 3 passes at National 5, 1 of which should be English

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

The National Progression Award (NPA) in Human Resources and Law has been developed with the purpose of providing you with basic skills in human resources (HR) administration and the fundamental aspects of Scots law relevant to working in the human resources area. The NPA places a high degree of emphasis upon employability and essential skills.

This course provides you with the opportunity to understand and explain how contracts are formed and become legally binding, how their validity and enforceability can be affected, how they can be terminated and the effect of termination, as well as the consequences of breach of contract.

It is designed to provide an understanding of the importance of effective human resource management in a modern organisation. It also provides you with the knowledge and skills to understand the relationship between employer and employee, and the legislation relating to dismissal, redundancy, discrimination, and equality.

QUALIFICATION BREAKDOWN:

National Progression Award in Human Resources and Law SCQF Level 6:

- Law of Contract: An Introduction
- Human Resource Administration
- Employment Law: An Introduction

PATHWAYS:

This NPA will provide you with a secure comprehension of the basic elements of both labour law and human rights which can be carried forward into a career.

You might go on to do:

- Further study at a college of Further Education undertaking National Qualifications, National Certificates, Higher National Certificates, Higher National Diplomas and degrees in legal services, business management or human resources. The level you might enter would depend on the level and relevance of your other qualifications
- Employment and/or training in the legal services, business management or human resources related industry

See relevant job profiles at PlanIT Plus website www.planitplus.net

APPLIED ANATOMY

SCQF LEVEL 7

GLASGOW CLYDE COLLEGE – CARDONALD CAMPUS

ENTRY REQUIREMENTS:

You must be working towards or have:

- Human Biology Higher grade or Advanced Higher
- one other Higher / Advanced Higher or equivalent

- You should also have a genuine interest in one of the following fields: anatomy, medicine, physiotherapy, sports science and veterinary science

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

This challenging course is aimed primarily at candidates who wish to pursue a medical or sports therapy related course and is designed to provide a good working knowledge of human anatomy in preparation for university study. The unit provides underpinning knowledge for the more technical units, which includes competences and scope of practice as specified by the Society of Sports Therapists. On completion of the unit you should be able to perform applied and surface anatomy procedures on a human body, describe the structure and function of bone, explain the relationship between joint structures and movement, describe the structure and function of skeletal muscle and describe major muscles by position, origin, insertion and action.

QUALIFICATION BREAKDOWN:

Applied Anatomy SCQF Level 7:

- Applied Anatomy

There are no UCAS points attached to this unit.

Please note as part of the delivery of the course, you should be aware that there will be a 'hands-on' approach to learning anatomical structures, with a requirement for surface contact with other students (i.e. upper limb anatomy will require exposure of the upper arms).

PATHWAYS:

Combined with some Higher qualifications, this unit may help to enhance your application to university and to prepare you for first year university studies in Anatomy, Medicine, Physiotherapy, Sports Science, Veterinary Science etc.

See relevant job profiles at PlanIT Plus website www.planitplus.net



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 May.

COURSE OUTLINE:

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

QUALIFICATION BREAKDOWN:

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

- Child Development
- Play

- Care of Children
- Working in Early Education and Childcare

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

PATHWAYS:

You might go on to do:

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

See relevant job profiles at PlanIT Plus website www.planitplus.net

FIRST AID

SCQF LEVEL 6

GLASGOW CLYDE COLLEGE – CARDONALD CAMPUS

ENTRY REQUIREMENTS:

You need only have an interest in first aid.

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

The aim of this unit is to allow you to develop the skills to deal effectively with casualties who are injured or who suffer a sudden illness prior to medical aid being available. You will want to learn the current first aid procedures in order to save a life and may want to learn about first aid in the workplace. The unit will give you the skills to take the correct actions promptly and effectively in the event of an accident.

VOCATIONAL OPTION BREAKDOWN:

SQA Higher First Aid at Work – SCQF Level 6:

The following will be addressed in line with current guidelines:

- The management of first aid
- The theory and practice of life saving procedures

- The assessment, management and treatment of injuries and conditions
- Demonstrate first aid procedures and treatment of injuries and conditions in line with current Health and Safety Executive guidelines

PATHWAYS:

This qualification may help you decide to take up a career within the health or care sectors.

It will benefit you no matter what career you decide to choose as it is relevant to all industries in relation to health & safety.

If your aim is to be the first aider in the workplace, you must achieve the First Aid at Work qualification.

See relevant job profiles at PlanIT Plus website www.planitplus.net



FORENSIC SCIENCE

SCQF LEVEL 5/6

GLASGOW CLYDE COLLEGE – CARDONALD CAMPUS

ENTRY REQUIREMENTS:

You must have:

- National 5 Biology, Chemistry and Physics

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

This course will begin with the unit Forensic Science: Applications which introduces the fundamental techniques of forensic science. Introducing research skills and technical laboratory testing. The second unit for this programme will address the Forensic Science: Practical Techniques which develops your practical skills and awareness of the role of science in society, simulated crime scenes and investigations.

VOCATIONAL OPTION BREAKDOWN:

Introduction to Forensic Science SCQF Level 6:

- Forensic Science: Applications
- Forensic Science: Practical Techniques

PATHWAYS:

You might go on to do:

Combined with some Higher qualifications, you could progress to HNC level science courses or to university to study Forensic Science.

