

2026-2027

# Queen Margaret Academy



Options

Booklet

2026-2027

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## Introduction

Choosing subjects in the senior phase is an important and exciting time for our young people. It can also be an anxious time as the decisions they make will help to shape their future beyond school. The information contained within this booklet will support our pupils by outlining the range of educational choices available to them. It will also offer information on progression, careers and opportunities for wider achievement within and out with Queen Margaret Academy. It goes without saying that this information is not exhaustive and we would encourage our learners to engage with a range of staff, partners and their families to help support them in making the best choices.

## Learner pathways

It is important that young people see the senior phase (S4-S6) as a 3-year plan. Regardless of when they intend to leave school, pupils should be looking ahead to allow for progression and career planning. For pupils who are clear on their chosen career path, subjects should be chosen in a way that helps them to develop skills and gain knowledge that will prepare them for college, university or employment in their chosen field. It is also beneficial to consider some wider achievement options and/or work experience that will help to supplement their SQA qualifications. For pupils who are unsure of what the future holds, we would encourage them to consider a selection of subjects that will develop a range of skills for life and work.

## Factors to consider

When choosing subjects there are plenty of 'dos and don'ts' to consider. For example, you should not choose subjects simply because you like the teacher; or your friends will be in the class; or you think it will be an easy option. Also, subject choice does not have to be a family tradition i.e. just because you brother, sister or parents enjoyed something at school, does not mean it is the right choice for you! You should also speak to teachers about what you will learn in their subject as it may be different to what you have experienced in the BGE. The key questions below will allow you to reflect on your own learning preferences and help you to make the right choices.

### ***How do you like to learn?***

Do you like English and drama because you get to talk and listen? Or woodwork because you are good with your hands? Working out how you like to learn can help you choose your subjects.

### ***Where could they take you?***

Know what you want to do when you leave school? Picking the right subjects could help you get there, or keep your options open if you have not decided yet.

### ***What subjects do you enjoy?***

You are more likely to get better marks in subjects that you find interesting. Does time fly by in some subjects and go at a snail's pace in others?

### **What subjects are you good at?**

What do you get your best marks in? There may be some you have never studied before but would do well in. Use your [My World of Work account](#) and try the [Strengths quiz](#) for ideas.

### **What do others think you are good at?**

Talk to your parents, friends, family, teachers and careers adviser. What do they think would suit you and why? Ask for their opinions, and see how they weigh up with your own thoughts.

### **Who can help?**

We recommend that pupils speak to a range of school staff, family members and careers staff when making their choices, however they should be mindful that not everyone will give the same advice!

In QMA we have highly experienced staff who will help pupils think about their individual learner pathway and support them in making the right choices. A list of relevant staff and partners have been outlined below:

#### **Guidance**

Mrs G Paterson	Assisi
Mr R Paterson	Galilee
Miss G Thomson	Lourdes
Miss K Phillips	Jerricho

#### **Year Heads**

S3 and S6	Mr Mallon
S1 and S4	Miss McGhie
S2 and S5	Mrs Fergusson

#### **Skills Development Scotland (SDS)**

Vincent Wright (Careers Adviser)

#### **Useful Websites**

[www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)

[www.planitplus.net](http://www.planitplus.net)

## S3 into S4

With Curriculum for Excellence, S3 is regarded as part of a learner's broad general education (BGE). This means they have been studying a wide range of subjects from across the 8 curricular areas (**expressive arts, health and wellbeing, languages (including English and modern languages), mathematics, religious and moral studies, sciences, social studies and technologies**).

As they prepare to enter the senior phase, pupils will experience a narrowing of the curriculum by studying Maths, English and 4 additional subjects. These S4 courses will lead to SQA certification at mostly National 4 or 5 level. We strongly recommend that S4 choices are based on what pupils have studied in S3 in order to avoid gaps in their learning.

As previously stated, these choices should be part of a 3 year plan and pupils should think carefully about the opportunity for progression in S5, college or employment. In addition to their choices, pupil will receive additional periods of core RE, PE and PSE.

## S4 into S5

As part of South Ayrshire's '6-6-6' model, pupils will again choose six subjects as they move into S5. In most instances these choices will be a progression from courses studied in S4. English is compulsory in S5 and most pupils will be encouraged to continue their studies in Maths to gain at least a level 5 qualification (NB this does not have to be National 5 Maths as Personal Finance is also available at level 5).

In most instances, the maximum number of courses a pupil would study at Higher level would be five. Pupils should be mindful that the jump to Higher is significant in terms of workload and level of difficulty so it is important that they do not spread themselves too thinly and consider their own wellbeing. This also allows pupils to choose an additional National 5 (most likely from a course studied in S3) or consider a wider achievement opportunity to complete their timetable.

In addition to their choices, pupil will receive additional periods of core RE and PE as well as PSE inserts at key points in the year. Pupils moving into S5 may also wish to consider a Foundation Apprenticeship (FA). Further information on FAs are contained later in this booklet.

Advice on suggested progression routes has been outlined below:

National 4 → National 5 **OR** National 4 in another subject to create a greater breadth a learning **OR** Level 4 course from schools-college partnership.

National 5 (Grade C) → National 5 (repeat to improve grade) **OR** National 5 in another subject to create a greater breadth a learning → **OR** Level 5 course from schools-college partnership.

National 5 (Grade A or B) → Higher **OR** National 5 in another subject to create a greater breadth a learning **OR** Level 5 course from schools-college partnership.

## S5 into S6

By the time pupils move into S6, they should have a clearer idea of their chosen leaver destination and what they need to achieve this. For pupils who have secured an A or B at Higher level, they may wish to consider continuing their studies at Advanced Higher level. Please note that not all AH options are available within QMA but most can be accommodated through consortium arrangements (i.e. pupils will study the subject at another South Ayrshire secondary school). Please note that other suggested progression routes are listed above in the S4→S5 section.

So much of the modern 'S6 experience' extends beyond the classroom and we would encourage pupils to consider some of our wider achievement, volunteering or college options to help develop a range of skills for life and work. It is also an opportunity for pupils to 'give something back' by organising fund-raising events; joining committees; or taking leadership roles such as prefect or buddy. This also gives our pupils more to talk about when it comes to applications for university, college or employment.

## SCQF Framework

The Scottish Credit and Qualifications Framework (SCQF) is Scotland's national qualifications framework. The SCQF supports lifelong learning and can help:

- people of all ages and circumstances to access appropriate education and training over their lifetime, so as to fulfil their personal, social and economic potential
- employers, learners and the general public to understand the full range of Scottish qualifications, how qualifications relate to each other and to other forms of learning, and how different types of qualification can contribute to improving the skills of the workforce.

The SCQF helps describe both programmes of learning and qualifications, support the development of progression routes and maximise the opportunities to transfer credit points between qualifications.

SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions		Apprenticeships & SVQs
12			Professional Development Award	Doctoral Degree	Professional Apprenticeship
11			Professional Development Award	Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship, Professional Apprenticeship, SVQ
10			Professional Development Award	Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship, Professional Apprenticeship, SVQ
9			Professional Development Awards	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship, Technical Apprenticeship, SVQ
8		Higher National Diploma, Advanced Diploma	Professional Development Award	Diploma of Higher Education	Higher Apprenticeship, Technical Apprenticeship, SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate, Advanced Certificate	Professional Development Award	Certificate of Higher Education	Modern Apprenticeship, SVQ
6	Higher, Awards, Skills for Work Higher	National Certificate	Professional Development Award		Modern Apprenticeship, Foundation Apprenticeship, SVQ
5	National 5, Awards, Skills for Work National 5	National Certificate	National Progression Award		Modern Apprenticeship, SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award		SVQ
3	National 3, Awards, Skills for Work National 3	National Certificate	National Progression Award		
2	National 2, Awards	National Certificate	National Progression Award		
1	National 1, Awards				

Use the QR code below to link to the full SCQF Framework



QR code for Guide to Scottish Qualifications booklet



Senior Phase Progression – National Qualifications					
Subject	SCQF Level 3	SCQF Level 4	SCQF Level 5	SCQF Level 6 (Higher)	SCQF Level 7 (Ad. Higher)
Administration and IT	✓	✓	✓	✓	-
Application of Maths	✓	✓	✓	✓	-
Art and Design	✓	✓	✓	✓	✓
Automotive Skills*	-	✓	-	-	-
Biology	✓	✓	✓	-	consortium
Business	✓	✓	-	-	-
Business Management	-	-	✓	✓	-
Chemistry	✓	✓	✓	✓	consortium
Computing Science	✓	✓	✓	✓	consortium
Drama	-	-	✓	✓	-
English	✓	✓	✓	✓	consortium
Financial Services	-	-	✓	✓	-
French	✓	✓	✓	✓	consortium
Geography	✓	✓	✓	✓	consortium
Graphic Communication	-	✓	✓	✓	consortium
Health Sector*	-	-	✓	-	-
History	✓	✓	✓	✓	consortium
Human Biology	-	-	-	✓	-
Maths	-	✓	✓	✓	consortium
Media Studies	-	✓	✓	-	-
Modern Studies	✓	✓	✓	✓	consortium
Music	✓	✓	✓	✓	✓
Physical Education	✓	✓	✓	✓	✓
Physics	✓	✓	✓	✓	consortium
Photography	-	✓	✓	✓	-
Practical Cookery	-	-	✓	-	-
Practical Woodworking	-	✓	✓	-	-
Practical Metalworking	-	✓	✓	-	-
RMPS	✓	✓	✓	✓	consortium
Retailing*	-	-	✓	-	-
Spanish	✓	✓	✓	✓	consortium
Sport and Recreation*	-	✓	✓	-	-
Travel and Tourism*	-	✓	✓	✓	-

