

# Linlithgow Academy

## Senior Phase Pathways Publication

### 2024-2025



# Head Teacher Introduction

Your 'Senior Phase' (S4/S5/S6), is an important phase in your education. These three years are the period in your education when you will gain a range of nationally recognised qualifications. At this time you should explore all options and gather as much information and advice as you can. You should aim high and follow a programme that builds on your experience and strengths. That way you will have the greatest chance of success at the highest level you can. The success of your Senior Phase will help shape your future career and lifestyle.

The vast majority of you will opt to stay on at school through choice. Only make that choice if school takes your learning forward and you are prepared to commit one hundred percent to the expectations we have for you. That will help ensure success. For a few students school is not the place to take your learning forward and you may choose to leave. I wish those of you who decide to leave Linlithgow Academy every success for the future.

## School Leaving Dates

The dates on which you may leave school are fixed by law:

- If you are 16 years old before 30 September 2024 you may leave on 31 May 2024
- If you are 16 years old after 30 September 2024 you must remain in full time education until at least the end of the Christmas term 2024

Christmas Leavers can get a great deal out of their last term in education. There are worthwhile courses that you can access via school which will help you gain employment or link into colleges. You may be able to do other things at school or in the community which will add to your experience and range of skills and qualities.

## Subject pathways

If your decision is to return to school next session, I hope that this booklet will help you in designing the most appropriate programme to maximise your chances of gaining qualifications at the highest level you can. The courses described in this booklet give you a significant range of possibilities however; **some courses will only run if there is sufficient demand for them**. If you wish to do a course not on offer at Linlithgow Academy it may be possible for you to do the course at another school through the West Lothian Campus, via Virtual Campus (on-line learning) or at West Lothian College.

Your House Head will help you to identify your interests, strengths, needs and career aspirations. Through PSE, and an individual interview if required, you will be helped to choose an appropriate programme for your remaining years in school. This programme is based on your levels of attainment, your potential and your expected career path. By providing the range of courses and levels we do, we expect you to accept that you have certain responsibilities relating to yourself, your school work and to the life of the school.

We therefore expect that you:

- set yourself challenging, but attainable targets, and not to be satisfied with doing just enough to get by
- give a commitment to prepare for and attend classes, to contribute fully, to think about your performance, to ask for help as required and to use feedback from teachers in order to improve
- complete all required homework to the best of your ability
- persevere to achieve your goals and take more responsibility for your own studies
- give a commitment to behave appropriately and considerately within and out-with the school and to consider how you can contribute to enhancing the quality of life of the school
- give a commitment to establish and maintain good relationships with other students and staff and to do what you can to create an environment which encourages a willingness to learn among students
- embrace the range of experiences which we offer, both curricular and extra-curricular

I hope that all who progress into the Senior Phase have a successful and productive year and as a school we look forward to working with you in the year ahead.

Grant Abbot

Head Teacher



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# Timeline and Guide for Senior Phase

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## Timeline of Course Choice Activities Session 2023-2024