See relevant job profiles at PlanIT Plus website www.planitplus.net

HEALTH AND SOCIAL CARE

SCQF LEVEL 6

GLASGOW CLYDE COLLEGE – LANGSIDE CAMPUS

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 May.

COURSE OUTLINE:

This is an introductory course designed to equip you with the knowledge and understanding relevant to the health and social care sector. The NHS, local authorities, voluntary and private organisations make up this sector and provide care to people in a variety of establishments and settings, such as nursing homes, residential care homes, hospitals and resource centres. Care is also provided for people within their own homes, and in day centres and via outreach support in the community.

QUALIFICATION BREAKDOWN:

Skills for Work: Health and Social Care SCQF Level 6:

- Understanding and Supporting People in Health and Social Care Settings
- Care Principles and Practice
- Working in Health and Social Care Settings

- Health, Safety and Protection Issues in Care Settings

This is a non-graded higher (no exam), a pass will offer 24 SCQF points and 45 UCAS points. This course is very demanding in terms of written work, study at home and group work.

PATHWAYS:

The demand for services in this sector is increasing and as a result the need for health and social care professional staff and workers is also increasing.

You might go on to do:

- Further study at a college of Further Education undertaking a National Certificate (NC) in Health and Social Care or Social Services or Early Education and Childcare. This could lead to a place on a Higher National Certificate course (HNC) in Social Care, Health Care, Occupational Therapy Support or Early Education and Childcare
- Further study at a University (depending on meeting other entry requirements) in nursing, social work, occupational therapy, teaching, psychology or other social care or social science related courses
- Employment in an entry level job in care – such as a Home Support Worker or Care Assistant, where you would be required to undertake an SVQ Level 2 or 3 during our employment depending on the job role you were successful in securing

See relevant job profiles at PlanIT Plus website www.planitplus.net



HUMAN BODY STRUCTURE AND FUNCTION

SCQF LEVEL 8

WEST COLLEGE SCOTLAND

ENTRY REQUIREMENTS:

You must have:

- Biology or Human Biology Higher or Advanced Higher, 4 other Higher or Advanced Highers
- 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 is a double credit unit at SCQF Level 8. As such it entails approx. 80 hours of teaching and 80 hours of study and equates to Year 2 of university biology degree programmes. The unit offers you the opportunity to extend your knowledge and develop an understanding of selected body systems and how the human body co-ordinates these systems to maintain homeostasis. In studying these systems, you will also discover what happens when things go wrong, covering conditions as diverse as hyperthyroidism, gigantism and coronary heart disease.

QUALIFICATION BREAKDOWN:

Human Body Structure and Function Level 8:

- Structure & function of the skeletal system
- Reflex actions
- Function of the blood and heart
- Structure and function of respiratory system
- Structure and function of urinary system
- Structure and function of digestive system
- Examples of laboratory experiments

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.

See relevant job profiles at PlanIT Plus website www.planitplus.net

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 May.

COURSE OUTLINE:

The Introduction to Nursing programme will provide students with an introduction to the nursing profession which will allow them to examine a career in nursing or health care. The course consists of some practical sessions within the college skills lab carrying out basic nursing skills such as bed bathing and prevention of infection.

The roles available within nursing will be explored and the responsibilities of a health care professional will be addressed. Candidates will be introduced to speakers from the health care sector and will attend clinical placement visits to meet with different areas within nursing.

To support employment opportunities, certificates include Emergency First Aid, Health and Safety and an Introduction to Mental Health

VOCATIONAL OPTION BREAKDOWN:

Please note you will be studying 4 Units at SCQF level 5, this is not a Group Award:

- Basic Health Care Needs
- Prevention of Infection
- The Human Body
- Roles and Responsibilities (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.

See relevant job profiles at PlanIT Plus website www.planitplus.net



PHARMACY SERVICES

SCQF LEVEL 6

GLASGOW KELVIN COLLEGE – SPRINGBURN CAMPUS

ENTRY REQUIREMENTS:

You must have:

- English, Mathematics, Chemistry and one other subject at National 5

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

The National Certificate (NC) Pharmacy Services course will provide you with the opportunity understand the role of the Pharmacy Technician within the Health Service or retail trade. The specialist subjects, taught by a qualified pharmacist will provide you with an understanding of the regulation of medicines and health professionals in relation to the public.

QUALIFICATION BREAKDOWN:

National Certificate in Pharmacy Services SCQF Level 6:

- Pharmaceutics: Good dispensing practice
- Pharmaceutics: Legal and Ethical Controls
- Pharmaceutics: Preparation and Use of Pharmaceutical Dosage Forms
- Pharmacology: An Introduction
- Pharmacology: Medicines Used in the Treatment of Clinical Conditions
- Pharmacology: Infection and malignant disease

- Human Physiological Processes
 - Medical Terms Associated with Common Medical Conditions: An Introduction
 - Microbiology for Healthcare: An Introduction
 - Building Blocks
- Please note, to obtain full SVQ3, candidates would need to do additional work experience.

PATHWAYS:

Further study at a college of Further Education undertaking Higher National Certificates, Higher National Diplomas and degrees in Pharmacy Science or Applied Biological Science. The level you might enter would depend on the level and relevance of your other qualifications

- Employment and/or training in the Health Service or Pharmacy Retail industry

See relevant job profiles at PlanIT Plus website www.planitplus.net

PLAYWORK AND CHILDCARE

SCQF LEVEL 5

GLASGOW CLYDE COLLEGE – CARDONALD CAMPUS

ENTRY REQUIREMENTS:

You must have or be working towards:

- English National 5
- Be 16 years old prior to commencement of course

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

The National Progression Award (NPA) in Playwork and Childcare course offers you an introduction to the basic knowledge and skills required to prepare you for further study leading to potential employment in the childcare sector and help you understand some of the demands and responsibilities for working in this sector. Relevant job opportunities would be in the following areas; Child Development Officer, Playworker or Nursery Assistant.