**‘consortium’** – these courses will be delivered at an alternative South Ayrshire school.

Pupils must make their own way to these schools using the NEC bus pass

**\*\*** – ‘skills for work’ SQA qualification

**-** – course not available or not delivered in South Ayrshire

Senior Phase Progression – Wider Achievement					
Subject	Level				
	4	5	6	7	N/A
Sports Coaching Award	✓	✓	✓	-	-
Sports and Fitness NPA	-	✓	-	-	-
Leadership Award	-	✓	✓	-	-
Music Leader	-	-	✓	-	-
Caritas Award	-	-	✓	-	-
Saltire Award	-	-	-		✓
Open University (YASS)	-	-	-	✓	-

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Subject: Administration and IT	Level(s): National 5 (SCQF Level 5)
<p><b>Course Overview:</b>            Computers are used in every walk of life and the chances are that whatever future studying or job role you have using computers will be a major part of it.            I.T. gives you not only the important skills to be able to work effectively with all aspects of computing for your job but, importantly, gives you a qualification up to Higher level to prove this fact.            This is a fun, practical subject where most time is spent on the computers. There is no written exam, with all the assessment being through practical tasks on the computers.</p> <p><b>Course content:</b></p> <p><b>Word Processing/Publishing</b> – learn to create a range of documents from certificates to newsletters.</p> <p><b>Spreadsheets</b> – create tables, charts, calculations and merge data across applications.</p> <p><b>Databases</b> – learn to use relational databases to enter, sort and extract information.</p> <p><b>Electronic Communication</b> – e-diary, e-mail and other communication methods.</p> <p><b>Administration Theory</b> – develop an understanding of administration theory in the workplace, including customer service, corporate image and sources of information.</p> <p><b>Assessment</b> – split across two formal practical activities, an exam and assignment, with most of the marks coming from the assignment.</p> <p><b>Career pathways:</b>            Being digitally literate opens up a diverse range of options from developing generic IT skills useful in almost all walks of life to working specifically in Administration or office work for a business. Continue this course into Higher level.</p>	
Subject: Administration and IT	Level(s): Higher (SCQF Level 6)
<p><b>Course Overview:</b>            The course helps candidates develop advanced administrative skills &amp; digital literacy, enabling them to contribute to the effective functioning of organisations in supervisory administrative positions. Higher level introduces more theory and a written exam.</p> <p><b>Course content:</b></p> <p><b>Word Processing/Publishing</b> – create a range of complex documents using advanced features.</p> <p><b>Spreadsheets</b> – complex spreadsheets to process, problem solve and present information.</p> <p><b>Presentations</b> – Work with existing presentations to research and create a final document</p> <p><b>Databases</b> – learn to use relational databases to enter, sort and extract information.</p> <p><b>Electronic Communication</b> – e-diary, e-mail and emerging technologies.</p> <p><b>Administration Theory</b> – develop a deeper understanding of administration theory in the workplace, including effective teams, time management and organising events.</p> <p><b>Assessment</b> – split across two formal practical activities, an exam and assignment, with most of the marks coming from the assignment.</p> <p><b>Career pathways:</b>            This course opens up a diverse range of options from developing generic IT skills useful in almost all walks of life to working specifically in Administration for a business or moving into specialised areas such as medical administrators or legal administrators.</p>	

<b>Subject: Art &amp; Design</b>	<b>Level(s): National 5/Higher</b> <b>(SCQF Level 5/6)</b>
<b>Course Overview:</b>	
<p>Candidates will develop knowledge of Art and Design practice by studying artists and designers and their work. They also develop an understanding of expressive and design processes and accumulate and use a selection of related skills and media. The course provides opportunities for candidates to be inspired and creatively challenged through their work. The study of Art and Design develops creative thinking – beneficial in all areas of industry. Throughout the course candidates develop creativity, perseverance, independence and resilience. The course will improve pupils' fine motor skills and develop problem solving through hands on experience.</p>	
<b>Course content:</b>	
<p>Expressive Portfolio – drawing, painting, mixed media – still life or portraiture.      Design Portfolio – graphic design, textiles or architecture.      Expressive Art/Design Studies.</p>	
<b>Career pathways:</b>	
<p>The National 4/5/Higher Art and Design course allows candidates to improve their skills base and broaden their horizons regarding the range of careers available to them.</p> <p>Some examples include: Architecture, Fashion/Textiles, Product Design, Art Therapy, Game design, Web Design, Interior Design, Jewellery design, Printmaking, Graphic Design, Illustration, Photography, Painting, Pottery, Costume Design, Set Design, Model maker/ prop maker for Film &amp; TV, Special effects makeup, Community Arts Worker, Multimedia / Animation, Tattoo Design, Industrial Design.</p>	
<p>'We also offer different courses to suit individual needs. This is done on an individual basis.</p> <p><b>The other courses offered are;</b></p> <p>Creative Arts level 2.</p> <p>Art and Design National 3.</p> <p>NPA in Art and Design at SCQF level 4 &amp;5</p> <p>National 4 Art and Design</p> <p><b>Some courses can also be offered with a Scottish Context to contribute towards the Scottish Studies award.</b></p>	

<b>Subject: Art &amp; Design</b>	<b>Level(s): Advanced Higher (SCQF Level 7)</b>
<p><b><u>Course Overview:</u></b></p> <p>Candidates will choose to produce a Design <b>or</b> Expressive Folio. The Course will provide candidates with the opportunity to extend and apply the design/expressive skills they may have developed during the Higher Art and Design Course.</p> <p>Candidates will also demonstrate personal and creative decision making when negotiating the design/expressive area and stimuli for their work, and when developing and realising their design/expressive ideas and solutions. This course prepares candidates for further study/employment in the creative sector, it embeds a culture of working independently to strict deadlines.</p>	
<p><b><u>Course content:</u></b></p> <p>Design <b>or</b> Expressive Studies</p> <p>Design <b>or</b> Expressive Enquiry</p>	
<p><b><u>Career pathways:</u></b></p> <p>The Advanced Higher Art and Design course allows candidates to improve their skills base and broaden their horizons regarding the range of careers available to them.</p> <p>Some examples include: Architecture, Fashion/Textiles, Product Design, Art Therapy, Game design, Web Design, Interior Design, Jewellery design, Printmaking, Graphic Design, Illustration, Photography, Painting, Pottery, Costume Design, Set Design, Model maker/ prop maker for Film &amp; TV, Special effects makeup, Community Arts Worker, Multimedia / Animation, Tattoo Design, Industrial Design.</p>	
<b>Subject: Automotive Skills</b>	<b>Level: National 4 (SCQF Level 4)</b>
<p><b><u>Course overview:</u></b></p> <p>This Skills for Work Course provides an introduction to the automotive industry and a progression route into further education, training or employment in the industry.</p>	
<p><b><u>Course content:</u></b></p> <p>The Course covers areas such as vehicle maintenance and repair, fitting, electrical work, paint operations and roadside assistance — and develops the practical skills, problem solving skills, and knowledge and understanding needed in the automotive industry.</p> <p>Learners will also develop transferable employability skills, including: an understanding of the workplace and the employee's responsibilities; self-evaluation skills; flexible approaches to solving problems; and confidence to set goals, reflect and learn from experience</p>	
<p><b><u>Career pathways:</u></b></p> <p>This course is suitable for young people interested in mechanics and engineering. It will also help develop key skills needed to work in manufacturing or other practical trades.</p>	

<b>Subject: Biology</b>	<b>Level(s): National 5 (SCQF Level 5)</b>
<b>Course Overview:</b>	
National 4/5 Biology pupils will develop an understanding of three themes, looking at our environment and our role in it, the inner workings of living cells and the systems and cells that allow large organisms to function. Within this they will develop skills of analytical thinking, knowledge and understanding through research and practical work. An assignment will be carried out where all of these skills will be applied.	
<b>Course content:</b>	
Life on Earth – study of Planet Earth and the factors affecting all organisms and growth Cell Biology – ultra-structure of a cell, cell processes, genetic engineering Multi-cellular organisms – producing new cells, control and communication, reproduction, transport systems in plants & animals	
<b>Career pathways:</b>	
Biochemistry, Zoology, Medicine, Dentistry, Radiology, Science technician, Health Studies, Genetics, Microbiology, Conservation, Pharmacist, Forensics, Marine Biology, Tree surgeon.	
<b>Subject: Human Biology</b>	<b>Level(s): Higher (SCQF Level 6)</b>
<b>Course Overview:</b>	
In Higher Human Biology pupils will acquire and apply knowledge to evaluate biological issues, assess risks and develop an ethical view of complex issues. Subjects range from inner cell workings, reproduction and fertility issues, cardiovascular diseases, neurobiology and public health & immunity. An assignment will be developed to apply these skills learned.	
<b>Course content:</b>	
Human Cells – Stem cells, DNA technologies, Metabolism, Crime scene techniques, Mutations Physiology & Health – Male & female reproductive systems, fertility issues, cardiovascular studies, diabetes, obesity Neurobiology & Immunology – nervous system, neurones, moods, effects of recreational drugs, public health, immune response and vaccination programmes.	
<b>Career pathways:</b>	
Biochemistry, Zoology, Medicine, Dentistry, Radiology, Science technician, Health Studies, Genetics, Microbiology, Conservation, Pharmacist, Forensics, Marine Biology, Tree surgeon.	

**Subject: Business Management****Level: National 5 (SCQF Level 5)****Course Overview:**

See the ways in which society relies on businesses and other organisations to satisfy its needs, and an understanding of how to use business information to interpret and report on overall business performance. Also look at the impact that external influences can have on organisations.

**Course content:**

**Understanding business** – Look at enterprise and the role of different types of organisations. Also learn about the internal and external environments in which organisations operate, and the role of stakeholders in business.

**Marketing** – Develop skills in processes and procedures used to maintain competitiveness, and in how marketing can be used to communicate effectively with consumers.

**Operations** – Learn about the effective management of suppliers, inventory, and methods of production in an ethical manner.

**People** – Examine the issues facing organisations when managing people.

**Finance** – Study concepts and processes relating to financial aspects of business.

**Assessment** – 75% of the marks come from the exam and 25% an investigation into a real business.

**Career pathways:**

Gaining a general background in Business subjects opens up such futures as accounting, finance, marketing, human resources management, international business, and management.