| Current stage                   | Date  | Activity   |
|---------------------------------|---|--|
| S2                              | Monday 22 <sup>nd</sup> January   | <ul style="list-style-type: none"> <li>S2-S3 Course Choice booklet available.</li> </ul>   |
|                                 | Monday 29 <sup>th</sup> – Friday 2 <sup>nd</sup> Feb                                      | <ul style="list-style-type: none"> <li>Pupil course choice awareness raising timeslot; Faculty planned activities to ensure pupils have a clear understanding of all courses offered. (Faculty Specific plans required)</li> <li>PSE Input/ S2 Assembly</li> </ul> |
|                                 | 21 <sup>st</sup> Feb – 8 <sup>th</sup> March  | <ul style="list-style-type: none"> <li>Course Choice Input day</li> </ul>  |
|                                 | Week beg 11 <sup>th</sup> March   | <ul style="list-style-type: none"> <li>Quality Assurance Checks and follow ups</li> </ul>  |
| S3                              | January   | <ul style="list-style-type: none"> <li>S3 PSE programme begins to look at planning for choices and changes</li> </ul>  |
|                                 | Thursday 18 <sup>th</sup> January   | <ul style="list-style-type: none"> <li>Moving into Senior Phase Parents' Information Evening/ Careers Evening</li> </ul>   |
|                                 | Monday 22 <sup>nd</sup> January   | <ul style="list-style-type: none"> <li>Senior Phase Course booklets available</li> </ul>   |
|                                 | Friday 2 <sup>nd</sup> February   | <ul style="list-style-type: none"> <li>S3 Progress Report Issued</li> </ul>  |
|                                 | Tuesday 20 <sup>th</sup> February   | <ul style="list-style-type: none"> <li>S4-S6 Course Choice: Subject Showcase Evening</li> </ul>  |
|                                 | Wednesday 28 <sup>th</sup> February   | <ul style="list-style-type: none"> <li>S3 Parents Evening</li> </ul>   |
|                                 | Monday 29 <sup>th</sup> – Friday 2 <sup>nd</sup> February                                 | <ul style="list-style-type: none"> <li>Pupil course choice awareness raising timeslot; Faculty planned activities to ensure pupils have a clear understanding of all courses offered. (Faculty Specific plans required)</li> </ul>                                 |
|                                 | 21 <sup>st</sup> Feb – 8 <sup>th</sup> March  | <ul style="list-style-type: none"> <li>Course Choice Input day</li> </ul>  |
| Week beg 11 <sup>th</sup> March | <ul style="list-style-type: none"> <li>Quality Assurance Checks and follow ups</li> </ul> |  |
| S4                              | Thursday 11 <sup>th</sup> January   | <ul style="list-style-type: none"> <li>S4 Parents Evening</li> </ul>   |
|                                 | Thursday 18 <sup>th</sup> January   | <ul style="list-style-type: none"> <li>Careers Evening</li> </ul>  |
|                                 | Monday 22 <sup>nd</sup> January   | <ul style="list-style-type: none"> <li>Senior Phase Course booklets available</li> </ul>   |
|                                 | 29 <sup>th</sup> January – Friday 2 <sup>nd</sup> February                                | <ul style="list-style-type: none"> <li>Pupil course choice awareness raising timeslot; Faculty planned activities to ensure pupils have a clear understanding of all courses offered. (Faculty Specific plans required)</li> </ul>                                 |
|                                 | PSE lessons in February   | <ul style="list-style-type: none"> <li>S4 PSE programme begins to look at planning for choices and changes</li> </ul>  |
|                                 | Tuesday 20 <sup>th</sup> February   | <ul style="list-style-type: none"> <li>S4-S6 Course Choice: Subject Showcase Evening</li> </ul>  |
|                                 | 21 <sup>st</sup> Feb – 8 <sup>th</sup> March  | <ul style="list-style-type: none"> <li>Course Choice Input day</li> </ul>  |
|                                 | Week beg 11 <sup>th</sup> March   | <ul style="list-style-type: none"> <li>Quality Assurance checks and follow ups</li> </ul>  |
| S5                              | Monday 22 <sup>nd</sup> January   | <ul style="list-style-type: none"> <li>Senior Phase Course booklets available</li> </ul>   |
|                                 | Thursday 18 <sup>th</sup> January   | <ul style="list-style-type: none"> <li>Careers Evening</li> </ul>  |
|                                 | Wednesday 24 <sup>th</sup> January  | <ul style="list-style-type: none"> <li>S5/S6 Parents Evening</li> </ul>  |
|                                 | Monday 29 <sup>th</sup> January - Friday 2 <sup>nd</sup> February                         | <ul style="list-style-type: none"> <li>Pupil course choice awareness raising timeslot; Faculty planned activities, to ensure pupils have a clear understanding of all courses offered. (Faculty Specific plans required)</li> </ul>                                |
|                                 | PSE lessons in February   | <ul style="list-style-type: none"> <li>S5 PSE programme begins to look at planning for choices and changes</li> </ul>  |
|                                 | Tuesday 20 <sup>th</sup> February   | <ul style="list-style-type: none"> <li>S4-S6 Course Choice: Subject Showcase Evening</li> </ul>  |
|                                 | 21 <sup>st</sup> Feb -8 <sup>th</sup> March   | <ul style="list-style-type: none"> <li>Course Choice Input day</li> </ul>  |
|                                 | Week beg 11 <sup>th</sup> March   | <ul style="list-style-type: none"> <li>Quality Assurance Checks and follow ups</li> </ul>  |

# Making your Choices [MainContents](#)

## Five big questions when you're choosing your subjects

Answering these questions will help when you're making your decision. You can use them to put together a shortlist of subjects.

|   |   |  |  |  |
|---|---|--|--|--|
| <p><b>1</b></p> <p><b>How do you like to learn?</b></p>   | <p><b>2</b></p> <p><b>Where could they take you?</b></p>  | <p><b>3</b></p> <p><b>What subjects do you enjoy?</b></p>  | <p><b>4</b></p> <p><b>What subjects are you good at?</b></p>   | <p><b>5</b></p> <p><b>What do others think you're good at?</b></p>   |
| <p>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.</p> | <p>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 haven't decided yet.</p> | <p>You're 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?</p> | <p>What do you get your best marks in? There may be some you've never studied before but would do well in. Use your <a href="#">My World of Work account</a> and try the <a href="#">Strengths quiz</a> for ideas.</p> | <p>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.</p> |

[Click here to access the My World of Work \(WOW\)](#) website which provides further guidance on choosing subjects.

## What to avoid



It's easy to choose subjects for the wrong reasons, too. Avoid picking subjects just because:

1. You like the teacher – the teacher may change
2. There isn't much homework – that will change
3. Your friends are taking the subject – it might be right for them, but not for you

### Stereotypes

Think something is a boys or girls subject? There's no such thing. Careers expert Beth Urquhart explains [why you shouldn't let stereotypes get in the way of picking the subjects you want.](#)

# Have you considered an Apprenticeship?

Apprenticeship pathways now begin in schools in S5/6 with Foundation Apprenticeships. These can lead into Modern Apprenticeships on leaving school, or even Graduate Apprenticeships which can lead to achieving a university degree qualification.

# Foundation Apprenticeships



Are you thinking about your S5 subject choices? A Foundation Apprenticeship (FA) could be a good option for you.

