

**Developing the Young Workforce**  
**(DYW)**

**Forres Academy**



**2019-20**

**1 Period Courses**  
**(Wednesday Period 4)**

**Open to S4 and S5/6**

# Welcome to your DYW courses

- It is a very competitive world! Employers, universities and colleges are looking for people with a well-developed skills set and who can show how they have used those skills
- You have been developing and reflecting on your Skills for Success during S1-3 and you have recorded your progress and achievements in your S3 Profile
- The DYW courses gives you the opportunity to further develop and broaden your Skills for Success to help you in school, possible college application and for when you eventually go into the world of work
- Some of the courses are also accredited meaning you will receive recognition for your achievements from governing bodies like the SQA to add to your National qualifications



### Making your choices:

- For S4 pupils, one period on a Wednesday will be allocated to your DYW course
- Make three choices and indicate the order of your choices by writing 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> next to the course you wish to follow (1 being your preferred choice) on the course choice form
- If you are doing a college course on a Wednesday, this will start in June so you do not need to make any DYW choices

## THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

The diagram below shows the progression through the awards structure and how the qualifications on offer are related.

SCQF Levels	SQA Qualifications		
12	Some SQA qualifications are changing between 2013-2016. See <a href="http://www.sqa.org.uk/readyreckoner">www.sqa.org.uk/readyreckoner</a>		↑
11			
10			
9			Professional Development Award
8		Higher National Diploma	↓
7	Advanced Higher Scottish Baccalaureate	Higher National Certificate	
6	Higher		↑ ↓
5	National 5 Intermediate 2		
4	National 4 Intermediate 1	National Certificate	National Progression Award
3	National 3 Access 3		
2	National 2 Access 2		↓
1	National 1 Access 1		

## ART AND DESIGN COURSES

There is a choice of two courses:

### N4/5 : ART & DESIGN

#### OPTION 1

#### EXPRESSIVE UNIT

#### ANALYTICAL DRAWING SKILLS

##### **Knowledge and skills covered**

This unit is designed to develop your ability to produce observational drawing, studies and expressive development work in 2D or 3D formats in response to given subject matter. Knowledge and understanding of expressive artists and art practice will be assessed.

##### **Approaches to assessment**

There are 8 assessment standards set by SQA and marked by your teacher. All 8 have to be passed to achieve the unit. Evidence will be gathered in a folio of practical work. All assessment is integrated into class course work and tasks.

##### **Level of award**

SQA unit H202 at SCQF level 4/5 depending on ability

### N4/5 : ART & DESIGN

#### OPTION 2

#### DESIGN UNIT

#### GRAPHIC DESIGN SKILLS

##### **Knowledge and skills covered**

This unit is designed to develop your ability to produce creative ideas in response to a design brief. You will produce investigative studies and market research and will use these to develop your design ideas. Knowledge and understanding of designers and design practice will also be assessed.

##### **Approaches to assessment**

There are 7 assessment standards set by SQA and marked by your teacher. All 7 have to be passed to achieve the unit. Evidence will be gathered in a folio of practical work. All assessment is integrated into class course work and tasks.

##### **Level of award**

SQA unit H204 at SCQF level 4/5 depending on ability

Pupils who have chosen to take the full Art N4/5 course are advised to choose an alternative DYW course so they can broaden their experiences

## **PRACTICAL MICROBIOLOGY LAB SKILLS**

### **Knowledge and Skills covered**

This practical course offered through the Biology Department will introduce you to the skills needed to safely handle microbes in a lab.

You will learn about the different types of microbes that are handled in labs and you will develop skills that will allow you to handle these microbes safely in any lab around the world e.g. if a job or further study at college or university involves any microbiology.

This will involve activities including:

- Understanding the principles of and practice in handling microbes safely.
- Learning about growing media and Pouring agar plates
- Practicing techniques in transferring microbes
- Learning how to assess their growth.
- Study the growth of the microbes in more depth.
- Understanding principles of and practice in observing microbes
- Learn how to maintain laboratory notebook of work

Finding out about jobs/products produced locally that involve microbiology.

Pupils wishing to take this DYW course should have chosen one or more science subjects in S4 (or S5). Entry to this unit requires pupils to have demonstrated good practical skills in a science subject.

### **Approaches to Assessment**

As this course seeks to develop a set of practical skills, there will be a number of opportunities to practice and when confident, the skills are assessed against the SQA standard.

The background theory on microbes and their safe handling is assessed in a short written SQA test at the end of the unit.

### **Level of award/certification to be covered**

SQA Intermediate 2 Biotechnology, SCQF level 5  
Unit 2 "Working with Micro-organisms".