**Subject: Business Management****Level: Higher (SCQF Level 6)****Course Overview:**

Business plays an important role in society, as it creates wealth, prosperity, jobs and choices. It is therefore essential to have effective businesses and business managers to sustain this role.

**Course content:**

**Understanding business** – Study how large organisations in the private, public and third sectors operate, make decisions and pursue their goals.

**Marketing** – Learn about effective marketing systems of large organisations, including procedures used to improve competitiveness and customer satisfaction.

**Operations** – Develop an understanding how to improve quality, and the importance of satisfying both internal and external customers' needs.

**People** – Learn about organisations when dealing with staff, including retention, training, leadership and motivation.

**Finance** – Examine issues that large organisations face when managing finance.

**Assessment** – 75% of the marks come from the exam and 25% an investigation into a real business.

**Career pathways:**

Move onto accounting, finance, marketing, human resources management, international business, and management; Advanced Higher Business Management, college, workplace or university degree.

Subject: Caritas	Level(s): Level 6 Award
<p><u>Course Overview:</u></p> <p>The Caritas Award is an S6 Volunteering Award that challenges students to become active in deeds, while asking them to reflect meaningfully on their time volunteering.</p> <p><i>“Speak about Christ only when you are asked. But live so that people ask about Christ” Paul Claudel</i></p> <p>The award is designed to be inclusive and is open to young people of all faiths, denominations and backgrounds.</p> <p>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.</p> <p><u>Course content:</u></p> <p>20 Hours of Service in School e.g. buddying, Nativity performance      20 hours of service in parish/community e.g. soup kitchen visits, reading at mass      Journal assessment tasks      Final report</p>	

<b>Subject: Chemistry</b>	<b>Level(s): National 5 (SCQF Level 5)</b>
<p><b><u>Course Overview:</u></b></p> <p>To develop learners' curiosity, interest &amp; enthusiasm for chemistry in a range of contexts with skills of scientific inquiry &amp; investigation integrated &amp; developed throughout the course through practical work. The relevance &amp; application of chemistry in everyday contexts is also studied &amp; enables learners to become scientifically literate citizens. Opportunities are provided for learners to develop the ability to think analytically, creatively &amp; make reasoned evaluations.</p> <p><b><u>Course Content:</u></b></p> <p>Chemical changes and structure - rates of reaction; atomic structure and bonding related to properties of materials; formulae and reacting quantities; acids and bases.</p> <p>Nature's chemistry - homologous series; everyday consumer products; energy from fuels.</p> <p>Chemistry in society - metals; plastics; fertilisers; nuclear chemistry; chemical analysis</p>	
<p><b><u>Career pathways:</u></b></p> <p>Chemical sciences, healthcare, paramedic, engineering, biochemistry, pharmacy, aromatherapy, agriculture, pathology, food and drink, manufacturing.</p>	
<b>Subject: Chemistry</b>	<b>Level(s): Higher (SCQF Level 6)</b>
<p><b><u>Course Overview:</u></b></p> <p>Learners acquire a deeper understanding of the central concepts of chemistry &amp; the importance of chemists in the production of everyday commodities &amp; new products through research &amp; development. The experimental &amp; investigative approaches used develop knowledge &amp; understanding of chemical concepts, with knowledge of chemical apparatus &amp; techniques being a key course component.</p> <p><b><u>Course content:</u></b></p> <p>Chemical changes and structure – periodicity; structure and bonding; oxidising and reducing agents.</p> <p>Nature's chemistry – systematic carbon chemistry; alcohols; carboxylic acids; esters; fats and oils; soaps; detergents and emulsions; proteins; oxidation of food; fragrances; skin care.</p> <p>Chemistry in society – getting the most from reactants; controlling the rate; chemical energy; equilibria; chemical analysis.</p> <p>Researching chemistry – common chemical apparatus; general practical techniques; reporting experimental work.</p> <p><b><u>Career pathways:</u></b></p> <p>Chemical sciences, healthcare, paramedic, engineering, biochemistry, pharmacy, aromatherapy, agriculture, pathology, food and drink, manufacturing.</p>	

Subject: Computing Science	Level(s): National 5 (SCQF Level 5)
<u>Course Overview:</u>	
<p>Computing Science is central to our way of life and there is increasing demand for people with skills to develop systems we use on a daily basis. Creating systems that can be accessed on countless devices, such as phones, games consoles and computers, is not only both a creative and technical pursuit, but also a very rewarding one.</p>	
<u>Course content:</u>	
<p><b>Databases</b> – central to all our daily systems, such as shopping, videos and social media. This topic develops your skills towards creating state-of-the-art systems at the heart of I.T.</p>	
<p><b>Programming</b> – a journey towards creating apps, games and programs for all computers.</p>	
<p><b>Computer Systems</b> – learn about the important world cyber security and other issues surrounding computers.</p>	
<p><b>Web sites</b> – we may venture into this topic, expand your creative and technical skills to developing cutting-edge websites.</p>	
<p><b>Assessment</b> – around 30% of the course marks are from practical skills in developing the above systems, the rest come from a written exam.</p>	
<u>Career pathways:</u>	
<p>Many branches of Computing Science can be followed academically and as a career such as cyber security, games developer, web designer or database analyst; CS skills also play an important role in many other professions such as design, marketing, engineering or science.</p>	
Subject: Computing Science	Level(s): Higher (SCQF Level 6)
<u>Course Overview:</u>	
<p>This course builds on the skills and knowledge from the N5 course in the key areas of Computing Science to equip you with thorough, relevant and up-to-date technical skills in the key areas required to progress onto further education or a career using Computing Science.</p>	
<u>Course content:</u>	
<p><b>Databases</b> – look at more complex systems and develop a better understanding of the language behind databases.</p>	
<p><b>Programming</b> – move beyond basics &amp; look at complex algorithms that are useful in the real world.</p>	
<p><b>Computer Systems</b> – examine computer security and further issues around IT.</p>	
<p><b>Web sites</b> – we may venture into this topic, develop these skills further towards becoming a professional developer.</p>	
<p><b>Assessment</b> – around 30% from practical skills, the rest come from a written exam.</p>	
<u>Career pathways:</u>	
<p>There are not only many branches of Computing Science that can be followed academically and as a career such as cyber security, games developer, web designer or database analyst; but CS skills play an important role in many other professions such as design, marketing, engineering or science.</p>	
<p>Progress onto Advanced Higher Computing Science, college, workplace or university degree.</p>	

<b>Subject: Drama</b>	<b>Level(s): National 5 (SCQF Level 5)</b>
<p><b><u>Course Overview:</u></b>  National 5 Drama gives our candidates a variety of experiences within drama skills and production skills. The exploration of published playwrights allows us to express important themes and issues to an audience, as well as create dramas with important messages. Growing their confidence, candidates can explore Acting, Lighting, Sound, Costume, Hair and Make-up, Props, Staging or Set design.</p> <p><b><u>Course content:</u></b></p> <p><b>Drama Skills:</b></p> <p>Responding to a range of stimuli, including text, to develop ideas for drama</p> <p>Developing a range of drama skills to communicate ideas</p> <p>Applying a range of drama skills to communicate ideas</p> <p>Evaluating their own work and that of others</p> <p><b>Production Skills:</b></p> <p>Researching, planning and devising drama</p> <p>Using a range of acting skills in order to portray character</p> <p>Exploring form, genre, structure and style</p> <p>Evaluating their own work and that of others</p> <p><b><u>Career pathways:</u></b>  Drama gives you entry to an abundance of courses, such as: acting and performance, theatre studies, production skills, or musical theatre.</p>	

<b>Subject: English</b>	<b>Level(s): National 5 and Higher (SCQF Levels 5 and 6)</b>
<b>Course Overview:</b>	
<p>Language is at the heart of the English courses, and both National 5 and Higher equip candidates with a set of language skills vital for any career pathway. Increased confidence in dealing with and creating complex texts develops candidates' abilities to communicate effectively and to think critically. Literature, both from Scotland and elsewhere in the world, is at the centre of both courses, providing opportunities for personal, social, emotional and cultural growth and development.</p>	
<b>Course content:</b>	
<p>Reading for Understanding, Analysis and Evaluation (External exam)      Critical Reading (External exam)      Writing Portfolio (Produced in school/at home and submitted for external marking)      Spoken Language (Assessed in school)</p>	
<b>Career pathways:</b>	
<p>English supports a huge variety of career pathways, including: performing arts and media; legal services; marketing and advertising; journalism; library services; publishing; administrative services.</p>	

<b>Subject: French/Spanish</b>	<b>Level(s): National 5 (SCQF Level 5)</b>
<b><u>Course Overview:</u></b>	
<p>This course provides candidates with opportunities to continue to acquire and develop their language skills as well as skills for learning, skills for life and skills for work.</p>	
<p>Learning a new language enables candidates to make connections with different people and their cultures and to play a fuller part as global citizens. The ability to use language effectively lies at the centre of thinking and learning.</p>	
<b><u>Course content:</u></b>	
<p>Reading, listening, talking, and writing skills in a modern language in the contexts of society, learning, employability, and culture.</p>	
<p>Knowledge and understanding of detailed language required to understand and use a modern language.</p>	
<p>Applying grammatical knowledge and understanding.</p>	
<b><u>Career pathways:</u></b>	
<p>Some examples include: foreign civil service, airline services, advertising, editing &amp; publishing, translator, interpreter, subtitles &amp; voice-overs, teacher, event management, tour manager, detective, nursing, sommelier, import/export specialist, hotel management</p>	
<b>Subject: French/Spanish</b>	<b>Level(s): Higher (SCQF Level 6)</b>
<b><u>Course Overview:</u></b>	
<p>This course provides candidates with the opportunity to develop their language skills, which are essential for learning, for work and for life. Pupils develop a deeper understanding of how language works and how to use language to communicate ideas and information.</p>	
<p>The study of a modern language has a unique contribution to make to the development of cultural awareness, providing candidates with opportunities to enhance their understanding and enjoyment of other cultures and of their own.</p>	
<b><u>Course content:</u></b>	
<p>Reading, listening, talking and writing skills in a modern language in the contexts of society, learning, employability, and culture.</p>	
<p>Application of knowledge and understanding of a modern language.</p>	
<p>The skill of translation.</p>	
<p>Literacy skills.</p>	
<b><u>Career pathways:</u></b>	
<p>Some examples include: armed forces, business, finance, law, charity, education &amp; childcare, engineering &amp; construction, government, health &amp; wellbeing, heritage &amp; culture, hospitality &amp; tourism, IT &amp; technology, marketing, advertising &amp; sales, media, science, environment &amp; conservation, sport, leisure &amp; entertainment, translating &amp; interpreting.</p>	