An FA:

- Is the same level as a Higher. You take it as one of your S5 subject choices and work towards a qualification over one or two years
- Gives you the chance to find out what working life is really like. You'll get real work experience with an employer and spend some time learning at college too
- Is available in a range of industries including engineering, financial services and digital technology

Interested? Find out what's available in your school on [Apprenticeships.scot](http://Apprenticeships.scot).

Foundation Apprenticeships can now be undertaken in S5 and S6 and are completed in association with West Lothian College. It may be possible to take some of these courses over 1 year if you are an S6 pupil. The following Foundation apprenticeships have been available:

- **FOUNDATION APPRENTICESHIP IN CONSTRUCTION (LEVEL 4 )**
- **FOUNDATION APPRENTICESHIP IN CREATIVE AND DIGITAL MEDIA**
- **FOUNDATION APPRENTICESHIP IN ENGINEERING**
- **FOUNDATION APPRENTICESHIP IN SOCIAL SERVICES AND HEALTHCARE**
- **FOUNDATION APPRENTICESHIP IN SOCIAL SERVICES: CHILDREN AND YOUNG PEOPLE**



# Apprenticeships in a Nutshell

Apprenticeships are a great way for young people to gain skills while working – ‘earning while learning’. They used to be mainly for traditional trades, but this is definitely no longer the case. Scottish apprenticeships are supported by the Scottish Government and respond to industry to fill skills gaps and create a closer link between education and employers. There’s an incredible variety on offer and many of them are in sectors where there is a real shortage of suitably skilled workers. Employers recognise the benefits to them of a truly diverse workforce.


Scottish apprenticeships provide flexible, practical opportunities for young people to pursue work-based learning that suits their needs, goals and aspirations, while giving them first-hand experience of the world of work. Whether a young person is still in school or looking at their options once they leave, an apprenticeship could be for them. This guide tells you everything you need to know about apprenticeships so you can help them get on the right path to a bright future.

- There are three types:  
**Foundation Apprenticeships**  
combine learning and training with school subjects
- Modern Apprenticeships**  
combine paid work with training
- Graduate Apprenticeships**  
combine paid work with learning up to masters level

All three types share the same aim: to give young people the skills and knowledge they need to develop a career in their chosen industry. Apprentices earn industry-recognised qualifications. They can go on to further study or more advanced training, and to rewarding, well-paid careers.

**Getting started**  
The [www.apprenticeships.scot](http://www.apprenticeships.scot) website is full of tips, videos and case studies of young people who have taken the apprenticeship route. It also has an up-to-date list of what’s available in your area.

Another good place to start is the **My World of Work** website. It explains how to match strengths and interests to school subjects and future careers. It also has tips and tools for writing CVs, filling application forms and preparing for interviews.

**They don't treat you like children or students. They treat you like you're working in the actual place.**  
MONISHA, FOUNDATION APPRENTICE IN FINANCIAL SERVICES WITH BARCLAYS

**It's the best of both worlds. You gain an academic qualification with on-the-job training - you're earning while learning.**  
MOHAMMAD, LAB TECHNICIAN MODERN APPRENTICE WITH GLASGOW UNIVERSITY SCHOOL OF CHEMISTRY

**I feel my apprenticeship has given me a starting point which will help me through a journey for a lifetime. It has given me such confidence.**  
BETHANY, GRADUATE APPRENTICE IN CIVIL ENGINEERING WITH BALFOUR BEATTY

## Foundation Apprenticeships

A work-based qualification for secondary-school pupils

- Foundation Apprenticeships are designed for school students, usually starting in fifth year and studying for Highers and Nationals, and are an ideal way for young people to gain experience and an industry-recognised qualification in areas of key growth sectors.
- Some of Scotland's biggest organisations are involved, including Scottish Water, the NHS and local authorities.
- They're a great way for young people to try out a career and see if it's right for them.
- Apprentices spend part of the school week at college (or a learning provider) and with an employer, to gain practical work experience as well as an industry-recognised qualification at SCQF Level 6 - the same level of learning as a Higher.
- They normally take up to two years to complete.

Foundation Apprenticeships are available in a range of subjects which relate to growth sectors:

- accountancy
- business skills
- civil engineering
- creative and digital media
- engineering
- financial services
- food and drink technologies
- hardware and system support
- scientific technologies
- social services and healthcare
- social services – children and young people
- software development

**How does it work?**  
Time out from school will be included in the apprentice's class timetable alongside the other subjects they're studying. This time out, usually a couple of afternoons a week spent in a local college (or at a learning provider) and with an employer, gives them the chance to learn the skills of their chosen field, develop useful industry contacts and gain hands-on experience in the workplace.

Even if this taster shows this is not the right career for them, they will still have gained an industry-recognised qualification and developed general skills such as timekeeping, problem-solving and teamwork – which all employers want to see in the people who work for them.