### **JOHN MUIR AWARD**

#### **Knowledge and Skills covered**

The John Muir Award is an environmental award that encourages pupils to connect, enjoy and care for wild places. The Award is not competitive.

The award will bring:

- Challenge from exploring the outdoors
- Environmental awareness from exploring the wooded area by the school
- Knowledge and skills gained from experience in the outdoors and involvement in conservation activities
- Teamwork skills, from planning, decision-making and conservation projects
- Confidence and communication skills from sharing experiences and knowledge with a wider audience
- Promotion of physical activity and relaxation

#### **Approaches to Assessment**

Participants should show enthusiasm and commitment, and have awareness about John Muir. They will be expected to work outdoors at times and maintain a log of their work.

Four Challenges are at the heart of a John Muir Award.

***Discover a wild place*** - This is where the award challenges are going to take place.

***Explore*** - Experience the wild place, become familiar with it, enjoy, understand and appreciate more about it.

***Conserve*** - Take personal responsibility for the wild place to leave it in better shape.

***Share experiences*** - Students choose a format (e.g. leaflet, poem, film, poster) allowing them to share with others their understanding, exploration and conservation of the wild place.

The process of sharing will also provide an opportunity to celebrate their achievements and add to CV's, Personal statements or Records of Achievement.

#### **Level of award/certification to be covered**

A nationally recognised certificate for each participant at the Discovery level for the John Muir Award will be attained.

More information can be found on the John Muir Award webpage

<https://www.johnmuirtrust.org/john-muir-award>

## **COMPUTER GAMES DEVELOPMENT**

### **Knowledge and Skills covered**

The aim is for students to gain an understanding of the processes involved in the final stages of computer game development. They will learn how to use their chosen game development environment to assemble all the elements and produce a working game. They will acquire an understanding of the evaluation process and then plan and deliver activities to promote a computer game.

### **Outcome 1 - Create a Working Computer Game**

The students will be given a design brief, from which they will construct their game. They will have to create the necessary objects and assets. In order to eliminate errors and to have a finished working game, the students will have to devise their own test strategy.

### **Outcome 2 – Evaluate a Computer Game**

The pupils will have to evaluate their finished game against the design brief. They will have to justify any changes that they have had to make and to produce a user review. They will also have to consider any possible future improvements.

### **Outcome 3 – Promote a Computer Game**

The students will have to plan and implement two different promotional activities for their game, such as a magazine advert, web-page, TV advert., packaging, etc.

### **Assessment**

The unit assessment is a mix of digital evidence generated by practical work, reports and record sheets. The students must pass each outcome to gain the unit. Any evidence which does not meet the requirements may be reworked and resubmitted.

### **Personal Study/Homework**

The main focus of this will be to research and review methods used by professional Games Developers, to redraft reports and perhaps to investigate some more advanced features in their own time.

### **Development of skills for learning, life and work**

#### **Numeracy and thinking skills**

All games involve using numeracy skills to effect timing, choices and probability of outcomes. Students will develop their skills in planning, organising and solving problems. They will have to create criteria against which to evaluate their game.

#### **Progression**

The skills for software development are in high demand. Students completing this will have some practical experience and knowledge of the processes, problems and procedures which have to be met by professionals in this field. It will give them an insight to the types of careers in this area and perhaps help them to choose further areas of study, both within school and at college, university.

#### **Level of award/certification to be covered**

SQA Unit F917 11 at SCQF Level 5

## **WEBSITE DESIGN AND DEVELOPMENT**

### **Knowledge and Skills covered**

The purpose of this unit is to develop knowledge of, and skills in, web design and development. It covers planning, design, implementation, testing and evaluation of web pages and websites. The knowledge covered includes knowledge of contemporary web design techniques and formal testing methods that can be performed on web pages and websites.

Although the focus is on practical skills, learners will also acquire essential underpinning knowledge.

On completion of this unit, the learner will be able to use formal techniques to plan, design, develop, test and evaluate web pages and websites.

### **Outcome 1- Plan a website to meet a given design brief**

Students will identify the purpose, target audience and what hardware and software is required. They will then produce a formal plan for the site.

### **Outcome 2 – Design a website to meet the identified requirements.**

Students will develop their plan, and using current design methods create the structure and layout of the site. They will then identify the different assets needed to implement the design.

### **Outcome 3 - Construct the website from the agreed plan**

Students will create, source and acquire the necessary content. They will learn to use html and css to create the required pages for their site. They will create links between the pages following the design from Outcome2

### **Outcome 4 – Test the Completed Website**

Students will create and work through a formal test plan to make sure their completed site matches the original requirements, correcting any errors when found.

