

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

**Forres Academy**



**2020-21**

**2 Period Courses-Wednesday p5/6**

**Open to 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.
- The DYW courses gives you the opportunity to further develop and broaden your Skills for Success to help you in school, possible college/university application and for when you eventually go into the world of work.
- Many 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
- You have been developing and reflecting on your Skills for Success and expanding your achievements throughout your years at school. For example you recorded your progress and achievements in your S3 Profile. Also your S4 DYW/Wider Achievements periods will have given you opportunities to build on your skills and experiences. These opportunities continue into S5 and S6 so you can make further progress with your skills and additional accreditation



### Making your choices

- Your DYW periods are on a Wednesday, as they were in S4
- If you are doing a college course on a Wednesday, this will start in June so you will not have the DYW periods but you will need to make your DYW choices in case you don't get your college place
- In S5, if you will be studying **4 or more Highers** you will have 2 periods of DYW and an extra study period. Your one DYW course will be for 2 periods. There are 1 period courses available if you wanted to take a second course and increase your DYW time to 3 periods
- In S5, if you will be studying **3 or less Highers** then you will have 3 periods of DYW. These will be made up of two courses, one for 2 periods and another for 1 period, giving 3 periods in total
- The choice booklet and form indicates how many periods each course is for
- If you are taking a 1 period 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
- Follow the same process for any courses that you are taking that are for 2 periods ie rank them 1,2,3

### Achieving your best in Literacy and Numeracy

- Literacy and Numeracy provides learners with essential communication and core skills. These crucial skills unlock learning in other areas of the curriculum and are therefore vital for success in learning, life and work in the modern world and workplace
- We have found that colleges etc are often looking for a minimum level in Literacy and Numeracy and sometimes this has meant pupils haven't been able to access a course they wish to take up if they do not have the required level
- Going into S5 and S6, pupils are expected to continue studying either Maths/ Numeracy or English/Literacy if they have not already achieved a Level 5 in S4
- Pupils may do this by choosing Maths or English as one of their five subjects from the course choice form or by following the DYW Literacy and/or Numeracy course
- **If you are not likely to achieve a Level 5 in Maths/English in S4 but you have not chosen Maths/Numeracy/English as a subject for S5 then you must take the Numeracy/Literacy N5 DYW course. This will also be reviewed in August when we have the SQA results.**

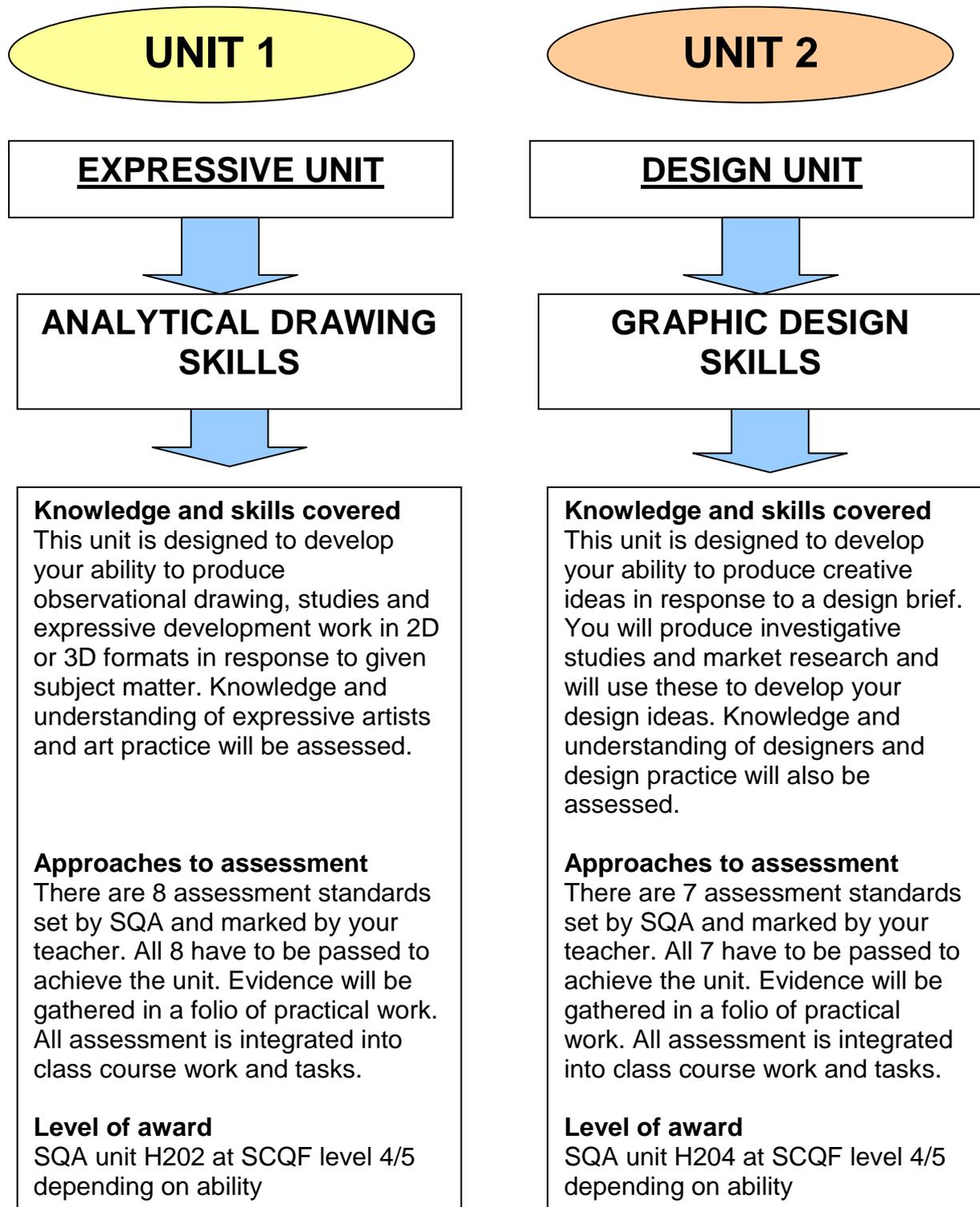
## THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