QUALIFICATION BREAKDOWN:

National Progression Award in Playwork and Childcare at SCQF Level 5

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

- Child Development and Health
- Children and Young People: Process of Play

- Children and Young People: Rights and Protection
- Supporting Children with Additional Support Needs
- Working with Children and Young People (placement unit)

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

PATHWAYS:

Successful completion will enable you to apply for registration as a support worker with the Scottish Social Services Council. 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 2 Playwork

See relevant job profiles at PlanIT Plus website www.planitplus.net



PSYCHOLOGY

SCQF LEVEL 6

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 May.

COURSE OUTLINE:

The central theme of the Higher Psychology course is to enable you to investigate psychological knowledge and research, which will promote your understanding of individual and social behaviour. You will analyse and evaluate concepts, theories and approaches, and will draw on research evidence to explain human behaviour.

QUALIFICATION BREAKDOWN:

Psychology SCQF Level 6:

- Psychology: Research
- Psychology: Individual Behaviour
- Psychology: Social Behaviour

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

PATHWAYS:

- HNC/D courses in social science at college or university degree courses in psychology, neuropsychology, arts, social sciences, sciences, criminology or business studies. The level you might enter would depend on the level and relevance of your other qualifications

Further information on psychology and the prospects it offers can also be found at www.bps.org.uk

See relevant job profiles at PlanIT Plus website www.planitplus.net

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

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

This National Progression Award (NPA) in Theory and Approaches to Youth Work 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

See relevant job profiles at PlanIT Plus website www.planitplus.net



BUILDING SERVICES ENGINEERING

SCQF LEVEL 5

GLASGOW KELVIN COLLEGE – SPRINGBURN CAMPUS

ENTRY REQUIREMENTS:

You must have:

- National 4 Maths

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

The National Progression Award (NPA) in Building Services Engineering will teach you the basic knowledge and skills required to prepare you for further study or potential career in heating and ventilation, plumbing, electrical installation, refrigeration and air conditioning. This new course has been approved by the industry skill sector lead bodies as the preferred entry qualification for the above trades.

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.

See relevant job profiles at PlanIT Plus website www.planitplus.net

BUILDING SERVICES ENGINEERING

SCQF LEVEL 6

GLASGOW KELVIN COLLEGE – SPRINGBURN CAMPUS

ENTRY REQUIREMENTS:

You must have:

- National 5 or Higher Maths

ATTENDANCE PATTERN:

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

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

COURSE OUTLINE:

This National Certificate (NC) in Building Services Engineering course can be used to enhance university entrance prospects for engineering courses or lead to direct entry onto HNC Building Services Engineering. The 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

See relevant job profiles at PlanIT Plus website www.planitplus.net



BUILDING SERVICES ENGINEERING

SCQF LEVEL 7

GLASGOW KELVIN COLLEGE – SPRINGBURN CAMPUS

ENTRY REQUIREMENTS:

You must have:

- Higher Maths & Physics

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 HNC course leads to a national qualification, recognised by employers, universities and professional bodies within the Building Services Engineering sector. The course 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.

The HNC course content contains all of the above disciplines with the added value of experiencing the functioning systems within the college workshops.

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
- See relevant job profiles at PlanIT Plus website www.planitplus.net

CONSTRUCTION CRAFTS

SCQF LEVEL 4 & 5

GLASGOW CLYDE COLLEGE – CARDONALD CAMPUS

ENTRY REQUIREMENTS:

You must have:

- 3 passes at National 4, one of which should be Maths and a Technical subject
- An interest in working in the construction industry

- Some aptitude for graphical forms of communication, as you will be required to read basic drawings.
- You are required to work independently and in a team

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

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

QUALIFICATION BREAKDOWN:

You will achieve two Skills for Work qualifications:

Skills for Work: Construction SCQF Level 4:

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

SCQF Level 5:

- Health & Safety & CSCS Testing

Skills for Work: Construction SCQF Level 5:

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

SCQF Level 5:

- Fabrication & Welding Engineering

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

See relevant job profiles at PlanIT Plus website www.planitplus.net



CONSTRUCTION CRAFTS

SCQF LEVEL 5

WEST COLLEGE SCOTLAND – PAISLEY CAMPUS

ENTRY REQUIREMENTS:

You must have:

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

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

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

QUALIFICATION BREAKDOWN:

Skills for Work in Construction SCQF Level 5:

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

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

See relevant job profiles at PlanIT Plus website www.planitplus.net

CONSTRUCTION INDUSTRY CRAFTS

SCQF LEVEL 5

GLASGOW KELVIN COLLEGE – SPRINGBURN CAMPUS

ENTRY REQUIREMENTS:

You must have:

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

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

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

QUALIFICATION BREAKDOWN:

National Progression Award in Construction SCQF Level 5:

Mandatory Units:

- Construction Safety Practices: An Introduction
- Construction Occupation Practices: An Introduction
- Efficient Construction Practices: An Introduction

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

- Brickwork
- Roofing Skills
- Carpentry and Joinery: An Introduction
- Preparing and Painting Surfaces
- Construction
- Develop Bench Joinery Skills
- Fundamentals of Cavity Walling

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

See relevant job profiles at PlanIT Plus website www.planitplus.net



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
- See relevant job profiles at PlanIT Plus website www.planitplus.net

CONSTRUCTION SKILLS CERTIFICATE SCHEME (CSCS)

SCQF LEVEL 4

WEST COLLEGE SCOTLAND – PAISLEY CAMPUS

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
- See relevant job profiles at PlanIT Plus website www.planitplus.net



COMPUTER GAMES DEVELOPMENT

SCQF LEVEL 5/6

WEST COLLEGE SCOTLAND

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 May.