<b>Subject: Geography</b>	<b>Level(s): National 5 (SCQF Level 5)</b>
<b><u>Course Overview:</u></b>	
National 4/5 geography explores how the physical and human environments interact in our changing world. Candidates will develop a range of geographical skills and techniques including fieldwork, working with maps and research methods. The study of geography develops positive, life-long attitudes towards environmental sustainability and global citizenship.	
<b><u>Course content:</u></b>	
Physical Environments – glaciation, coasts, land-use conflicts, weather Human Environments – urban, rural, population, international development Global Issues – health, global climate change Assignment – urban studies (Ayr) <b>or</b> land-use conflicts (Loch Lomond and the Trossachs)	
<b><u>Career pathways:</u></b>	
Some examples include: Geoscience (e.g. renewable energy); cartography; meteorology; archaeology; tourism; town-planning; construction, land surveying; forestry; teaching; outdoor pursuits (e.g. mountaineering).	
<b>Subject: Geography</b>	<b>Level(s): Higher (SCQF Level 6)</b>
<b><u>Course Overview:</u></b>	
The course develops candidates' understanding of our changing world, its human interactions and physical processes. Practical activities, including fieldwork, provide opportunities for Candidates to continue their learning beyond the classroom. The study of geography encourages positive lifelong attitudes of sustainability and global citizenship. The course provides candidates with the skills, knowledge and understanding to contribute effectively to their local communities and wider society.	
<b><u>Course content:</u></b>	
Physical Environments – Atmosphere, Lithosphere, Hydrosphere, Biosphere Human Environments – Population, Urban, Rural Global Issues – Development & Health, Global Climate Change Assignment – urban land-use (Glasgow) <b>or</b> river studies	
<b><u>Career pathways:</u></b>	
Some examples include: Geoscience (e.g. renewable energy); cartography; meteorology; archaeology; tourism; town-planning; construction, land surveying; forestry; teaching; outdoor pursuits (e.g. mountaineering).	

<b>Subject: Graphic Communication</b>	<b>Level(s): National 5 (SCQF Level 5)</b>
<b><u>Course Overview:</u></b>	
Learners develop their creativity and skills within a 2D/3D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straight forward and familiar contexts. In addition learners develop their skills in some less familiar or new contexts and will develop 2D graphic spatial awareness.	
<b><u>Course content:</u></b>	
<ul style="list-style-type: none"> <li>Produce and interpret simple 2D sketches and drawings.</li> <li>Produce preliminary 2D/3D colour designs and illustrations for Desk Top Publishing promotional displays.</li> <li>Produce pictorial sketches/drawings and 3D models.</li> <li>Produce pictorial and 3D colour illustrations.</li> <li>Knowledge and understanding of Building drawings and symbols.</li> </ul>	
<b><u>Career pathways:</u></b>	
Architecture, Interior Design, Engineering, Computer Game Design, App Design, Graphic Design, Product Design, Advertising, Marketing, Animation, Construction and web design	
<b>Subject: Graphic Communication</b>	<b>Level(s): Higher (SCQF Level 6)</b>
<b><u>Course Overview:</u></b>	
Learners develop their creativity and skills within a 2D/3D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straight forward and familiar contexts. In addition learners develop their skills in some less familiar or new contexts and will develop 2D graphic spatial awareness.	
<b><u>Course content:</u></b>	
<ul style="list-style-type: none"> <li>Produce and interpret complex 2D sketches and analyse drawings.</li> <li>Produce preliminary 2D colour designs and illustrations for Desk Top Publishing promotional displays.</li> <li>Produce pictorial sketches/drawings and advanced 3D models.</li> <li>Produce pictorial and 3D colour illustrations.</li> <li>Knowledge and understanding of Building drawings and symbols.</li> </ul>	
<b><u>Career pathways:</u></b>	
Architecture, Interior Design, Engineering, Computer Game Design, App Design, Graphic Design, Product Design, Advertising, Marketing, Animation, Construction and web design.	

Subject: Health Sector	Level : National 5 (SCQF Level 5)
<u>Course overview:</u>	
<p>The emphasis of this Course is to prepare candidates for working in the health sector and develop employability skills valued by employers. Candidates will develop a range of knowledge and skills required in this vocational area. Candidates will investigate a range of job roles and career opportunities as well as participating in a job interview.</p>	
<u>Course content:</u>	
<p>Mandatory units include:</p> <p>Working in the Health Sector (Scotland)</p> <p>Life Sciences Industry and the Health Sector</p> <p>Improving Health and Wellbeing</p> <p>Physiology of the Cardiovascular System</p> <p>Working in Non Clinical Roles</p>	
<u>Career pathways:</u>	
<p>Medicine, dentistry, nursing, physiotherapy, health and social care, complementary therapies, the life sciences and retail pharmaceutical industries and the community and voluntary Sector.</p>	

<b>Subject: History</b>	<b>Level(s): National 5 (SCQF Level 5)</b>
<p><b><u>Course Overview:</u></b></p> <p>The course involves pupils in studying the causes and consequences of change in history. Their study makes pupils aware of their own national and international heritage. The course develops the skills of selecting and evaluating evidence and making judgements – skills which are useful in work and society. Evidence may take the form of books, pictures, diagrams, computer databases, etc.; it may be found in the school and in libraries, museums or historical sites.</p> <p><b><u>Course content:</u></b></p> <p><i>Scottish History:</i> Migration and Empire, 1830-1939 – experience of Irish, Jewish, Italian and Lithuanian immigrants in Scotland, Highland Clearances, emigration of Scots, contribution of Scots to British Empire and countries abroad.</p> <p><i>British History:</i> Atlantic Slave Trade, 1770-1807 – the trade triangle, experience of slaves in Africa and the Caribbean, abolition of the slave trade.</p> <p><i>European and World History:</i> Germany, 1918-1939 – Germany after WWI, the Weimar Republic, the rise of Hitler and the Nazi Party, life in Nazi Germany. Assignment – choice of any topic from the three units above.</p> <p><b><u>Career pathways:</u></b></p> <p>Some examples include: archive work, civil service, retail, law and legal professionals, museum work, heraldry, trade union work, teaching, clerical and secretarial work, broadcasting and journalism, business and finance, marketing/sales and advertising, armed forces/public profession services.</p>	
<b>Subject: History</b>	<b>Level(s): Higher (SCQF Level 6)</b>
<p><b><u>Course Overview:</u></b></p> <p>The course involves pupils in studying the causes and consequences of change in history. Their study makes pupils aware of their own national and international heritage. The course develops the skills of selecting and evaluating evidence and making judgements – skills which are useful in work and society. Evidence may take the form of books, pictures, diagrams, computer databases, etc.; it may be found in the school and in libraries, museums or historical sites.</p> <p><b><u>Course content:</u></b></p> <p><i>Scottish History:</i> Scottish Wars of Independence, 1248-1328 – the fight for Scottish independence under William Wallace and Robert the Bruce.</p> <p><i>British History:</i> Britain, 1851-1951 – The development of the welfare state, the growth of democracy.</p> <p><i>European and World History:</i> Germany, 1815-1939 – The formation of Germany, Bismarck and German unification, rise of the Nazis. Assignment – choice of any topic from the three units above.</p> <p><b><u>Career pathways:</u></b></p> <p>Some examples include: archive work, civil service, retail, law and legal professionals, museum work, heraldry, trade union work, teaching, clerical and secretarial work, broadcasting and journalism, business and finance, marketing/sales and advertising, armed forces/public profession services.</p>	

<b>Subject: Leadership</b>	<b>Level(s): 6</b>
<u><b>Course Overview:</b></u>	
<p>Pupils will undertake three qualifications.</p> <p>This National Progression Award (NPA) in Enterprise and Employability equips candidates with relevant and transferable skills which can be used in any employment setting, including self-employment. It develops practical, technical and transferable skills such as creativity, oral, written and evaluation abilities, resource management and organisational skills. Pupils will be required to complete a work placement as part of this award.</p> <p>The Leadership Award develops knowledge of leadership skills, styles and qualities. It is designed for learners who take, or plan to take, a leading role for an activity. This Award allows individuals to build self-confidence and self-esteem and encourages learners to work creatively and collaboratively. It is aimed primarily at S6 pupils to develop a range of inter-personal skills through the design and delivery of a series of practical activities.</p> <p>The UWS Foundation Academy is delivered in conjunction with the University of the West of Scotland. This exciting initiative gives school pupils the opportunity to experience studying at university level, develop academic skills in a specific subject area, and improve the quality of their university/college or work place application. Successful completion of this course lowers the entry requirement to a host of courses at UWS.</p>	
<u><b>Course content:</b></u> <u><b>Course content:</b></u> <p>Level 6 NPA Enterprise &amp; Employability</p> <ul style="list-style-type: none"> <li>- Work Placement Award</li> <li>- Working with Others</li> <li>- Personal Development: Self and Work</li> </ul> <p>Level 6 Leadership</p> <ul style="list-style-type: none"> <li>- Leadership: An Introduction</li> <li>- Leadership In Practice</li> </ul> <p>Level 7 UWS Foundation Academy</p>	
<u><b>Career pathways:</b></u> <p>The Leadership Award is a SQA Wider Achievement qualification. These qualifications are designed to recognise the skills needed to get ahead successfully in today's world.</p>	

**Subject: Mathematics**

Choosing to study Mathematics, you will have the following options, based on your S4 results.