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.<br>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  |                             | ↑<br>↓                         |
| 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 & Design: Expressive and Design N4/5 Art Units**  
**(2 periods)**

Students will take two units from the N4/5 Art and Design course



**Pupils who have already gained these units or full N5 award should choose an alternative DYW course so they can broaden their experiences**

## **FANG (Forres Academy News Group)** **(2 periods)**

### **Knowledge and Skills covered**

This course offers pupils invaluable experience in 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 experience will be enhanced by workshops from professional journalists and photographers.

Their work will be submitted (on a weekly basis) to the Forres Gazette for publication. It will also be published on the School Website and school Noticeboard. They will also have opportunities to carry out research for feature length articles for local publications.

This 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 articles and features. 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 the local press.

This course is open to those who have previously taken FANG in S4

### **Approaches to Assessment**

No formal assessments but throughout the year the pupils will be producing articles, photographs and features which will be published in the local press. This will form the basis of a portfolio, which could contribute evidence for specific 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).

The course ends with an informal 'Press Awards' which celebrates the different elements of the course and allows the pupils to reflect and evaluate how they have developed in the different skills sets over the year.

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."*

## **Mandarin for Life and Work Award** **(2 periods)**

### **Knowledge and Skills covered**

The Modern Languages for Life and Work Award (SCQF level 3/4) provides pupils with the opportunity to develop language skills in combination with employability skills. Learners will develop language skills in Mandarin that they can apply in life and work, developing their roles as active citizens. Learners will gain a greater understanding of their own and other cultures by learning about aspects of life and culture in China.

The main purpose of this Award is to study Mandarin in practical and relevant contexts for life and work, and to identify, develop and demonstrate employability skills. Mandarin is considered a very useful language for future job prospects.

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

- ◆ develop listening and talking skills in Mandarin in the contexts of life and work
- ◆ develop basic knowledge of Mandarin in the contexts of life and work
- ◆ develop employability skills

This Award is suitable for most learners. Prior learning of Mandarin is not necessary. However, this course is intended for those who have not previously taken it in S5. As this is a language based course literacy is a key element so this course is best suited to pupils who are studying or have studied English or another foreign language at National 5 level or above.

The Award would be useful for learners who wish to develop their vocational and communication skills and those who wish to develop their skills in employability.

The experience will be enhanced by a Chinese Teacher from Moray Confucius Hub and will give you the opportunity to gain added recognition through an SQA Award which will enhance your CV.