**Who pays?**  
There's no cost to the apprentice or their family.

What surprised me when I started was how much you got treated like adult. It has built my confidence right up.  
CALLUM, FOUNDATION APPRENTICE IN ENGINEERING WITH SCORE EUROPE

I wanted to become a nurse when I was older, so I thought a Foundation Apprenticeship would be a good qualification for that.  
HEATHER, FOUNDATION APPRENTICE IN SOCIAL SERVICES AND HEALTHCARE

Both technically and commercially, we have a group of young people who are better trained, better educated and better ready for work than we have ever seen before.  
BOB WATERSON, MANAGING DIRECTOR OF GREENFOLD SYSTEMS

When I started I was pretty scared because I was going into a completely different place where I didn't know people. But you get so much support from the teachers, from the lecturers, from everyone.  
MONISHA, FOUNDATION APPRENTICE IN FINANCIAL SERVICES



## Modern Apprenticeships

Learning on the job, while gaining a qualification and getting paid

- Modern Apprenticeships are designed for anyone who is over 16 and has left school.
- Modern Apprentices are employees, so they start earning straight away. Through a combination of work and on-the-job training, they develop valuable skills and experience as they work towards an accredited, industry-recognised qualification.
- Most Modern Apprentices would recommend this route.



### How does it work?

Modern Apprenticeships are run as a partnership between an employer, a local training provider and Skills Development Scotland. They have three basic components:

- a relevant qualification (SCQF 5 to 11)
- core skills
- industry-specific training

Training usually takes place in the workplace, but there may be off-the-job learning at a training centre or college too.



### Who pays?

Skills Development Scotland makes a contribution towards the cost of training, and the employer pays the Modern Apprentice.



### Where does a Modern Apprenticeship lead?

With their training complete and equipped with an industry-recognised qualification, Modern Apprentices are in a great position to make progress in their careers. The latest figures

from Skills Development Scotland show that of those who finished their apprenticeship:

- 91% are in work or have gone on to further education.
- Three-quarters were kept on by the same employer.
- Four out of five have already seen at least one form of career progression, such as working for higher pay or doing a job with more responsibilities.

Successful Modern Apprentices might also be able to gain accelerated entry to a Graduate Apprenticeship in a related subject.

There are around 80 different types of Modern Apprenticeship. Looking at skills, strengths, interests, ambitions and education will help a young person to find an apprenticeship that suits them. They could start their career with an apprenticeship in areas such as:

- accountancy
- childcare
- construction
- creative industries
- cyber-security
- digital marketing
- engineering
- finance
- healthcare
- hospitality
- IT and digital
- renewable energy
- science
- textiles and fashion

I wanted the hands-on experience. I learn better that way compared to sitting reading a book. It was the structure of the apprenticeship that really appealed to me - the chance to work, learn and earn all the same time.

ANINA MANSON, AERONAUTICAL ENGINEERING APPRENTICE SPIRIT AEROSYSTEMS

My apprenticeship has been a good experience and a great way to learn. I would say to anyone to go for an apprenticeship. I think it is one of the best ways to go about getting skilled.

CIARA MCMILLAN, ELECTRICAL APPRENTICE, DIAGEO

I am getting the chance to get trained, while I am earning and getting hands-on skills rather than going to university and maybe building up lots of debts before looking for a job.

ERIN DE GROOME, APPRENTICE STONEMASON ST MARY'S CATHEDRAL

**76%**  
are more  
enthusiastic  
about learning

**81%**  
say they now are  
more  
confident

**74%**  
feel they have  
better  
long-term career  
prospects

I would say to anyone who is considering an apprenticeship to go for it. It will open your eyes to so many areas where you can progress. You can go as far as you want to and the sky is the limit.

SAMANTHA CARRICK,  
FINANCIAL SERVICE APPRENTICE LLOYDS BANKING GROUP

## Graduate Apprenticeships

A new way to work, learn and earn

- Graduate Apprentices are in paid jobs and spend most of their time learning at work, but they are also students at university or college.
- Graduate Apprenticeships allow young people to put their learning into practice right away, to solve problems on real projects, in the real world.
- They are designed by industry and for industry, so apprentices can be confident that what they are learning is relevant and right for the job.
- They are currently available from SCQF level 8 (DipHE) through to SCQF level 11 (Master's degree level).
- A Graduate Apprenticeship could be the next step after a Foundation or Modern Apprenticeship in the same subject area.



### How does it work?

Apprentices spend the majority of their time with their employer and the remainder at university or college.

They'll have access to the same facilities and benefits as any other student.

The employer and the university decide on the split between work and learning. In some cases the apprentices will go to classes one day a week. In other cases, there might be online learning, or blocks of learning for several weeks throughout the year.



### Who pays?

College or university is fully funded and, as employees, apprentices also earn a salary.



### Where can a Graduate Apprenticeship lead?

The courses and qualifications are designed by industry for industry to create well-trained, highly skilled workers. Everything a Graduate Apprentice learns will be relevant to their future career.

Available across a number of colleges and universities across Scotland there are eleven courses to choose from so far:

- IT: Software Development at SCQF level 10
- IT: Management for Business at SCQF level 10
- IT: Cyber Security at SCQF level 10
- IT: Cyber Security at SCQF level 11
- Engineering: Design and Manufacture at SCQF level 10
- Engineering: Instrumentation, Measurement and Control at SCQF level 10
- Civil Engineering at SCQF level 8
- Civil Engineering at SCQF level 10
- Construction and the Built Environment at SCQF level 10
- Business Management at SCQF level 10
- Business Management; Financial Services at SCQF level 10

Further information on colleges and universities involved can be found at [www.apprenticeships.scot](http://www.apprenticeships.scot)

### More information

Head to [www.apprenticeships.scot](http://www.apprenticeships.scot) for all the latest vacancies, as well as advice and information about how to get started.