**Subject: Mathematics****Level(s): National 5 (SCQF Level 5)**Course overview:

Mathematics is rich and stimulating and develops logical reasoning, analysis, problem solving skills, creativity and the ability to think in abstract ways. National 5 Mathematics develops understanding and use of mathematical concepts and relationships. Candidates will develop a range of mathematical skills including algebra. Geometry, trigonometry, statistics and numerical skills. Candidates will use mathematical reasoning skills to interpret information, to select a strategy to solve a problem, and to communicate solutions.

Course content:

Expressions & Formulae  
Relationships  
Applications  
Numeracy

Career pathways:

Career opportunities are unlimited for mathematics. Candidates may follow career paths in business, science or technical fields or disciplines such as social services, education and government. Some examples include: accountant, actuary, computer programmer, doctor, engineer, lawyer, statistician, teacher, systems analyst, banking, government, space/aircraft industry.

**Subject: Applications of Mathematics    Level(s): National 5 (SCQF Level 5)**Course overview:

The National 5 Applications of Mathematics course explores the applications of mathematical techniques and skills in everyday situations, including financial matters, statistics, and measurement. The skills, knowledge and understanding in the course also support learning in other curriculum areas, such as technology, health and wellbeing, science, and social studies.

Course content:

Geometry & Measures  
Managing Finance & Statistics  
Numeracy

Career pathways:

Employability skills are the personal qualities, skills, knowledge, understanding, and attitudes required in changing economic environments. The mathematical operational and reasoning skills developed in this course aim to enable candidates to confidently respond to the mathematical situations that can arise in the workplace. Candidates may follow career paths in Business, Computing and ICT, Engineering, Science & Maths, Teaching & Classroom Support, Transport & Distribution.

**Course Overview:**

In this Skills for Work course, candidates will develop the skills, knowledge and attitudes, needed for work in the finance industry. Candidates will explore the variety and range of employers and career opportunities in the financial services sector. Personal development of employability skills will be the main focus across the Course, and the development of personal financial responsibility is also given high profile.

**Course content:**

Financial Services: Introduction

Financial Services: Personal Finance Awareness

Financial Services: Building Positive Relationships with Customers and Colleagues

Financial Services: Employability Skills

**Career pathways:**

This Course or its Units may provide progression to

- ◆ National Progression Award
- ◆ A National Certificate programme in Further Education
- ◆ Employment with training in the Financial Services sector. You could work in Accountancy, Actuarial Work, Banking, Financial Advice, Insurance, Investments, Risk

<b>Subject: Financial Services</b>	<b>Level(s): SCQF Level 6</b>
<b><u>Course Overview:</u></b>	
<p>The NPA in Financial Services at SCQF level 6 introduces learners to the knowledge and skills that are important in the Financial Services sector and in various types of roles such as Customer Service Officer; Complaints Handler; Compliance Officer; Relationship Officer; and ICT Systems Support Officer. It develops knowledge and understanding of Financial Services; practical, technical, and transferable skills; oral, written and evaluation abilities; resource management; problem solving and planning; organisational and communication skills. This NPA covers areas including an introduction to financial services, the regulatory framework, communication, promoting positive customer relationships and personal finance awareness. Candidates may be assessed in a number of ways, including extended response questions, research project and practical tasks.</p>	

**Course content:**

Financial Services: Introduction

Financial Services: The Regulatory Framework

Financial Services: Communication

Financial Services: Promoting Positive Customer Relations

Financial Services: Personal Finance Awareness

**Career pathways:**

This Course or its Units may provide progression to

- ◆ Foundation/Modern Apprenticeship
- ◆ Further/Higher Education
- ◆ Employment with training in the Financial Services sector e.g. Customer Service Officer; Complaints Handler; Compliance Officer; Relationship Officer; and ICT Systems Support Officer.

<b>Subject: Applications of Mathematics</b>	<b>Level(s): Higher (SCQF Level 6)</b>
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Course overview:

Higher Applications of Mathematics equips learners with the skills needed to interpret, analyse, and critically appraise statistical and mathematical information; simplify and solve problems; assess risk and make informed decisions by enhancing critical and logical thinking.

Course content:

Mathematical Modelling  
Statistics and Probability  
Finance  
Planning and Decision Making

Career pathways:

Mathematics is fundamental to our society and economy. Advances in technology are changing the way we work, communicate and access information, and there is an increasing need for learners to acquire more mathematical skills in preparation for modern citizenship, further study and employment. The new Higher Applications of Mathematics will enable learners to develop mathematical, statistical and financial skills for everyday life. These transferable skills are sought after by employers and universities, and are relevant to a wide range of subjects and sectors. Candidates may follow career paths in Business, Computing and ICT, Engineering, Data Science.

<b>Subject: Mathematics</b>	<b>Level(s): Higher (SCQF Level 6)</b>
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Course overview:

The course enables candidates to understand and use a range of complex mathematical concepts and relationships. Candidates will be able to select and apply operational skills in algebra, geometry, trigonometry, calculus and statistics within mathematical contexts. Also, candidates will be able to use mathematical reasoning skills to think logically, solve problems and communicate effectively.

Course content:

Expressions & Functions  
Relationships & Calculus  
Applications

Career pathways:

Career opportunities are unlimited for mathematics. Candidates may follow career paths in business, science or technical fields or disciplines such as social services, education and government. Some examples include: accountant, actuary, computer programmer, doctor, engineer, lawyer, statistician, teacher, systems analyst, banking, government, space/aircraft industry.

<b>Subject: Mathematics</b>	<b>Level(s): Advanced Higher (SCQF Level 7)</b>
<p><b>Course overview:</b>  The course enables candidates to understand and use a range of complex mathematical concepts and relationships. Candidates will be able to select and apply operational skills in algebra, geometry, trigonometry, calculus and statistics within mathematical contexts. Also, candidates will be able to use mathematical reasoning skills to think logically, solve problems and communicate effectively.</p> <p><b>Course content:</b>  Expressions &amp; Functions  Relationships &amp; Calculus  Applications</p> <p><b>Career pathways:</b>  Career opportunities are unlimited for mathematics. Candidates may follow career paths in business, science or technical fields or disciplines such as social services, education and government. Some examples include: accountant, actuary, computer programmer, doctor, engineer, lawyer, statistician, teacher, systems analyst, banking, government, space/aircraft industry.</p>	

<b>Subject: Media</b>	<b>Level: National 5 (SCQF Level 5)</b>
<p><b>Course Overview:</b>  The National 5 Media course offers candidates opportunities to develop and extend a wide range of skills including communication, independent learning, critical literacy, personal and interpersonal working, and creative thinking. In particular, this course aims to enable candidates to develop:</p> <ul style="list-style-type: none"> <li>the ability to analyse and create media content</li> <li>knowledge and understanding of the key aspects of media literacy</li> <li>knowledge and understanding of the role of media within society</li> <li>the ability to plan and research when creating media content</li> <li>the ability to evaluate own practice when creating media content</li> </ul> <p><b>Course Content:</b>  Candidates will study a number of media products designed to meet audiences needs. These include film, advertising, public service media, media in print. Students should be able to critically analyse media in print, independently, by the end of the course.</p> <p>Candidates must acquire the skills, knowledge and understanding to be able to create media content relevant to particular purposes, audiences and contexts. They might make such content as a short film or trailer, a print or moving-image advert, a poster or a magazine cover.</p>	

<b>Subject: Modern Studies</b>	<b>Level(s): National 5 (SCQF Level 5)</b>
<b>Course Overview:</b>	
Modern Studies is the study of the social, economic, political, environmental and technological contexts in which we live and how these may be changed within a democratic society. It encourages people to work towards a more just and sustainable world. The course aims to help pupils develop of political awareness and help inform their decision making.	
<b>Course content:</b>	
<p><i>Politics:</i> Scottish politics, the British constitution, the Scottish Parliament, the Scottish Government, pressure groups, trade unions, the media.</p> <p><i>Sociology:</i> Crime and the law, the Scottish legal system, Scottish courts, the penal system.</p> <p><i>International Issues:</i> The USA as a world power, the US political system, the influence of the US abroad, social and economic issues in the US.</p> <p>Assignment – choice of any topic from the three units above.</p>	
<b>Career pathways:</b>	
Some examples include: Lawyer, Doctor, Journalist, Accountant, Politician, Broadcasting, Nursing, Armed forces, Social work, Teaching, Insurance, Solicitor, Town & Country Planning, International Relations, Finance & banking, Trade Union Work, Local Government, Personnel Work, Administration, Clerical Worker, Management, Advertising Marketing, Civil Service, the Media.	
<b>Subject: Modern Studies</b>	<b>Level(s): Higher (SCQF Level 6)</b>
<b>Course Overview:</b>	
Modern Studies is the study of the social, economic, political, environmental and technological contexts in which we live and how these may be changed within a democratic society. It encourages people to work towards a more just and sustainable world. The course aims to help pupils develop of political awareness and help inform their decision making.	
<b>Course content:</b>	
<p><i>Politics:</i> British politics, the British constitution, the electoral systems in Scotland, voting behaviour, the influence of the media, the work of the British parliament, the British government and the Prime Minister, pressure groups.</p> <p><i>Sociology:</i> Health and wealth inequalities in the UK, the NHS, the benefits system, government attempts to deal with social and economic inequalities in the UK.</p> <p><i>International Issues:</i> Development in Africa, causes of development issues, action by governments to tackle, the work of the EU and UN in Africa, contribution of charities to promote development in Africa.</p> <p>Assignment – choice of any topic from the three units above.</p>	
<b>Career pathways:</b>	
Some examples include: Lawyer, Doctor, Journalist, Accountant, Politician, Broadcasting, Nursing, Armed forces, Social work, Teaching, Insurance, Solicitor, Town & Country Planning, International Relations, Finance & banking, Trade Union Work, Local Government, Personnel Work, Administration, Clerical Worker, Management, Advertising Marketing, Civil Service, the Media.	