COURSE OUTLINE:

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

QUALIFICATION BREAKDOWN:

National Progression Award in Computer Games Development SCQF Level 5:

- Computer Games Design

- Computer Games Media Assets
- Computer Games Development

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

See relevant job profiles at PlanIT Plus website www.planitplus.net

PHOTOGRAPHY

SCQF LEVEL 6

GLASGOW CLYDE COLLEGE – CARDONALD CAMPUS

ENTRY REQUIREMENTS:

You must have:

- A genuine interest in photography

- 3 passes at National 5, 1 of which should be English

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

Glasgow Clyde College will provide you with the opportunity to gain a full Higher award in Photography. This option covers many facets of society including reportage, landscape, sports and wildlife. It will develop your creativity and will provide you with the opportunity to reflect upon and interpret the world around you. This option will prepare you to produce and evaluate media images.

QUALIFICATION BREAKDOWN:

Photography SCQF Level 6:

- Photography: Image Making
- Photography: Contextual Imagery

This course is assessed through submission of a project; there is no final exam. The project component is submitted to the SQA for assessment and consists of one component, a project.

The project will have three sections:

1. 'Research and Investigation'; which includes a structured project proposal
2. 'Development and Production'; which covers both the development and production of photographic images
3. 'Evaluation'; which critically reflects both development and the final images produced for the project

PATHWAYS:

You might go on to do:

- A one year full time National Certificate (NC) or National Qualification (NQ) course, in a related area of study such as photography or media studies and production at a college of further education
- A full time higher education course, such as a Higher National Certificate (HNC), Higher National Diploma (HND) or degree in photography or related areas of study. The level you might enter would depend on the level and relevance of your other qualifications. You would also need a portfolio of art work

See relevant job profiles at PlanIT Plus website www.planitplus.net



PROFESSIONAL THEATRE PREPARATION

SCQF LEVEL 6

GLASGOW CLYDE COLLEGE – LANGSIDE CAMPUS

ENTRY REQUIREMENTS:

You must be working towards or have:

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

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

The National Progression Award (NPA) in Professional Theatre Preparation offers you the opportunity to develop your skills in acting. This course will provide the knowledge and skills and resources that may be called upon when preparing for interviews and auditions, for entry to drama courses and/or the theatre or performing arts profession. This course is designed to develop an appreciation of all aspects of preparing for a career in professional theatre.

It will encourage you to take a detailed, focused and professional approach to preparing for a variety of potential experiences that may lead to professional training and/or employment in the performing arts industry.

You will explore and develop performance skills and develop a deeper insight into the type of work available in the performing arts sector. The course will help prepare you to audition for courses at drama schools or colleges.

QUALIFICATION BREAKDOWN:

National Progression Award in Professional Theatre Preparation SCQF Level 6

- Preparation for Audition
- Drama: Acting Skills

There is one mandatory unit, Preparation for Audition, which will prepare you for the audition process through developing a broad

overview of the types of work available within the performing arts sector and preparing for, performing and evaluating your own audition performance. You will then work on the specific practical skill of acting. This course is highly practical in nature and there will be a balance of types of assessment, with an emphasis on practical assignments.

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

See relevant job profiles at PlanIT Plus website www.planitplus.net

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 May.

COURSE OUTLINE:

The National Progression Award (NPA) in Sound Production will offer you the opportunity to develop confidence in using equipment and software and be given opportunities to apply and develop your creative skills, enterprise, employability and planning whilst focusing on the music industry. You will also have the option to develop wider skills in a related area of the recorded music industry depending on your specific area of interest.

QUALIFICATION BREAKDOWN:

National Progression Award in Sound Production SCQF level 6:

- Sound Engineering and Production

- Sound: Understanding the Signal Path
- Sound: Music Remixing

PATHWAYS:

The National Progression Award opens up a very flexible route to progress to full time courses from school or college to Higher Education.

Successful completion of this NPA may provide opportunities for you to be considered for entry to other courses i.e. National Certificate in Sound Production. If you undertake the NPA in Sound Production: Recording you could also undertake further NPA programmes, e.g. the NPA in Sound Production: Live. A portfolio of two or more NPAs may provide opportunities to gain entry to a Higher National Course, e.g. HNC/HND Sound Production SCQF levels 7/8. Successful Sound Production students are capable of working in a variety of positions in the creative industries, including but not limited to:

- Recording Engineer
- Producer
- Live Sound Engineer
- Backline Technician
- Foley Artist

See relevant job profiles at PlanIT Plus website www.planitplus.net



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 May.

COURSE OUTLINE:

The National Progression Award (NPA) in Television Production will provide you with the techniques to plan and produce a short film. Using industry standard practices and high end equipment the course will offer you the knowledge and practical skills needed to gain an understanding of what is required within the television industry.