### **Approaches to Assessment**

To complete the full award three units are to be completed:

- Modern Languages for Work Purposes ( in Mandarin)
- Building Own Employability Skills ( in English)
- Modern Languages for Life ( in Mandarin)

In Mandarin pupils will be assessed in their **talking and listening** skills both in a vocational context (job interview) and a cultural context (everyday life and culture). In English pupils will be assessed in the skills required to gain employment including finding out about job opportunities and employers and applying for a job. Individual units can also be awarded.

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

SCQF Level 3 or 4

## **Music Performing Unit** **(2 periods)**

### **Knowledge and Skills covered**

In this Unit learners will develop skills in solo instrumental or vocal performance beyond an elementary level. They will rehearse a varied programme of music, expand their knowledge of their chosen instrument/voice and its repertoire, and present a musical performance.

In studying this Unit candidates will have opportunities to develop a number of Core Skills. In relation to Problem Solving, successful management of their music practice routine will require them to plan and organise effectively and to review and evaluate their progress on an ongoing basis. In addition, the requirement to describe music performed through the medium of a programme note will further their written and/or oral Communication skills.

### **Approaches to Assessment**

There are three outcomes to pass:

#### Outcome 1

Written or oral evidence, gathered throughout delivery of the Unit, which:

- ◆ lists the pieces chosen for the performance programme, lasting 4 minutes
- ◆ details the initial and future targets set
- ◆ summarises the candidate's record of practice
- ◆ records candidate's and assessor's review comments

#### Outcome 2

Written or oral evidence, gathered in open-book, supervised conditions, in which the candidate provides a description in the form of a programme note (around 100 words) for one of the pieces performed.

#### Outcome 3

Performance evidence, supplemented with an assessor observation checklist, based on a live performance programme which contains at least two contrasting pieces, and which lasts 4 minutes in total. Candidates may be assessed on a piece by piece basis, as they are ready, during delivery of the Unit; alternatively their performance of the entire programme may be assessed in a single event, towards the end of the Unit.

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

SQA SCQF Level 3-7

### **Music Performing NPA** **(2 periods)**

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

The NPA in Music Performing develops the essential skills and knowledge appropriate to performing music. These skills are:

- performing
- rehearsing
- planning
- evaluating
- working collaboratively

It also allows opportunities to develop a range of appropriate practical skills, knowledge and understanding relevant for music practice, encouraging candidates to take charge of their own learning and development and provide opportunities for the individual development of skills and aptitudes, which will improve career development within the music sector whilst developing music performing skills on one or more instruments.

#### **Approaches to Assessment**

The NPA in Music Performing comprises a two Unit mandatory section and one additional Unit.

The two mandatory units are:

- Performing Music on One Instrument or Voice at Level 6 (the outcomes of which are on the page about the Performing Music on One Instrument DYW course option).
- Music: Live Performance. This comprises of the following outcomes:
  1. Contribute to the preparation of a programme of music for a live performance.
  2. Evaluate own performance of music at a short live event.
  3. Participate in the performance of a programme of music at a longer live event and implement identified strategies for improvement

Written and audio evidence is collected throughout the course.

It is recommended for this award that pupils have passed level 5 Performing on One Instrument or National 5 Music.

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

NPA in Music Performing (SCQF level 6)

### **PE Well Being Award** **(2 periods)**

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

The main purpose of the Award is to encourage learners to take a holistic view of wellbeing, looking at connections between mental, emotional, social and physical health. Learners will also have the opportunity to look at different ideas of health and wellbeing at a personal, community, societal or global level.

The Award aims to enable learners to:

- develop an understanding of wellbeing
- explore factors that influence wellbeing
- find and use sources of information to understand wellbeing
- present findings from an investigation
- identify choices and make decisions about improving wellbeing
- set targets and make a plan for an activity to improve wellbeing
- undertake an activity to improve wellbeing

This Award offers opportunities for promoting confidence, independent thinking and positive attitudes, and aims to motivate learners to be successful and participate responsibly in the wider community. Wellbeing is central to effective learning and preparation for life and work. The following skills may be developed through the Wellbeing Award, depending on the contexts chosen within the Units:

- investigation, managing information
- presenting and communicating
- decision making
- planning, target setting, reviewing and (at SCQF levels 4 and 5) evaluating
- interpersonal skills and working with others
- task management

#### **Approaches to assessment**

Assessment for the Award will consist of gathering evidence to show that the candidate is able to successfully complete all the Outcomes in the Unit(s). Evidence could be gathered as candidates work through the Unit(s) in an integrated way. Alternatively evidence can be gathered on a Unit-by-Unit basis.