<b>Subject: Music</b>	<b>Level(s): National 5/Higher/Advanced Higher (SCQF Levels 5-7)</b>
<b><u>Course Overview:</u></b>	
Music courses allows candidates to develop and consolidate practical skills in music and knowledge and understanding of music styles and concepts. It encourages them to self-reflect and explore their creative ideas. Understanding music through listening enables candidates to build on and extend their knowledge and understanding of music and influences on music	
<b><u>Course content:</u></b>	
Question paper – 40 marks Composition/Assignment – 30 marks (20 marks for Advanced Higher) Performing on two instruments/voice – 30 marks for each instrument	
<b><u>Career pathways:</u></b>	
Some examples include: Musician, singer/songwriter, music therapist, teacher, studio sound engineer/technician, instrument maker/repairer, events manager	
<b>Subject: Music Leaders Scotland</b>	<b>Level(s): Level 6</b>
<b>Award</b>	
<b><u>Course Overview:</u></b>	
This course has been designed to give young people with advanced musical and instrumental skills opportunities for performance, musical development, leadership and most importantly recognition for all they do. Pupils will learn how to mentor a musical group and effectively lead and plan a successful performance. They will also attend a live music performance and prepare a critical review of this event. Pupils must attend weekly instrumental lessons and keep a log of their progress. They must be able to play pieces or songs at equivalent of ABRSM Grade 6 standard and also participate in an ensemble, either in school or within the authority.	
<b><u>Course content:</u></b>	
Develop personal skills and participate in live music Attend and review a live music performance Coach and mentor participants of an ensemble Plan and lead a musical activity	
<b><u>Career pathways:</u></b>	
This award is recognised by the Royal Conservatoire of Scotland and would benefit a pupil hoping to study music at college or university.	

<b>Subject: Photography</b>	<b>Level(s): National Progression Award Level 5 (SCQF Level 5)</b>
<p><b>Course Overview:</b></p> <p>The National Progression Awards in Photography at SCQF level 4 and 5 will develop knowledge and understanding in practical photography. The Awards are aimed at those who want to explore their interest in photography and take it to a more advanced level. The level 4 course will provide a foundation level of study - the units are aimed at promoting self-confidence, self-development, and learner interests. The level 5 course will build on the foundation skills at level 4 and prepare learners to understand more advanced skills and techniques. It will promote a progression route into Higher Photography.</p>	
<p><b>Course content:</b></p> <p>Understanding Photography Photographing Places Photographing People Working with Photographs</p>	
<b>Subject: Photography</b>	<b>Level: Higher (SCQF Level 6)</b>
<p><b>Course Overview:</b></p> <p>The course encourages candidates to be inspired and challenged by visually representing their personal thoughts and ideas through the medium of photography. Candidates learn how to plan, develop and produce creative and technically proficient photographs. They develop knowledge and understanding of a range of photographic practices and develop skills in problem solving.</p>	
<p><b>Course content:</b></p> <p>Photography Project - integrate and apply their creative and technical skills and their knowledge and understanding of photographic practice. The candidates should be able to work in a highly creative way producing shots that demonstrate a high level of skill. Candidates will learn about the life and work of Photographers.</p>	
<p><b>Career pathways:</b></p> <p>Candidates will have the opportunity to become involved in practical photography which will encourage the development of skills through a range of practical activities and team working. The development of a quality portfolio and participation in exhibition work will provide a good basis to consider further learning and/or employment opportunities, eg progression to other courses or employment such as Freelance Photographer, Community Arts Worker, Advertising, Film and TV work, Creative Director, Cinematographer, Photojournalist, Blogger, Instagram Lifestyle Influencer.</p>	

Subject: Physics	Level(s): National 5 (SCQF Level 5)
<u>Course overview:</u>	
<p>Physics is the study of the entire universe from the extremely small quantum level to the astronomically large scale of the universe. It is the study of energy and matter and the interaction between them. It allows candidates to ask the fundamental questions and try to answer them by observing and experimenting. The answer to such questions can lead to advances in the understanding of the worlds around us and result in technological improvement to enhance all our lives. Physics gives candidates an insight into the underlying nature of our world and its place in the universe. The purpose of the course is to develop candidates' interest and enthusiasm for physics through investigating the applications of physics.</p>	
<u>Course content:</u>	
<p>Dynamics, Space, Waves, Radiation, Energy, Matter and Electricity.</p>	
<u>Career pathways:</u>	
<p>Career paths in physics are endless, including many different fields of Engineering such Aeronautical, electrical, electronic, design, civil and software engineering. Also, in the field of medical physics such as radiology, medical imaging and radiotherapy. Physicists also pursue careers in education to teach at schools, colleges and universities. Many also pursue careers as consultants, management roles in businesses and are involved in financial fields as their problem solving and analytical skills prepare them well. Physicists conduct scientific research in many areas including astrophysics, atomic nanoscience &amp; nanotechnology, optics &amp; lasers, particle physics and renewable energy to name a few.</p>	

Subject: Physics	Level(s): Higher (SCQF Level 6)
<u>Course overview:</u>	
<p>The relevance of physics is highlighted by the study of the applications of physics in everyday contexts. Candidates gain a deeper insight into the structure of the subject and reinforce and extend their knowledge and understanding of the concepts of physics. It allows candidates to ask the fundamental questions and try to answer them by observing and experimenting. Physics studies energy and matter and the interaction between them from the extremely small quantum level to the astronomical scale of the universe. Physics gives candidates an insight into the underlying nature of our world and its place in the universe and allows candidates to contribute to leading technological improvements that could enhance all our lives.</p>	
<u>Course content:</u>	
Our Dynamic Universe	
Particles and Waves	
Electricity	
Researching Physics/Assignment	
<u>Career pathways:</u>	
<p>Career paths in physics are endless, including many different fields of Engineering such Aeronautical, electrical, electronic, design, civil and software engineering. Also, in the field of medical physics such as radiology, medical imaging and radiotherapy. Physicists also pursue careers in education to teach at schools, colleges and universities. Many also pursue careers as consultants, management roles in businesses and are involved in financial fields as their problem solving and analytical skills prepare them well. Physicists conduct scientific research in many areas including astrophysics, atomic nanoscience &amp; nanotechnology, optics &amp; lasers, particle physics and renewable energy to name a few.</p>	

<b>Subject: Physical Education</b>	<b>Level(s): National 5 (SCQF Level 5)</b>
<b><u>Course overview:</u></b>	
<p>The National 4&amp;5 courses aim to develop a knowledge and understanding of the factors that impact performance in physical activities. Pupils will consider the effects of mental, emotional, social and physical factors on performance, and acquire an understanding of how to plan, monitor, record and evaluate the process of performance development.</p>	
<p>These courses are a mixture of practical and theoretical sessions, with theory sessions in line with the work which is done practically.</p>	
<b><u>Course content:</u></b>	
<p>National 4:</p>	
<p>Performance - pass in two performance activities (internally assessed)</p>	
<p>Factors Impacting on Performance (FIP) - pass a FIP booklet (internally assessed)</p>	
<p>National 5:</p>	
<p>Performance – complete two one-off performances which are internally marked out of 30 (a total of 60) which accounts for 50% of the total course award.</p>	
<p>Factors Impacting on Performance (FIP) - a portfolio is completed internally throughout the academic year and sent to SQA to be externally marked. This is marked out of 60 and accounts for the other 50% of this award.</p>	
<b><u>Career pathways:</u></b>	
<p>Future professions include P.E. teaching, Sports Coaching, Sports Development, Active Schools Co-ordinator, Sports Science, Leisure Management.</p>	
<b>Subject: Physical Education</b>	<b>Level(s): Higher (SCQF Level 6)</b>
<b><u>Course overview:</u></b>	
<p>The Higher PE course gives pupils the chance to develop their performance and understanding of a variety of factors impacting on their performance (physical, mental, emotional and social). Pupils will use a variety of methods to gather and interpret data, design and carry out approaches to develop their performance, monitor &amp; evaluate their performance and understand the impact physical, mental, emotional and social factors have on this.</p>	
<p>The course is a mixture of practical and theoretical sessions, with theory sessions in line with the work which is done practically.</p>	
<b><u>Course content:</u></b>	
<p>Factors Impacting on Performance – exam paper of 2.5 hours is out of 50 marks and is worth 50% of the overall mark.</p>	
<p>Performance – pupils must perform in 2 significantly different activities of their choice in a one-off, challenging environment. Each performance is marked out of 30 (60 in total) and is worth 50% of the overall mark.</p>	
<b><u>Career pathways:</u></b>	
<p>PE Teacher (primary or secondary), Active Schools Co-ordinator/Assistant, Sports Development Manager, Leisure Management, Army/Royal Marines, Sports Coach, Physiotherapist, Fitness Instructor/Personal Trainer, Police Officer and Firefighter.</p>	

<b>Subject: Physical Education</b>	<b>Level(s): Adv Higher (SCQF Level 7)</b>
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**Course overview:**

In the Advanced Higher PE course pupils develop independent research, analytical and evaluative skills by investigating mental, emotional, social and physical factors that impact their performance. This is followed by the creation and implementation of a Personal Development Plan (PDP) which is modified and evaluated, while decisions relating to future development needs are justified. This course requires a great deal of independent learning so pupils need to demonstrate maturity, self-motivation and a hard-working attitude.

It would be highly advantageous for pupils to be performing at Advanced Higher level in one activity, competing in this either inside or outside of school regularly.

**Course content:**

Project – completed throughout the academic year and is externally marked by SQA out of 70 and worth 70% of overall mark.