The school careers advisor or guidance teacher will also have more details about all three types of apprenticeship.



### Young people with additional support needs

There is help available for young disabled people who want to take up an apprenticeship, and they may be eligible for additional support such as Access to Work grants. The Two Ticks (now known as Disability Confident) symbol on the job vacancies on [www.apprenticeships.scot](http://www.apprenticeships.scot) means that candidates are guaranteed an interview if they identify themselves as disabled and meet the minimum criteria for the job.

### Useful websites

**Apprenticeships.scot**

[www.apprenticeships.scot](http://www.apprenticeships.scot)

**My World of Work**

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

**Skills Development Scotland**

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



EUROPE & SCOTLAND  
European Social Fund  
Investing in a Smart, Sustainable and Inclusive Future



the National Parent Forum of Scotland

[www.parentforumsScotland.org](http://www.parentforumsScotland.org)

[enquiries@parentforumsScotland.org](mailto:enquiries@parentforumsScotland.org)

[parentforumsScotland](https://www.facebook.com/parentforumsScotland)

[parentforumsScotland](https://www.instagram.com/parentforumsScotland)

18/02/19

# Things you need to know [MainContents](#)

Our [Senior Course Choice Sheet](#), which can be viewed at the back of this booklet, sets out the courses available for our senior students to choose from. Our Senior Curriculum encompasses opportunities for pupils to experience wider achievement and leadership opportunities, vocational experiences or bespoke individual planning options that best suit their learner journey.

## S4

All S4 pupils must do English and Maths (English will consist of 4 60 minute period). Pupils will choose a further 4 subjects which they will undertake 5 periods per week. Pupils will have 1 period PSE (where they will complete L5 SCQF Customer Services). All S4 pupils will also undertake a level 6 SCQF qualification in Emergency First Aid at Work.

## S5

Pupils will choose 6 options. Pupils will have 1 period PSE (where they will complete L6 SCQF Customer Services and 2 periods PE (they can opt to use these for supervised study).

## S6

S6 Pupils choose a minimum of 4 subjects which they will undertake 5 periods per week. S6 pupils undertaking 4 curricular choices will also be involved in further leadership development activities across the year.

**NOTE: As part of school improvement plans for the session we are looking to ensure that our Curriculum pathways meet the needs of all learners so this is subject to change**


# The Scottish Credit and Qualifications Framework

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The Scottish Credit and Qualifications Framework Partnership promote lifelong learning in Scotland. Through the Framework you can gain a better understanding of qualifications in Scotland and plan your future learning. [Link here.](#)

**THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK**

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk) to view the interactive version of the Framework or search the Database. N.B. MA Frameworks have a notional level on the SCQF, but all component parts are credit rated



| SCQF Levels | SQA Qualifications   |                             | Qualifications of Higher Education Institutions | SVQs/MAs                          |
|-------------|--|-----------------------------|---|-----------------------------------|
| 12          | Some SQA qualifications are changing between 2013-2016. See <a href="http://www.sqa.org.uk/readreckoner">www.sqa.org.uk/readreckoner</a> |                             | Professional Development Award                  | Professional Apprenticeship SVQ 5 |
| 11          |  |                             | Professional Development Award                  | Professional Apprenticeship SVQ 5 |
| 10          |  |                             | Professional Development Award                  | Professional Apprenticeship SVQ 5 |
| 9           |  |                             | Professional Development Award                  | Professional Apprenticeship SVQ 4 |
| 8           | Higher National Diploma  |                             | Diploma Of Higher Education                     | Technical Apprenticeship SVQ 4    |
| 7           | Advanced Higher Scottish Baccalaureate   | Higher National Certificate | Certificate Of Higher Education                 | Modern Apprenticeship SVQ 3       |
| 6           | Higher   |                             |   | Modern Apprenticeship SVQ 3       |
| 5           | National 5 Intermediate 2  |                             |   | Modern Apprenticeship SVQ 2       |
| 4           | National 4 Intermediate 1  | National Certificate        | National Progression Award                      | SVQ 1                             |
| 3           | National 3 Access 3  |                             |   |                                   |
| 2           | National 2 Access 2  |                             |   |                                   |
| 1           | National 1 Access 1  |                             |   |                                   |

# Progression Routes through the Senior Phase

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*Entry requirements to courses can vary dependent on numerous factors. However, as a general, but by no means rigid, rule the following table can be considered a starting guide.*

| Minimum Attainment  | Progresses to   |
|---|---|
| Completion of the Broad General Education Of CfE          | Multi-level National courses<br>Presentation may be at N3, N4 or N5 level depending on the engagement and achievements of each pupil throughout each course |
| National 4 pass   | National 5  |
| National 5 pass (A-C)                                     | Higher<br>(Pupils with a C Pass at Nat 5 will be interviewed prior to securing a place)   |
| An appropriate grouping of National 5 passes (all at A-C) | Foundation Apprenticeship<br>(in partnership with West Lothian College)   |
| Higher (A-B pass)   | Advanced Higher   |



## Availability of courses and levels at a glance.

The following subject pages give specific information about courses, entry attainment levels based on Principal Teacher recommendations and other information which may be useful in deciding which courses are appropriate. Progression pathways are illustrated so you can plan for future years.