Assessment evidence can be presented in any form appropriate to the candidate and the activity undertaken. Centres should select the formats most appropriate for individual learners and the learning environment in which they are completing the Award. Written and/or recorded oral evidence may be produced in a variety of formats, for example learner written records; recordings of interviews; assessor record of learner responses; review sheets; videos and photographs. Performance or product evidence may be supported by observation checklists and/or oral questions and answers.

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

SCQF Level 5

## **Forensic Science** **(2 periods)**

**Pupils are required to have studied or be studying chemistry or physics or biology at N4 or above in order to choose this DYW course**

### **Knowledge and skills covered**

The main aims of the course are to introduce learners to the fundamental techniques of forensic science and to allow them to develop skills in biology, chemistry and physics within this context. Learners will also further develop research and information handling skills. It is suitable for learners interested in general science and its practical applications as well as for those who are looking to access further studies in forensic related areas.

Learners will spend time looking at many techniques used in forensics including fingerprint analysis, hair and fibre analysis, chemical analysis of unknown compounds, vehicle collisions and blood spatter to name a few! Learners will work together on practical activities throughout the course and will be required to produce two individual pieces of coursework. These pieces of coursework will ask the learner to critically analyse real life cases given the knowledge and skills they will have gained throughout the course.

### **Approaches to assessment**

There are three outcomes:

1. Explain and use scientific techniques in relation to their application in forensics.
2. Investigate forensic evidence in a documented case(s).
3. Describe potential current developments in forensic science technology.

#### Outcome 1 – written and practical assessment

- Closed book end of unit test
- Ongoing lab book recording practical evidence

#### Outcome 2 – Research forensic techniques in real cases

- Demonstrate knowledge of 3 forensic techniques used in real life cases
- Produce an individual piece of coursework
- Demonstrate the ability to identify the case and the type of forensic evidence obtained, explain how the forensic evidence was used, as well as identifying potential sources of error having analysed the case.

#### Outcome 3 – describe current developments in forensic technology

- Produce an individual piece of coursework based on one forensic technique
- Describe a current application and identify its limitations

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

SQA SCQF level 5

## **N5 Numeracy with Personal Finance**

**(2 periods)**

### **Knowledge and skills covered**

The general aim of this Unit is to develop learners' numerical and information handling skills to solve real-life problems involving number, money, time and measurement. At this level, real-life problems will have some complex features and be set in contexts which are likely to be unfamiliar to the learner. As learners tackle real-life problems, they will decide what numeracy and information handling skills to use, and how to apply those skills to an appropriate level of accuracy.

Learners will also interpret graphical data and use their knowledge and understanding of probability to identify solutions to solve real-life problems involving money, time and measurement. Learners will use their solutions to make and justify decisions.

Learners who complete this Unit will be able to:

- Use numerical skills to solve real-life problems involving money/time/measurement
- Interpret graphical data and situations involving probability to solve real-life problems involving money/time/measurement

In addition, learners will have the opportunity to develop generic and transferable skills for learning, skills for life and skills for work. These include numeracy and thinking skills

### **Approaches to assessment**

- Problem solving tasks or activities
- Projections or Investigations.
- Case studies.

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

Level 5 for N5 Numeracy

Personal Finance at Level 4 or 5

## **NPA (National Progression Award) BAKING**

### **(2 periods)**

**Please note** - There is a fee of £30 for this course. Pupils must also come to class with an apron and suitable container to take food home in.

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

Preparation skills in general bakery and bread making

This is a course suitable for students wishing to further develop their employability skills in Hospitality and for students who are new to the world of baking.

The craft bakery industry currently has a skills shortage, the public are requesting better quality and varieties of breads and flour confectionery made by traditional methods, and there is now a rise in the need for artisan bakers.

Large supermarket chains have either their own in-house bakery training programme or they no longer scratch bake.

It is therefore vitally important to improve sales and productivity by boosting the skills of this sector's workforce. Increasingly, to meet the growing demand of a more discerning clientele, hotels and restaurants who are reverting to traditional methods of craft baking to produce their own in-house speciality breads and pastries.