### **Outcome 5 – Evaluate the Completed Website**

Students will evaluate their website to make sure that it meets all of the functional requirements of the brief.

### **Assessment**

All Outcomes will be a mix of paper-based and practical assessments, depending on the Outcome

### **Personal Study/Homework**

Learners will be expected to reinforce some of the coding tasks outside class time.

### **Level of award/certification to be covered**

SQA Unit HW52 45 at SCQF Level 5



## **INTRODUCTION TO FANG (Forres Academy News Group)**

### **Knowledge and Skills covered**

This course offers pupils an invaluable introduction into the field of journalism. They will be exposed to a modern-day environment of journalism. Over the course, they will develop skills such as interview techniques, editing, working to deadlines all of which will enrich their CV and employability beyond school.

The pupils will work towards publishing a termly school magazine.

This is a demanding and enjoyable course which asks pupils to work to tight deadlines, use initiative, conduct interviews and take responsibility and ownership for the work they produce.

This is a skills based course where pupils will have to work collaboratively to complete such things as: write articles and features, take photographs, take responsibility for production and sale of the finished article. They will have the opportunity to develop expertise in a wide variety of areas such as: organisation, confidence, responsibility and respect. Literacy is a key element of this course as their work is published in a school magazine.

### **Approaches to Assessment**

No formal assessments but throughout the year the pupils will be producing articles and features for publication in a school magazine which will then go on sale to pupils and the wider community. Articles and photographs will also form part of a personal portfolio, which could contribute evidence towards individual units from the Journalism NPA.

### **Level of award/certification to be covered**

Participants' portfolio can be used, if the required standards are met, to gain credit for units from the Journalism NPA, including: 'Media: Feature Writing'; 'Media Research and Interview Skills for Journalism' and/or 'Media News Writing for Print' (SCQF Level 5-6). Work towards this can continue if they choose to remain with FANG in S5/6.

In addition, this course develops many skills which are necessary to the World of Work and will act as a natural progression to FANG in S5 where they will take responsibility for the reporting of the school news in the local Forres Gazette.

Feedback from former FANG member:

*"I found this course really enjoyable. It was great to be given trust to go round the school, and even outwith, to carry out interviews. My confidence has really grown over the year. It's very rewarding to see my articles in the paper."*

## **SCOTTISH STUDIES AWARD**

### **Knowledge and Skills covered**

The S4 Scottish Studies Award offers pupils the chance to extend and apply their knowledge of Scotland: its people, languages, society, culture, environment and heritage. The Award is designed in a broad and flexible manner to encourage individual interest incorporating a variety of curricular areas. This could include the investigation and exploration of Scottish Music (past and present), Local History, Scottish Traditions, Scottish Literature, Food and Drink and many more.

The experience will hopefully be enhanced by visiting speakers from local businesses and provide the opportunity to gain added recognition through an SQA Award which will enhance your CV.

### **Approaches to Assessment**

Four Units to be completed:

Mandatory Unit: 'Scotland in Focus' – 6 SCQF Credit Points

Three Further Units from at least 2 of the following groups:

Group 1 – Language and Literature

Group 2 – Society and Environment

Group 3 – Arts and Culture

Group 4 – Business, Industry and Employment

These three units may be assessed as part of your other National 4/5 courses or added into the Wider Achievement period where possible.

The potential contributing subjects currently are:

English

History

Modern Studies

Geography

Art

Drama

Music

### **Level of award/certification to be covered**

SCQF Levels 4 and 5

# **FOOD FOR HEALTH:** **N4/5 UNIT AND ELEMENTARY FOOD HYGIENE CERTIFICATE**

This course will run 1 period a week - Cost £15. You should come to class with an apron and a suitable container to take your food home.

### **Knowledge and skills covered**

At the start of the course you will be studying Food Hygiene to enable you to have a better understanding of what is required when handling, storing and serving foods. This certificate is a requirement for many catering establishments and will hold you in good stead should you be considering a part time job or career in hospitality.

In relation to the Food for Health unit you will improve your knowledge and understanding about how to achieve a healthy diet through e.g. documentaries, PowerPoints, discussions and research.

You will produce a range of healthy eating dishes with teacher guidance. You will be shown how to **evaluate** your work effectively and how to use your evaluations to improve your creation of your next dish.

Using the **skills and knowledge** gained you will produce a leaflet which is suitable for a group of your own choosing e.g. teenagers, the elderly or people suffering from High blood pressure.

You will be given the opportunity at the end of the course to **develop your own recipes** to meet the needs of your chosen group and to produce these dishes in class. Through this activity you will **develop problem solving skills** and the **organisational and planning skills** necessary to create healthy and interesting food.