Performance – pupils must perform in 1 activity of their choice in a one-off, challenging environment. This is internally marked out of 30 and is worth 30% of the overall mark.

**Career pathways:**

PE Teacher (primary or secondary), Active Schools Co-ordinator/Assistant, Sports Development Manager, Leisure Management, Army/Royal Marines, Sports Coach, Physiotherapist, Fitness Instructor/Personal Trainer, Police Officer and Firefighter.

**Course Overview:**

Electronics brings together elements of technology, science and mathematics. It applies these to real world challenges and provides an opportunity for making links across learning. The course provides progression from experiences and outcomes in craft, design, engineering, graphics and in science. It provides a solid foundation for those considering further study or a career in electronics, electrical engineering and related disciplines. The course also provides a valuable complementary practical experience for those studying engineering science, physics and other science courses.

**Course content:****Circuit design**

Candidates develop an understanding of key electrical concepts and electronic components. Candidates will analyse electronic problems, design solutions and explore issues related to electronics.

**Circuit simulation**

Candidates use simulation software to assist the design, construction and testing of circuits and systems and to investigate their behavior.

**Circuit construction**

Candidates gain experience in assembling a range of electronic circuits, using permanent and non-permanent methods. They will develop skills in practical wiring and assembly techniques, carry out testing and evaluate functionality.

Assessment consists of a practical assignment worth 70% of the final grade and a written assessment worth 30% of the final grade.

**Career pathways:**

The electronics industry is vital to everyday life in our society and plays a major role in economy. It contributes not only to manufacturing, but to other sectors such as finance, telecommunications, material processing, oil extraction, weather forecasting and renewable energy. Within all these sectors, a wide range of job opportunities are available for people with skills in electronics.

Electrical and electronic engineers work at the forefront of practical technology, improving the devices and systems we use every day. From solar-energy systems to mobile phones, they innovate to meet society's communication, tech and energy needs.

Scotland has a global reputation for excellence in the electronics industry with over 50 years of electronics manufacturing experience. Scottish companies produce high-end electronics, specialising in a number of emerging industries such as CleanTech, Microelectronics, Nanotechnology, Optoelectronics, and Wellness tech amongst others.

**Course Overview:**

Learners develop safe working practices in a workshop environment and understanding of sustainability issues and good practice in recycling in a practical woodworking context.

The structure of the Course allows learners to cover fundamental woodworking skills in a progressive fashion in measuring, marking out, cutting and jointing techniques.

**Course content:****Flat-frame Construction**

Learners develop skills in the use of woodworking tools and in making woodworking joints and assemblies commonly used in flat-frame joinery.

**Carcass Construction**

Learners develop skills in making woodworking joints and assemblies commonly used in carcass construction. Tasks will involve some complex features and may include working with manufactured board or with frames and panels.

**Machining and Finishing**

Learners develop skills in using common machine and power tools. It also helps learners develop skills in a variety of woodworking surface preparations and finishing techniques.

**Log book**

As part of the ongoing assessment within the course learners are required to complete a log book containing information on how they developed their skills. This contains information on how they constructed joints, material properties, material uses, tool identification and material identification.

**Final Assignment**

This Unit allows learners to display the skills in flat frame construction, carcass construction and machining and finishing together in a final project.

**Career pathways:**

Joinery, Plumbing, Engineering, welding, fabrication, Motor Vehicle Mechanics, construction, pipe fitting, machining, shop fitting and formwork.

Subject: Practical Metalwork	Level(s): National 5 (SCQF Level 5)
<p><b>Course Overview:</b>  Learners develop safe working practices in a workshop environment and understanding of sustainability issues and good practice in recycling in a practical metalworking context.  The structure of the Course allows learners to cover fundamental metalworking skills in a progressive fashion in measuring, marking out, cutting and jointing techniques.</p> <p>Course content:</p> <p><b>Bench skills</b>  Candidates develop skills, knowledge and understanding in the use of metalworking hand tools, bench-fitting work, routine sheet-metal work, measuring and marking out, involving complex features. Candidates develop their ability to read and use drawings and diagrams depicting both familiar and unfamiliar metalwork tasks.</p> <p><b>Machine processes</b>  Candidates develop skills, knowledge and understanding in the use of metalworking machines, equipment, related processes, materials, measuring and marking out, involving complex features.</p> <p><b>Fabrication and thermal joining</b>  Candidates develop skills, knowledge and understanding in fabrication, forming and joining of metalwork components with some complex features. Candidates develop skills in thermal joining techniques and in measuring and marking out.</p> <p><b>Log book</b>  As part of the ongoing assessment within the course learners are required to complete a log book containing information on how they developed their skills. This contains information on how they constructed joints, material properties, material uses, tool identification and material identification.</p> <p><b>Final Assignment</b>  This Unit allows learners to display the skills in Bench Skills, Machine Processes and Fabrication and Thermal Joining together in a final project.</p> <p><b>Career pathways:</b>  Joinery, Plumbing, Engineering, welding, fabrication, Motor Vehicle Mechanics, construction, pipe fitting, machining, shop fitting and formwork.</p>	

<b>Subject: Practical Cookery</b>	<b>Level(s): National 5 (SCQF Level 5)</b>
<b><u>Course Overview:</u></b>	
<p>This course aims to further develop candidates' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context. In preparing candidates for life, the course anticipates their future needs and enables them to learn how to plan, prepare and cook food for themselves and others. It also develops organisational skills, which have an application in a wide variety of contexts.</p>	
<b><u>Question paper:</u></b>	
<p>The purpose of the question paper is to assess breadth of knowledge from across the course, depth of understanding, and application of this knowledge and understanding to answer appropriately challenging questions. The question paper requires candidates to draw on and apply knowledge and understanding of a sample of all the areas listed in the table below.</p>	
<b><u>Assignment and practical activity:</u></b>	
<p>The purpose of the assignment and practical activity is to assess practical application of knowledge and skills from across the course to plan, prepare and present a three-course meal to a given specification. It will assess candidates' skills in planning and implementing.</p>	
<b><u>Career pathways:</u></b>	
<p>Career opportunities are very diverse in the hospitality sector.</p>	

Subject: Retailing	Level(s): National 5 (SCQF Level 5)
<b><u>Course Overview:</u></b>	
This delivers two qualifications, Retailing Skills for Work course and Barista Skills, both at level 5.	
The Retail course will mostly be delivered within the context of being a Barista. This allows you to see exactly how to apply all the learning being done in Retail to that particular type of business; although this learning can be easily transferred across to all retail sectors.	
Candidates will have the opportunity to develop transferable skills that are desirable to the retail and other industries. Candidates will be required to investigate different sectors, job roles and career paths. They will learn communication and customer care skills and also plan, implement and finally evaluate an event. In doing so they will be required to work effectively with others and further develop their communications skills and their skills in planning and organisation.	
<b>Barista</b>	
Pupil will spend one afternoon a week, usually with a college lecturer, working towards their Barista Skills (level 5) award.	
<b><u>Course content:</u></b>	
<ul style="list-style-type: none"> <li>• Working in Retail</li> <li>• Managing Stock</li> <li>• The Customer</li> <li>• Event Management</li> <li>• Develop a knowledge of coffee and other beverages served by baristas.</li> <li>• Learn to work with a range of specialist equipment</li> <li>• Learn to prepare and serve a range of hot and cold beverages.</li> </ul>	
<b><u>Career pathways:</u></b>	
Career opportunities are very diverse for retail. Some examples of industries where the skills developed in this course would be useful include: fashion, food, sales assistant, marketing, customer service, banking and, of course, as a barista!	

<b>Subject: RMPS</b>	<b>Level(s): National 5/Higher (SCQF Levels 5/6)</b>
<b><u>Course Overview:</u></b>	
<p>In RMPS students learn not only how religion is intertwined into the fabric of our society, but also how moral issues shape our culture, and philosophical questions give answers to these moral issues. Students will be able to: investigate and express detailed, reasoned and well-structured views about religious, moral and philosophical topics or issues; interpret and explain sources related to world religions; enquire into and evaluate contemporary moral questions and responses; critically analyse religious and philosophical questions and responses.</p> <p>We focus on embedding the literacy skills of research and presenting, evaluation, discussion, listening and talking.</p> <p>National 5 progresses onto Higher RMPS, progression Higher courses can stand alone or follow on from National 5 qualifications and may lead to Advanced Highers</p>	
<b><u>Course content:</u></b>	
<p>The course is delivered in three units and a course assignment</p> <ol style="list-style-type: none"> <li>1. World Religion: Christianity</li> <li>2. Morality and Belief: Morality, medicine and the human body</li> <li>3. Religious and Philosophical Questions: Origins</li> </ol> <p>Assignment: Space for personalisation and choice as students choose their assignment topic.</p>	
<b><u>Career pathways:</u></b>	
<p>In the world of work employers look for someone with an enquiring mind, an appreciation of different viewpoints and an ability to come to clear, balanced decisions. These skills are developed through studying religious and non-religious philosophical viewpoints.</p> <p>Students progress to a whole range of jobs and careers from RMPS. In previous years students have gone on to university to study subjects as varied as Art, Law, Journalism, Medicine, Nursing, Social Work, Teaching, Physiology, Criminology, Drama and Science</p>	

Subject: Saltire	Level(s): Wider Achievement
<p><b>Course Overview:</b>  The Saltire Awards are the Scottish Government's way of celebrating, recognising and rewarding the commitment, contribution and achievements of young volunteers in Scotland, aged between 12 and 25.</p> <p>Young people gain nationally recognised certificates, signed by Scottish Government Ministers, for the different amounts of volunteering they do. There are four different types of Award to recognise different levels of volunteering:</p> <p>The Challenge which recognises people starting out their volunteering journey by taking part in a team challenge.</p> <p>The Approach which recognises people who have started regular volunteering, with certificates awarded after 10 and 25 hours have been completed.</p> <p>The Ascent for those who have made a longer commitment of 50, 100, 200 or 500 hours.</p> <p>The Summit for those who have made an outstanding contribution to volunteering.</p> <p>Having a Saltire Award is a great addition to your CV. You also can also earn up to 3,000 Young Scot Reward Points with each Award.</p>	