QUALIFICATION BREAKDOWN:

National Progression Award in Television Production SCQF level 5:

- Media: Directing a Single Camera Production
- Media: Sound Recording for Single Camera
- Media: Basic Video Camera Operations
- 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 Skillset. <http://creativeskillset.org>

See relevant job profiles at PlanIT Plus website www.planitplus.net

URBAN MUSIC

SCQF LEVEL 5/6

RIVERSIDE STUDIOS – SCQF LEVEL 5/6

ENTRY REQUIREMENTS:

You must have:

- A genuine interest in music
- Be musically creative but may have little or no instrument skills

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

Throughout the Urban Music course you will learn about remixing which involves making an alternative backing track/ arrangement for a song in a different musical style from the original. You will make up new beats and other parts for songs.

This is achieved by playing, programming new parts or sampling these new parts from other songs and matching them for pitch and tempo with elements of the original song - usually the vocal.

VOCATIONAL OPTION BREAKDOWN:

Please note you will be studying 2 Units at SCQF level 5/6, this is not a Group Award:

- Midi Sequencing
- Appreciation of Music SCQF Level 6

PATHWAYS:

You might go on to do:

- This qualification will compliment your school portfolio and help you gain entry to a full time higher education course, such as a National Certificate (NC), Higher National Certificate (HNC), Higher National Diploma (HND) or degree in Music and Sound Production. The level you might enter would depend on the level and relevance of your other qualifications

See relevant job profiles at PlanIT Plus website www.planitplus.net



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 International Fashion Business (Practical fashion design)

- BA International Retail Marketing (Retail, marketing)

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

See relevant job profiles at PlanIT Plus website www.planitplus.net

BARBERING

SCQF LEVEL 3

UCONCEPT

ENTRY REQUIREMENTS:

You should have:

- A genuine interest in barbering

- Enjoy working as part of a team and have a creative flair

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

This course is an ideal introduction for pupils starting out and who want a basic 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 and Guilds Level 1) SCQF Level 3:

- Prepare for Hair Services and Maintain Work Areas
- Contribute to Development of Effective Working Relationships
- Shampooing and Conditioning of Hair

- Blow Dry Hair
- Barbering Techniques

All courses involve a mix of theory and practical work, written assessment and portfolio production.

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 at a local college of further education usually over 2 years
- After training, and with relevant work experience, 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 and Salon Management

See relevant job profiles at PlanIT Plus website www.planitplus.net

See relevant job profiles at PlanIT Plus website www.planitplus.net



FANTASY MAKE UP

SCQF LEVEL 4

GLASGOW CLYDE COLLEGE – CARDONALD CAMPUS

ENTRY REQUIREMENTS:

You should have:

- Be working at National 4 level or above prior to commencement of the course
- A genuine interest in creative make-up
- Enjoy working as part of a team and have a creative flair

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

The Fantasy Make Up unit will introduce you to the concept of fantasy make up, where you will be encouraged to apply your creativeness in the design and application of make up in the context of a specific fantasy theme.

This would enhance any Monday to Thursday Hair, Beauty or Make up course.

QUALIFICATION BREAKDOWN:

Please note, you will be studying 1 unit at SCQF Level 4, this is not a Group Award:

- Explore and describe the concept of fantasy make up themes
- Design and plan a fantasy make up look from a specific theme
- Prepare and apply the fantasy make up look.

PATHWAYS:

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

See relevant job profiles at PlanIT Plus website www.planitplus.net

HAIR, BEAUTY AND MAKE-UP

SCQF LEVEL 5

EAST RENFREWSHIRE STYLE ACADEMY

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 May.

COURSE OUTLINE:

Glasgow Clyde College will provide you with a broad, experiential introduction to hairdressing, beauty and fashion.

Practical and theory sessions are designed to ensure you develop both vocational skills and the underpinning knowledge and understanding required for the hairdressing & beauty industry. Practical experience will include working on classmates to practice and perfect a variety of treatments including current techniques in long hair, makeup, nail and hand care and dress code. Written work will include workbooks, short tests, projects, portfolio production and home study. Emphasis throughout all units is on the employability skills and attitudes which will help to prepare you for the workplace.

This would enhance any other hair & beauty option.

VOCATIONAL OPTION BREAKDOWN:

Please note you will be studying 2 Units at SCQF level 5, this is not a Group Award:

- Current Techniques in Long Hair: Basic
- Hair, Beauty and Make Up: Personal Care and Appearance

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.

See relevant job profiles at PlanIT Plus website www.planitplus.net



HAIRDRESSING

SCQF LEVEL 4

EAST RENFREWSHIRE STYLE ACADEMY

ENTRY REQUIREMENTS:

You should:

- A genuine interest in hairdressing
- National 4 in English
- Enjoy working as part of a team and have a creative flair

You are required to work on each other and must be prepared to get treatments applied to your hair. You must demonstrate a level of maturity required for the course.

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

Glasgow Clyde College will provide you with a broad, experiential introduction to hairdressing. The focus is on experiencing a salon environment and the development of vocational skills, knowledge and understanding. Practical experience of general salon duties, reception skills, communication and customer care is included. Emphasis throughout all units is on employability skills and attitudes which will help prepare you for the workplace.

QUALIFICATION BREAKDOWN:

Skills for Work - Hairdressing SCQF level 4:

- Salon Awareness

- Working in the Salon
- Employability Skills

- Creativity

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

All courses involve a mix of theory and practical work, written assessment and portfolio production.