The class will work as a **team** to collate the class recipes produced by the class members. A class recipe book will be produced so that we can all have a range of healthy fun recipes to use for years to come.

This course covers a wide range of transferable skills.

### **Approaches to Assessment**

- Food Hygiene is assessed through a written paper. Continuous assessment is required throughout the duration of the Food for Health Course.
- Practical abilities will be assessed and graded by observation and assessment of your cookery work by the teacher and assessed to SQA standards for a unit award at Nat 4 or Nat 5 dependant on the level of skill you display.
- Production of a healthy eating leaflet to identified criteria.
- Food ordering and task planning sheets
- Written evaluation of practical work.

### **Level of award/certification to be covered**

Elementary Food Hygiene Certificate

Health and Food Technology: Food for Health unit at National 4 or National 5 depending on your level of achievement.

## **FASHION AND TEXTILES:** **PRODUCT DEVELOPMENT AND TEXTILE TECHNOLOGIES**

This course will run 1 period a week.

There will be a nominal charge of £3.00 to cover basic notations; students will need to provide their own fabrics or use recycled fabric.

### **Knowledge and Skills covered**

Basic practical sewing skills and techniques will be covered allowing students to achieve competency and accuracy in their practical work to enable textile items to be developed and created to marketable standards. Measuring, cutting, using the sewing machine along with other pieces of equipment will be integrated into the lessons to allow confidence building and standards to improve. Pattern markings, terminology used and properties of fibres and fabrics will also be covered to develop knowledge and understanding. There will also be a requirement to do research work and evaluative work. Personal planning, time management and health and safety are also integral parts of this course.

### **Approaches to Assessment**

- Practical abilities will be assessed and graded by observation by teacher supported with student recording of textile work. Assessment will be to SQA standards for a unit award at Nat 4 or Nat 5 dependant on the level of skill demonstrated by students.
- Production of a minimum of two textile items meeting the SQA Briefs.
- Textile task planning sheets.
- Research work
- Written evaluation of practical work.
- All assessment is ongoing throughout the course.

### **Level of award/certification to be covered**

Unit Awards at SCQF NAT4 or NAT5 dependant on ability.

## **SPANISH LANGUAGES FOR LIFE UNIT**

### **Knowledge and Skills covered**

The Modern Languages for Life Unit (SCQF level 3/4) provides pupils with the opportunity to develop basic personal language skills in a new language – Spanish. Learners will develop language skills that they can apply in life, developing their roles as active citizens.

The main purpose of this Unit is to study Spanish in practical and relevant contexts for life. Spanish is the most widely spoken language in the world and the knowledge of a language is very useful language for future job prospects.

In particular, this Unit aims to enable learners, with support, to:

- ◆ develop listening and talking skills in Spanish in the context of life

Topics covered will include:

- Personal details
- Family and pets
- Sports and Hobbies
- School subjects
- Expressing opinions

Prior learning of Spanish is not necessary. This Unit is suitable for those who wish to develop their communication skills, and who have already shown commitment and motivation in Modern Languages classes in S1-3.

### **Approaches to Assessment**

The unit which pupils will be working for is:

- Modern Languages for Life (in Spanish)

Pupils will be assessed in their **talking and listening** skills both in a cultural context (everyday life and culture).

### **Level of award/certification to be covered**

SCQF Level 3 or Level 4

# THEARTE PRODUCTION SKILLS

### Knowledge and Skills covered

All students will have a taster of the Theatre Production Skills: - Acting, *Sound*, *Costume*, *Make Up* or *Props*. Only National 5 students will have the option of *Set Design*.

Students will then choose two areas of Theatre Production Skills they would like to specialise in and will be responsible for those chosen skills during two live performances. Students will work from script with a group of pupils to present two short performances.

Key Skills that will be developed:

- Communication skills
- Teamwork
- Organisation
- Confidence
- Respect
- Working to deadlines

### Approaches to Assessment

- Undertaking two production roles for two separate small-scale performances working from script.
- Research work
- Completing folio items like a mood board for costumes or an annotated script for acting or various cue sheets for sound
- Written evaluation of practical work.
- All assessment is ongoing throughout the course
- The assessment will be continuous- you will be observed by the teacher and or filmed when you undertake practical work and you will also have to complete written tasks for a folio which will be kept in school
- The unit will be assessed on a **Pass/Fail basis**.
- It is really important that students **take responsibility for completing folio items** as they progress through the unit as these are **kept as evidence**. **If folios are not complete then students will not pass the units and therefore will not get an award.**

### Level of award/certification to be covered

Unit Award at SCQF NAT4 or NAT5 dependant on practical ability and commitment to completing folio and practical work.