<b>Subject: NPA Sport and Fitness: Team Sport</b>	<b>Level(s): SCQF Level 5</b>
<b><u>Course Overview:</u></b>	
<p>This course is run with the Sports Leader course. It is completed through volleyball so pupils should have an interest in, or wish to develop, valuable skills in the areas of volleyball playing, coaching and officiating. The NPA in Sport and Fitness: Team Sport provides the basic knowledge and skills in the theoretical and practical elements of volleyball. As the course is focused on volleyball there will be a high volume of practical sessions both playing and coaching.</p>	
<b><u>Course content:</u></b>	
<p>Unit 1: Sporting Activity Participation and Performance      Unit 2: Sports Officiating and Organising      Unit 3: Coaching Development</p>	
<b><u>Career pathways:</u></b>	
<p>The sport and fitness industry is very broad and includes jobs such as Sports Coach, Personal Trainer as well as a range of courses at Ayrshire College.</p>	

<b>Subject: Sport and Recreation</b>	<b>Level(s): National 5 (SCQF Level 5)</b>
<p><b><u>Course Overview:</u></b></p> <p>This skills for work course offers pupils the opportunity to develop their skills and experience in different aspects of the Sports and Recreation industry. Pupils will learn how to deliver effective coaching sessions and then attend our primary schools to deliver these coaching sessions in both team and individual sports. Pupils will explore the skill set which is required for a job in the Sport and Recreation industry and how to apply for them. In the Fitness Programming unit, pupils will be placed in the role of a personal trainer and set the task of try improving their client's fitness. Pupils will also have the opportunity to experience how operations of a sport centre works.</p>	
<p><b><u>Course content:</u></b></p> <p>Assist with a component of activity session Assist with fitness programming Assist with daily centre duties Employability opportunities in the sport and recreation industry</p>	
<p><b><u>Career pathways:</u></b></p> <p>The sport and recreation industry is very broad and includes jobs such as Teacher of Physical Education, Sports Coach, Lifeguard, Sport Centre Manager and Personal Trainer.</p>	
<b>Subject: Sports Coaching</b>	<b>Level(s): 4/5/6</b>
<p><b><u>Course Overview:</u></b></p> <p>The Level 5 and Level 6 NPA's enable learners, with an interest in sport and physical activity, to develop the knowledge and skills required to enable them to assist and lead in sports coaching sessions. This is done through building knowledge, competence and confidence as well as developing a sense of personal responsibility and reflective learning skills.</p> <p>The core skills which will aim to be developed are: communication, numeracy, ICT, problem solving and working with others which will be achieved through a mix of theory and practical lessons, as well as coaching in classes in QMA and the associated primaries.</p>	
<p><b><u>Course content:</u></b></p> <p>Unit 1: Sports Coaching: Knowing Yourself and Knowing Others. Unit 2: Sports Coaching: Knowing Coaching</p>	
<p><b><u>Career pathways:</u></b></p> <p>PE Teacher (primary or secondary), Active Schools Coordinator/Assistant, Sports Coach, Sports Development Manager, Leisure Management, Fitness Instructor/Personal Trainer.</p>	

**Course overview:**

The National 5 Skills for Work: Travel and Tourism Course is an introductory qualification in travel and tourism. It develops the skills, knowledge and attitudes, needed for work in the travel and tourism industry.

Learners will develop:

- skills to become effective job-seekers and employees
- skills to deal effectively with all aspects of customer care and customer service in travel and tourism
- the product knowledge and skills to deal effectively with customer enquiries in relation to travel and tourism in Scotland, the rest of the United Kingdom and worldwide

**Course content:**

The course consists of 4 internally assessed units:

Travel and Tourism: Employability

Travel and Tourism: Customer Service

Travel and Tourism: Scotland

Travel and Tourism: UK and Worldwide

**Career pathways:**

This course or its components may provide progression to:

- NPA Level 6 Travel and Tourism
- further study, employment and/or training beyond school

**Course overview:**

This course develops candidates understanding of the tourism industry. It covers employability skills necessary to work in this sector (and beyond) as well as investigating the various components that make up the industry in Scotland, the UK and worldwide. It also explores the problems and benefits resultant from tourist activity. Furthermore, it develops a deep understanding of the concept of sustainability and 'sustainable tourism' from socio-economic and environmental viewpoints.

**Course content:**

**Travel and Tourism in the UK** – Key terminology, organisations, government involvement, and the socio-economic and environmental benefits of tourism

**Sustainable Tourism: Introduction / Sustainable Practices** – The concept of sustainability in the tourism industry, impacts of tourist activity, examples of good practise (locally and globally)

**Enhancing Skills for Employment** – development of personal skills, attitudes and behaviours, participation in an interview selection event, develop self-reflection skills

**The Scottish Tourism Product** – Key geographical and physical features, tourist areas and centres in Scotland, discuss and explain the nature and appeal of the Scottish tourist product, advise on activities and special interest pursuits for visitors to Scotland

**Career pathways:**

A variety of roles within the travel and tourism sector. Employability skills are directly transferrable to applying for *any* job. Also, civil service, retail, law and legal professionals, museum work, teaching, clerical and secretarial work, broadcasting and journalism, business and finance, marketing/sales and advertising, geoscience (e.g. renewable energy); archaeology; land surveying; forestry; teaching; outdoor pursuits (e.g. mountaineering)

## **Young Applicants in Schools Scheme (YASS) – Open University**

### **SCQF Level 7**

The Open University's 'Young Applicants in Schools Scheme' (YASS) gives S6 students in Scotland the opportunity to study a range of university level modules in school alongside their other studies. YASS is designed to bridge the gap between school and university, college or employment and is suited to pupils who have secured **3 or more Highers in S5**.

Registration for YASS modules is organised through the school, although students deal directly with The OU when it comes to their course work and assessment. Each module offered through YASS is Scottish Credit and Qualifications Framework (SCQF) Level 7, equivalent to Advanced Higher or first year university level. Modules will begin in October and are generally expected to last six months.

Courses are delivered in subject areas such as;

- Arts
- Business and Management
- Engineering, Computing & Technology
- Health and Social Care
- Languages
- Law
- Maths
- Science
- Social Sciences
- Sport and Exercise

Please use this QR Code to get more information about the courses on offer



## Summary of SAC School/College courses: 2026-2027 - Daft

AEROSPACE			
<b>Foundation Apprenticeship: Engineering (Aeronautical) (Level 6) (Year 2 only)</b>	Ayr	Tues / Thurs	2:00 - 5:00
SVQ 2 Performing Engineering Operations (Infil) (Level 5)	Ayr	Thurs / Fri	9:00 - 4:00
SVQ 2 Performing Engineering Operations (South Ayrshire) (Level 5)	Ayr	Tues / Thurs	2:00 - 5:00
AUTOMOTIVE / MOTOR VEHICLE			
SfW Automotive - Queen Margaret Academy (Level 4)	QMA	Mon /Wed	2.00-3.30
BUSINESS & COMPUTING			
NPA Accounting (Level 6)	Ayr	Tues / Thurs	2:00 - 4:00
CONSTRUCTION, TECHNOLOGY & TRADES			
Construction Crafts (Units only) (Level 5)	Ayr	Mon / Wed	2:00 - 4:00
HNC Architectural Technology and Sustainability (Infill) (Level 7)	Ayr	Mon / Wed	9:00 - 4:00
SfW Introduction to Renewable Energy (Level 5)	Ayr	Tues / Thurs	2:00 - 4:00
StW - Introduction to the Construction Industry (Level 4)	Ayr	Tues / Thurs	2:00 - 4:00
CREATIVE INDUSTRIES			
NPA Acting and Performance (Level 6)	Ayr	Tues / Thurs	2:00 - 4:00
NPA Digital Media plus Film Making (Level 5)	Ayr	Tues / Thurs	2:00 - 4:00
NPA Sound Production (Level 6)	Ayr	Tues / Thurs	2:00 - 4:00
Photography Studio Skills (Level 6)	Ayr	TBC	TBC
Portfolio Work (Life Drawing & Printmaking) (Level 6)	Ayr	Tues / Thurs	2:00 - 4:00
EARLY LEARNING & CHILDCARE			
NPA Social Services: Children & Young People (Level 6)	Ayr	Tues / Thurs	2:00 - 4:00
HAIR & BEAUTY			
Steps to Work Hair & Beauty (Level 4)	Ayr	Mon / Wed	2:00 - 4:00
HIVE			
Transitions to College (Unaccredited)	Ayr	Mon / Wed	2:00 - 4:00
HOSPITALITY			
NPA Professional Cookery (Level 4)	Ayr	Mon / Wed	2:00 - 4:00
SOCIAL SCIENCE			
NPA Criminology with Psychology (Level 6)	Ayr	Tues / Thurs	2:00 - 4:00
NPA Psychology with Criminology (Level 6)	Ayr	Tues / Thurs	2:00 - 4:00
SPORT			
HNC Coaching and Developing Sport (Infil) (Level 7)	Ayr	Mon / Wed	9:00 - 4:00

## Foundation Apprenticeships

Foundation Apprenticeships are a Skills Development Scotland (SDS) initiative, providing new, work-based learning opportunities for learners in their senior phase of secondary education. It enables them to complete elements of a Modern Apprenticeship while still at school.

Learners undertake a Foundation Apprenticeship alongside their other subjects and will work towards a qualification which is the same level as a Higher (SCQF level 6). They'll also spend part of the school week with a learning provider (usually Ayrshire College) and with a local employer. They will work towards industry-recognised qualifications while developing skills and experience in the workplace.

For more information on Foundation Apprenticeships in South Ayrshire, please click on the link <http://www1.ayrshire.ac.uk/schools/foundation-apprenticeships/>