| Courses                       | Level of study |            |          |            |        |            |    |
|-------------------------------|----------------|------------|----------|------------|--------|------------|----|
|                               | Nat<br>4       | SCQF<br>L5 | Nat<br>5 | SCQF<br>L6 | Higher | SCQF<br>L7 | AH |
| Administration and IT         |                |            |          |            |        |            |    |
| Applications of Mathematics   |                |            |          |            |        |            |    |
| Art & Design                  |                |            |          |            |        |            |    |
| Biology                       |                |            |          |            |        |            |    |
| Business & Enterprise         |                |            |          |            |        |            |    |
| Business Management           |                |            |          |            |        |            |    |
| Chemistry                     |                |            |          |            |        |            |    |
| Communications and Literature |                |            |          |            |        |            |    |
| Computing Science             |                |            |          |            |        |            |    |
| Cyber Security                |                |            |          |            |        |            |    |
| Design and Manufacture        |                |            |          |            |        |            |    |
| Digital Media                 |                |            |          |            |        |            |    |
| Drama                         |                |            |          |            |        |            |    |
| Early Education and Childcare |                |            |          |            |        |            |    |
| English                       |                |            |          |            |        |            |    |
| Geography                     |                |            |          |            |        |            |    |
| French                        |                |            |          |            |        |            |    |
| Future Skills                 |                |            |          |            |        |            |    |
| Graphic Communication         |                |            |          |            |        |            |    |
| Health and Food Technology    |                |            |          |            |        |            |    |
| History                       |                |            |          |            |        |            |    |

| <i>Hospitality: Practical Cookery</i>               |                       |                |              |                |               |                |           |
|---|-----------------------|----------------|--------------|----------------|---------------|----------------|-----------|
| <i>Courses</i>                                      | <i>Level of study</i> |                |              |                |               |                |           |
|   | <i>Nat 4</i>          | <i>SCQF L5</i> | <i>Nat 5</i> | <i>SCQF L6</i> | <i>Higher</i> | <i>SCQF L7</i> | <i>AH</i> |
| <i>Hospitality: Skills for Work</i>                 |                       |                |              |                |               |                |           |
| <i>Journalism</i>                                   |                       |                |              |                |               |                |           |
| <i>Lab Skills</i>                                   |                       |                |              |                |               |                |           |
| <i>LEAPs Transition Course</i>                      |                       |                |              |                |               |                |           |
| <i>Mathematics</i>                                  |                       |                |              |                |               |                |           |
| <i>Modern Studies</i>                               |                       |                |              |                |               |                |           |
| <i>Music</i>  |                       |                |              |                |               |                |           |
| <i>Music Technology</i>                             |                       |                |              |                |               |                |           |
| <i>Musical Theatre</i>                              |                       |                |              |                |               |                |           |
| <i>Open University</i>                              |                       |                |              |                |               |                |           |
| <i>Physical Education</i>                           |                       |                |              |                |               |                |           |
| <i>Physics</i>                                      |                       |                |              |                |               |                |           |
| <i>Politics</i>                                     |                       |                |              |                |               |                |           |
| <i>Practical Woodworking</i>                        |                       |                |              |                |               |                |           |
| <i>SFA Refereeing</i>                               |                       |                |              |                |               |                |           |
| <i>Religious, Moral &amp; Philosophical Studies</i> |                       |                |              |                |               |                |           |
| <i>Scientific Technologies</i>                      |                       |                |              |                |               |                |           |
| <i>Sport and Recreation</i>                         |                       |                |              |                |               |                |           |
| <i>Spanish</i>                                      |                       |                |              |                |               |                |           |
| <i>Travel and Tourism</i>                           |                       |                |              |                |               |                |           |
| <i>West Lothian College *</i>                       |                       |                |              |                |               |                |           |
| <i>West Lothian Academy**</i>                       |                       |                |              |                |               |                |           |

\* Courses are completed at West Lothian College \*\*West Lothian Academy allows S6 Pupils to access AH courses mainly through virtual learning. [Click here](#) for further information.

curriculum for excellence



# Senior Phase

## Subject information



Contents Page: Subjects on offer in this academic session (*dependant on uptake*) are listed below.

Course levels and progression routes can be seen on each subject page. If reading this electronically, hyperlinks will take you straight to subject pages and then back to this page.

### Languages

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[French p.17](#)  
[Spanish p.18](#)  
[Communication and Literature p.15.](#)  
[Journalism p.16.](#)

### Science

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[Chemistry p.28](#)  
[Physics p.29](#)  
[Lab Skills p.30.](#)  
[Scientific Technologies p.31..](#)  
[STEM Young Leader p.32](#)  
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### Expressive Arts

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### Mathematics

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### Health and Wellbeing

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### Computing

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[Cyber Security p.22](#)  
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### Social Studies