See relevant job profiles at PlanIT Plus website www.planitplus.net

MAKE-UP ARTISTRY AND BEAUTY THERAPY

SCQF LEVEL 4

GLASGOW CLYDE COLLEGE – CARDONALD CAMPUS

ENTRY REQUIREMENTS:

You must:

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

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

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

Studying at Glasgow Clyde College will ensure you experience a broad introduction to this area of study. Practical and theory sessions are designed to ensure you develop both vocational skills and the underpinning knowledge and understanding required. Practical experience will include working on classmates to practice and perfect a variety of treatments including facials, manicures, make-up and face paint. 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 Cosmetology SCQF Level 4:

Mandatory Units:

- Working with Customers and Colleagues
- Product Awareness

- Career Options and Choices
- Health and Safety
- Prepare and Assist in a Workplace Environment

PATHWAYS:

You might go on to do:

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

See relevant job profiles at PlanIT Plus website www.planitplus.net



CRAFT BAKING

SCQF LEVEL 4/5

GLASGOW CLYDE COLLEGE – LANGSIDE CAMPUS

ENTRY REQUIREMENTS:

You must have:

- An interest in baking, Catering or Hospitality

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 Bakery at SCQF level 4 develops practical bakery skills in craft baking, bread making, cake decoration and pastry making. This award is aimed at candidates who are interested in pursuing a career in the bakery or catering industries, but do not necessarily have any prior experience.

QUALIFICATION BREAKDOWN:

National Progression Award in in Bakery SCQF Level 4/5:

- Craft Baking: An Introduction
- Bread Making: An Introduction
- Pastry
- Cake Decorating: An Introduction

PATHWAYS:

You might go on to do:

- Employment
- 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

See relevant job profiles at PlanIT Plus website www.planitplus.net

GROW COOK AND EAT

SCQF LEVEL 1

WEST COLLEGE SCOTLAND

ENTRY REQUIREMENTS:

You should:

- have an interest in Horticulture
- have an interest in Practical Cookery

ATTENDANCE PATTERN:

Wednesday (10am to 1pm). 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:

- Healthy basic cooking, producing a one-course cooked meal

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 suite units

See relevant job profiles at PlanIT Plus website www.planitplus.net



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 May.

COURSE OUTLINE:

The Introduction to Food Service course will give you an opportunity to develop a range of employability skills for the Hospitality Industry; including food and drink service skills, food hygiene skills and team working skills. You will build self-confidence and gain an awareness of the opportunities for employment within the Hospitality Industry.

VOCATIONAL OPTION BREAKDOWN:

- REHIS – Elementary Food Hygiene Certificate

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

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

- Customer Care
- Local Tourist Attraction
- Introduction to Food Service Skills

PATHWAYS:

You might go on to do:

- Other National Qualifications in Events, Professional Cookery or other Hospitality related subjects.
- Employment and/or training in an accounting related industry.

See relevant job profiles at PlanIT Plus website www.planitplus.net

PROFESSIONAL COOKERY

SCQF LEVEL 4

WEST COLLEGE SCOTLAND – PAISLEY CAMPUS

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 May.

COURSE OUTLINE:

The National Progression Award (NPA) in Professional Cookery will provide you with the opportunity to develop basic practical skills necessary to work in the catering industry. You will learn skills in professional cookery, whilst working in the training kitchens within the Hospitality department. You will be preparing and presenting food in a realistic working environment throughout the academic year.

QUALIFICATION BREAKDOWN:

National Progression Award in Professional Cookery SCQF Level 4:

- Food Preparation Techniques: An Introduction
- Food Hygiene for the Hospitality Industry
- Cookery Processes: An Introduction
- Hospitality: Organisation of Practical Skills

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.

See relevant job profiles at PlanIT Plus website www.planitplus.net



SHOESTRING COOKERY

EN CROUTE CATERING

ENTRY REQUIREMENTS:

You must:

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

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

Learn to budget, shop, prepare and present your own tasty meals on a shoestring budget. Working within a professional kitchen, you will learn the most economical and quick meals that you will be able to cook at home for fun. Great recipes, hints and professional tips to make the most of your food spending money. No more unhealthy take-aways or fast food – you will soon be able to prepare better, healthier and quicker meals than you ever thought possible!

VOCATIONAL OPTION BREAKDOWN:

Covers key areas including basic knife skills, food preparation and presentation.

Subjects covered include cooking methods, making soups, stocks and sauces, presentation and menu planning.

PATHWAYS:

This qualification will compliment your school portfolio

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 May.

COURSE OUTLINE:

You will explore a variety and range of career opportunities — local, national and global, in the maritime sector, including commercial sea-fishing, the Royal Navy, the Merchant Navy, inland waterways and marine leisure, ports and harbours.

City of Glasgow College will introduce you to the operation of boats and equipment, including: boat handling, the use of ropes, wires and chains and effective anchoring, mooring and securing a vessel are tackled in practical situations. There's an introduction to marine navigation, where you will learn how to use a marine chart to plot position using standard marine instruments, and how to take account of the weather.