#### **Approaches to assessment**

Practical assessment plus short written response questions

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

Unit Awards at SCQF Level 4

### Theatre Production Skills (2 periods)

#### 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.

### Youth Achievement Award

#### (2 periods)

The Youth Achievement Awards are individual learning Awards that offer formal recognition and certification for young peoples' achievements. The awards follow a **plan – do – review process**. There is the opportunity for students to negotiate a project with staff or be part of a team delivering an activity within or out with the school. The type of projects that would be suitable would be taking a small performance to one of the old folks' homes or a primary school or helping with school events such as charity days or helping to run the student council or taking charge of maintaining, organising and cataloguing the Drama Department wardrobe.

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

This award will provide students with the opportunity to develop a wide range of skills for life and work. Work will be peer assessed which helps develop social and emotional competences as well as gain knowledge, attitudes and confidence. Students will be encouraged to agree a project that they feel will help them develop relevant skills for their chosen career. This may mean someone interested in pursuing a career in teaching could help organise and run Junior Drama Club or some other in school activity.

#### **Approaches to assessment**

- ✓ Students will plan a project / challenge
- ✓ Set personal targets or goals
- ✓ Complete a folio recording evidence of their participation and contribution to the task
- ✓ Evaluate their contribution to the task
- ✓ Participate in peer assessment
- ✓ Work is moderated by a member of staff

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

The level of award achieved is dependent on the level of participation and hours committed to the activity. Awards are available at Bronze (SCQF level 4 Credit points 7) or Silver (SCQF Level 5 Credit points 11). If pupils wish to achieve the Silver award they will require to complete some of the work outwith the timetabled classes.

## **Spanish for Life and Work Award**

**(2 periods)**

**This option is aimed at pupils who have already completed the 1 period Spanish Languages for Life unit in the last 2 years, in order for you to achieve the whole Languages for Life and Work award**

### **Knowledge and Skills covered**

This Modern Languages for Life and Work Award (SCQF level 3/4) provides pupils with the opportunity to develop language skills in combination with employability skills. Learners will develop language skills in Spanish that they can apply in life and work, developing their roles as active citizens. They will also learn about practices and trends in Hispanic countries within the context of employability.

The main purpose of this Award is to study Spanish in practical and relevant contexts for life and work, and to identify, develop and demonstrate employability skills.

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

- ◆ develop listening and talking skills in Spanish in the contexts of life and work
- ◆ develop basic knowledge of Spanish in the contexts of life and work
- ◆ develop employability skills

The Award would be useful for learners who wish to develop their vocational and communication skills and those who wish to develop their skills in employability.

The experience will give you the opportunity to gain added recognition through an SQA Award which will enhance your CV.

### **Approaches to Assessment**

To complete the full award three units are to be completed:

- **You will have already achieved** Modern Languages for Life ( in Spanish)
- Modern Languages for Work Purposes ( in Spanish)
- Building Own Employability Skills ( in English)

In Spanish, pupils will be assessed in their **talking and listening** skills both in a vocational context (job interview).

In English pupils will be assessed in the skills required to gain employment including finding out about job opportunities and employers and applying for a job. Individual units can also be awarded.

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

SCQF Level 3 or 4

**S6 ONLY**  
**YOUNG ENTERPRISE COMPANY PROGRAMME**

**Knowledge and Skills covered**

The Young Enterprise Company Programme provides a hands-on learning opportunity that introduces young people to the practical realities of the world of work. Over the course of up to an academic year, you make all the decisions about your enterprise, from deciding on the name and product to creating a business plan, managing the student company finances and selling to the public at trade fairs and via YE Marketplace.

Employers are increasingly looking for people who are innovative, creative and adaptable, and who have the ability to apply these skills and attitudes, irrespective of the role. The Young Enterprise Company Programme provides the perfect opportunity for you to develop these skills in an engaging and challenging way.

The Company Programme will have different opportunities to participate in training, Dragon's Den, selling events and a Finals presentation outside of school. As such, it requires a lot of commitment and hard work.

**Approaches to Assessment**

Their approach consists of asking young people a series of questions related to 11 employability and personal development competencies, specific to Company Programme. These questions – presented in the form of an online questionnaire – are completed at different times of the academic year to establish the programme's impact over time.

Evidence will also be submitted via Moodle and Glasgow Kelvin College for the SCQF accreditation.

All Company Programme pupils are offered to sit the YES Exam which is offered in partnership with the University of Strathclyde Business School and the Hunter Centre for Entrepreneurship. It is a reflective exam where the young people share their experiences of running their business.

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

The Company Programme now sits at SCQF Level 6 with between 26 - 30 Credit Points.