### Religious and Moral Education

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### Business

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| National 4<br>(SCQF Level 4)  | National 5<br>(SCQF Level 5)   | Higher<br>(SCQF Level 6)   | Advanced Higher<br>(SCQF Level 7)   |
|---|--|--|---|
| Course Content  | Course Content   | Course Content   | Course Content  |
| <ul style="list-style-type: none"> <li>Students will study different genres of literature and will develop the core skills of reading, writing, talking and listening</li> <li>The <b>Added Value Unit</b> (AVU) combines different elements of a course into overall assessment which learners are required to pass in order to achieve a course at National 4</li> </ul>                          | <p><b>English: Analysis and Evaluation (National 5)</b><br/>Learners will develop listening and reading skills in the context of literature, language and media. They will understand, analyse and evaluate detailed texts, including specified Scottish texts.</p> <p><b>English: Creation and Production (National 5)</b><br/>Learners have the opportunity to develop talking and writing skills in a range of contexts and will create and produce detailed texts in both written and oral forms.</p> <p><b>Spoken Language Unit:</b><br/>The purpose of this performance-spoken language is to provide evidence of the candidates' skills in talking and listening. It is a compulsory requirement for a course award. There are four aspects to the spoken language performance, and candidates must achieve them all.</p> | <p><b>English: Analysis and Evaluation (Higher)</b><br/>Learners will develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate detailed and complex texts.</p> <p><b>English: Creation and Production / Creation and Production (Higher)</b><br/>Learners will develop talking and writing skills in a wide range of contexts. Learners develop the skills needed to create and produce detailed and complex language in both written and oral forms.</p> <p><b>Spoken Language Unit:</b><br/>The purpose of this performance-spoken language is to provide evidence of the candidates' skills in talking and listening. It is a compulsory requirement for a course award. There are four aspects to the spoken language performance, and candidates must achieve them all.</p> | <p><b>English: Analysis and Evaluation (Advanced Higher)</b><br/>Learners will provide evidence of their ability to critically respond to previously studied complex and sophisticated texts, and of their ability to carry out an independent study into an aspect or aspects of literature.</p> <p><b>English: Creation and Production (Advanced Higher)</b><br/>Learners will provide evidence of their writing skills through the production of writing which demonstrates a range of skills necessary for the deployment of language to create effect.</p> |
| <b>Course Assessment</b>  |  |  |   |
| <p>Courses from National 4 to Advanced Higher include assessment of added value. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course, as defined in the Course rationale. It will do this by addressing one or more of breadth, challenge or application.</p> |  |  |   |
| <p><b>Possible career path</b></p> <p><a href="#">Click here for more information on the career options below</a></p>   |  |  |   |
| <p>This will enable you to access a wide variety of careers as communication is a skill required across all jobs and further education courses</p>  |  |  |   |



**SCQF Level 6**

**Course Content**

This course provides successful students with the opportunity to gain the equivalent of a C pass in Higher English without the pressure of sitting the Higher exam. The course primarily focuses on developing comprehension, analysis and evaluation skills in situations that are more directly relevant to situations/scenarios that would be expected in further education and the workplace.

**Course Assessment**

There is no final exam for this course – instead you will undertake a number of assessments through the year – these will include such things as: writing a business paper/proposal; drawing conclusions from a complex report; engage in formal solo or group discussions analysing TED talk style lectures.

**Possible career path**

[Click here for more information on the career options below](#)

This will enable you to access a wide variety of careers as communication is a skill required across all jobs and further education courses



**SCQF Level 6**

**S6 ONLY**

**Course Content**

The Journalism course will include activities that involve analysis of feature writing and other types of print journalism; research and interviewing for their own writing; analysis of design and layout of print; collation of a portfolio of writing

**Course Assessment**

Candidates will work through four units over the course of the year. All units must be passed to achieve a course award. These units involve the study of:

- Research and Interview Skills for Journalism
- Feature Writing
- News Writing for print
- Page Layout and Design for print

**Possible career path**

[Click here for more information on the career options below](#)

Candidates will develop skills required for careers such as law, journalism or business. Candidates hoping to work in HR, PR or administration would also benefit from the development of communication skills



| National 4<br>(SCQF Level 4)  | National 5<br>(SCQF Level 5)   | Higher<br>(SCQF Level 6)  |
|---|--|---|
| Course Content  | Course Content   | Course Content  |
| <ul style="list-style-type: none"> <li>Through N4, pupils will study the key concepts of the target language and will have developed the core skills of reading, writing, talking and listening in a wide variety of contexts.</li> <li>The <b>Added Value Unit (AVU)</b> combines different elements of a course into overall assessment which learners are required to pass in order to achieve a pass at National 4</li> </ul> | <p><b>Understanding Language (N5)</b> learners have the opportunity to develop reading and listening skills in the modern language, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability and culture.</p> <p><b>Using Language</b> : learners have the opportunity to develop talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability and culture.</p> | <p><b>Understanding Language (Higher)</b> Learners will be required to provide evidence of their reading and listening skills in the modern language, using detailed and complex language, in one of the following contexts: society, learning, employability, or culture.</p> <p><b>Using Language (Higher)</b> Learners will be required to provide evidence of their talking and writing skills in the modern language, using detailed and complex language, in one of the following contexts: society, learning, employability, or culture.</p> |
| <b>Course Assessment</b>  |  |   |
| <p>Courses from National 4 to Advanced Higher include assessment of added value<sup>1</sup>. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.</p>                    |  |   |
| <b>Possible career path</b>   |  |   |
| <a href="#">Click here for more information on the career options below</a>   |  |   |
| Air Cabin Crew<br>Airline or Airport Passenger Service Assistant<br>Broadcast Journalist<br>Call Centre Agent<br>Children’s Holiday Representative<br>Conference Producer<br>Cruise Ship Worker<br>Diplomatic Service Operational Officer   | Export Sales Manager<br>Freight Forwarder<br>Games Tester<br>Government Intelligence Officer or Analyst<br>Hotel General Manager<br>Hotel Receptionist<br>Immigration Officer and Assistant Officer  | Investment Banker<br>Literary Agent<br>Patent Attorney<br>Patent Examiner<br>Researcher – Broadcasting<br>Resort Representative<br>Retail Buyer<br>Stockbroker<br>Teacher - Primary or Nursery School<br>Teacher - Secondary School - Modern Foreign Languages<br>Teacher of English as a Foreign Language<br>Tour Guide<br>Tour Leader or Manager<br>Tourist Information Centre Assistant<br>Translator  |