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

See relevant job profiles at PlanIT Plus website www.planitplus.net



COMEDY THROUGH CONFIDENCE

SCQF LEVEL 6

DIRECTDEVITT COMEDY – ERC STYLE ACADEMY

ENTRY REQUIREMENTS:

You must have:

- An interest in practical courses
- An interest in the entertainment sector
- An interest in self development
- An interest in employability

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

The DirectDevitt Comedy Award offers you the opportunity to learn about Comedy and chosen styles. This course will provide you with the experience of performing comedy. By the end of this course you will have skills and abilities in the following: public speaking, comedy writing, self-confidence, communication skills and performance skills.

This course is highly practical and you will build a portfolio of comedy writing which can be submitted through audio, visual and written materials. You will fulfil the roles of writer & performer. As well as experiencing the thrill of live performances and being an active audience member.

QUALIFICATION BREAKDOWN:

The DirectDevitt Comedy Award – SCFQ Level 6:

- Confidence through Comedy
- Comedy through Confidence

PATHWAYS:

You might go on to do:

- Completion of the Direct Devitt award can enable candidates to enter the world of Higher education with confidence and places of work with high self-esteem, an ability to use communication skills effectively when working in a group dynamic and ultimately recognition for an original piece of comedy. We also work in partnership with several entertainment employers who offer work experience & further training.

See relevant job profiles at PlanIT Plus website www.planitplus.net

TRANSITIONS PROGRAMME

SCQF LEVEL 3/4

CITY OF GLASGOW COLLEGE – CITY CAMPUS

ENTRY REQUIREMENTS:

You must be working towards or have:

- A diagnosis of ASD
- working towards level 3-4 in English and Numeracy

- want to continue your studies in further education

Please note: Interested pupils will attend a taster session and observed as part of a selection process.

ATTENDANCE PATTERN:

Thursday 9:30am to 12 Noon. The duration of the course is August to May.

COURSE OUTLINE:

To assist pupils with Asperger's Syndrome to make a successful transition from school to Further Education and training. The City of Glasgow Transition programme will give you an opportunity to develop your communication skills, social skills, negotiation skills and confidence.

VOCATIONAL OPTION BREAKDOWN:

City of Glasgow College Award – SCFQ Level 3/4:

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

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.

See relevant job profiles at PlanIT Plus website www.planitplus.net



RETAILING

SCQF LEVEL 5

GLASGOW KELVIN COLLEGE – SPRINGBURN

ENTRY REQUIREMENTS:

You must have:

- 3 passes at National 5, 1 of which should be English
- A genuine interest and enthusiasm for retailing
- Enjoy working as part of a team

- Be 16 years old prior to placement in January 2018

This course is not suitable for those learners who have achieved Higher level qualifications in Business.

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

The qualification offers a broad experiential introduction to the retailing industry. You will have opportunities throughout the course to experience and to develop a range of employability skills including communicating with customers, working with others and problem solving.

You will be provided with the opportunity to participate in activities in a learning environment similar to that of a retail environment. This is a practical course that requires you to engage in team-work and discussion tasks

QUALIFICATION BREAKDOWN

Skills for Work: Retailing SCQF Level 5:

- Working in Retail
- Storing, Replenishing and Displaying Stock
- Satisfying Customer Needs

- Planning and Implementing an Event

Please note: A week's work placement in March 2017 will form part of the course. In recent years, this has taken place in John Lewis, Glasgow.

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 HN level in Retail or Business, Employment in the retail industry

See relevant job profiles at PlanIT Plus website www.planitplus.net

SPORT AND FITNESS – OUTDOOR SPORT

SCQF LEVEL 5

GLASGOW CLYDE COLLEGE – CARDONALD 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 May.

COURSE OUTLINE:

The aim of the National Progression Award (NPA) in Sport and Fitness: Outdoor Sport option is to develop skills that enable progression towards becoming an outdoor activities instructor, sports coach, fitness instructor, personal trainer and sports development officer. Glasgow Clyde College will provide you with the opportunity to improve your knowledge and skills in planning, implementing and evaluating the context of Sport & Fitness. In addition it will develop knowledge in sport, exercise, health and wellbeing and outdoor activities.

You will participant in outdoor activities, assist a qualified instructor delivering sport & exercise sessions, understand coaching development, and recognise and correct poor technique.

QUALIFICATION BREAKDOWN

National Progression Award Sport and Fitness – Outdoor Sport SCQF level 5:

- Sport and Fitness: Coaching Development

- Sports Officiating and Organisation – Recreational: Mountain Biking
- Sports Officiating and Organisation – Recreational: Orienteering

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

See relevant job profiles at PlanIT Plus website www.planitplus.net

RETAIL

SPORTS



UNIFORMED AND EMERGENCY SERVICES

SCQF LEVEL 4

GLASGOW KELVIN COLLEGE – SPRINGBURN CAMPUS

ENTRY REQUIREMENTS:

You must:

- Be interested in Uniformed Services

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

The Uniformed and Emergency Services Course has been designed to provide you with opportunities to develop generic employability skills in the context of the uniformed and emergency services. The relevant uniformed services for this Course are: the Army, Merchant Navy, Royal Air Force, Royal Navy and Royal Marines. The relevant emergency services for this Course are: the Ambulance Service, Coastguard, Fire and Rescue and Police. The course will provide different learning environments and experiences that include visits, visiting speakers, role play and other practical activities. The skills acquired by learners will prepare them to work within the context of the uniformed and emergency services within Scotland.

QUALIFICATION BREAKDOWN

Skills for Work: Uniformed & Emergency Services SCQF Level 4:

- Uniformed & Emergency Services;
- An Introduction
- Health Safety Fitness and Wellbeing;
- Engaging with the Community; and
- Working in Teams

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.

See relevant job profiles at PlanIT Plus website www.planitplus.net

AUTOMOTIVE SKILLS

SCQF LEVEL 4

WEST COLLEGE SCOTLAND – PAISLEY CAMPUS

ENTRY REQUIREMENTS:

You must:

- Be working towards 3 National 5, 1 of which should be Maths
- Not be registered colour blind

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

The 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

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.

See relevant job profiles at PlanIT Plus website www.planitplus.net



CYCLE MAINTENANCE (BICYCLE)

SCQF LEVEL 3

NEILSTON TRUST – THE BANK

ENTRY REQUIREMENTS:

You must have:

- A genuine interest in bicycles and enjoy working as part of a team.
- Be looking to develop the mechanical skills needed to keep a bicycle road-worthy and safe.

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

The City & Guilds Cycle Mechanics course will provide you with an introduction to cycle maintenance. You will become a familiar with the key components of a bicycle and it could assist you in securing employment in cycle tourism or cycle maintenance. You will also gain a real insight into a world of sustainable travel and employment.

QUALIFICATION BREAKDOWN

Certificate in Cycle Mechanics (City & Guilds Entry Level 3) SCQF Level 3:

- Remove and replace cycle components
- Clean and lubricate cycle components
- Clean & prepare a cycle for use
- Repair a puncture
- Carry out a systematic cycle check
- Build and True a cycle wheel
- Prepare frames and forks for cycle assembly
- Augment a cycle
- Service cycle headset assemblies
- Change a cycle frame

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.

See relevant job profiles at PlanIT Plus website www.planitplus.net

VEHICLE MAINTENANCE

SCQF LEVEL 3

WEST COLLEGE SCOTLAND – PAISLEY CAMPUS

ENTRY REQUIREMENTS:

You must:

- Have 3 passes at National 4
- Have a keen interest in cars
- Be a good communicator
- Be a team player
- Not be registered colour blind
- Be prepared to commit to the course

ATTENDANCE PATTERN:

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

COURSE OUTLINE:

The City & Guilds Vehicle Maintenance course will provide you with an introduction to car maintenance, where you will gain an overview and an awareness of the skills required by employers within this industry. A vehicle technician's work is really varied and you could find yourself doing anything from stripping down an engine, to changing an exhaust, fitting new tyres or using computer systems to retune an engine. Relevant job opportunities would be mechanic, auto technician, panel beater, recovery driver, bodyshop estimator and workshop controller.

QUALIFICATION BREAKDOWN

Vehicle Systems Maintenance (City & Guilds Entry Level 3) SCQF Level 3:

- Engine lubrication
- Engine cooling
- Fuel and exhaust systems
- Electrical systems
- Spark ignition systems
- Braking systems
- Transmission systems
- Steering and suspension systems
- Wheel and tyre systems
- Body and interior cleaning

PATHWAYS:

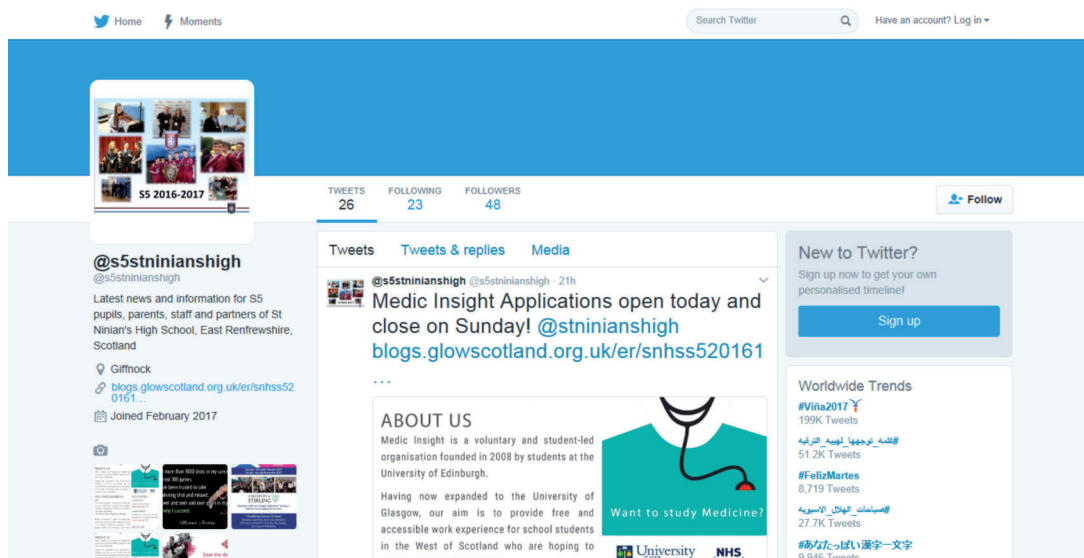
This course will allow a taste of what to expect in the vehicle repair industry. It will give knowledge which could assist in getting a Modern Apprenticeship position within a garage or alternatively a full time position on a further education course.

See relevant job profiles at PlanIT Plus website www.planitplus.net



MORE INFORMATION

For the latest news and information please follow us on Twitter
www.twitter.com/s5stniniashigh or [@s5stniniashigh](https://twitter.com/s5stniniashigh)



There is also a dedicated S5 website that hosts all of the information you will need as you make the transition from Fifth Year to Sixth Year and beyond.