| National 4<br>(SCQF Level 4)  | National 5<br>(SCQF Level 5)   | Higher<br>(SCQF Level 6)  |  |
|---|--|---|--|
| Course Content  | Course Content   | Course Content  |  |
| <ul style="list-style-type: none"> <li>Through N4, pupils will study the key concepts of the target language and will have developed the core skills of reading, writing, talking and listening in a wide variety of contexts.</li> <li>The <b>Added Value Unit (AVU)</b> combines different elements of a course into overall assessment which learners are required to pass in order to achieve a pass at National 4</li> </ul> | <p><b>Understanding Language (N5)</b> learners have the opportunity to develop reading and listening skills in the modern language, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability and culture.</p> <p><b>Using Language :</b> learners have the opportunity to develop talking and writing skills in the modern language, and to develop their knowledge and understanding of detailed language in the contexts of society, learning, employability and culture.</p> | <p><b>Understanding Language (Higher)</b> Learners will be required to provide evidence of their reading and listening skills in the modern language, using detailed and complex language, in one of the following contexts: society, learning, employability, or culture.</p> <p><b>Using Language (Higher)</b> Learners will be required to provide evidence of their talking and writing skills in the modern language, using detailed and complex language, in one of the following contexts: society, learning, employability, or culture.</p> |  |
| Course Assessment   |  |   |  |
| <p>Courses from National 4 to Advanced Higher include assessment of added value<sup>1</sup>. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.</p>                    |  |   |  |
| Possible career path  |  |   |  |
| <a href="#">Click here for more information on the career options below</a>   |  |   |  |
| Air Cabin Crew<br>Airline or Airport Passenger Service Assistant<br>Broadcast Journalist<br>Call Centre Agent<br>Children’s Holiday Representative<br>Conference Producer<br>Cruise Ship Worker<br>Diplomatic Service Operational Officer   | Export Sales Manager<br>Freight Forwarder<br>Games Tester<br>Government Intelligence Officer or Analyst<br>Hotel General Manager<br>Hotel Receptionist<br>Immigration Officer and Assistant Officer  | Investment Banker<br>Literary Agent<br>Patent Attorney<br>Patent Examiner<br>Researcher – Broadcasting<br>Resort Representative<br>Retail Buyer<br>Stockbroker  | Teacher - Primary or Nursery School<br>Teacher - Secondary School - Modern Foreign Languages<br>Teacher of English as a Foreign Language<br>Tour Guide<br>Tour Leader or Manager<br>Tourist Information Centre Assistant<br>Translator |



| National 4<br>(SCQF Level 4)   | National 5<br>(SCQF Level 5)   | Higher<br>(SCQF Level 6)  | Advanced Higher<br>(SCQF Level 7)  |
|--|--|---|--|
| Course Content   | Course Content   | Course Content  | Course Content   |
| N/A  | Unit 1-Expressions & Formulae<br>Unit 2- Relationships<br>Unit 3 - Applications<br>& overall external SQA assessment.  | Unit 1-Applications<br>Unit 2-Relationships & Calculus<br>Unit 3-Expressions & Functions<br>& overall external SQA assessment.  | Unit 1-Methods in Algebra & Calculus<br>Unit 2-Applications of Algebra & Calculus<br>Unit 3-Geometry, Proof and Systems of Equations<br>& overall external SQA assessment.   |
| Additional Information   | Additional Information   | Additional Information  | Additional Information   |
|  | A or B pass recommended for progression to Higher.   | Highly recommended for students progressing on to Further/Higher education.   | Highly recommended for students progressing on to Further/Higher education. A or B recommended for progression to AH   |
| <b>Possible career path</b>  |  |   |  |
| <a href="#"><u>Click here for more information on the career options below</u></a>   |  |   |  |
| Accountant - Industry and Commerce<br>Accountant - Private Practice<br>Accountant - Public Sector<br>Accounting Technician<br>Actuary<br>Aerospace Engineer<br>Air Traffic Controller<br>Airline Pilot<br>Architect<br>Architectural Technologist<br>Astronomer or Astrophysicist<br>Bank or Building Society Customer Branch Adviser<br>Bank or Building Society Manager<br>Biochemist<br>Bookmaker<br>Broadcast Engineer<br>Building Standards Surveyor<br>Cardiac Physiologist<br>Cashier<br>Civil Engineer<br>Civil Engineering Technician<br>Civil Service Administrator - Fast Stream<br>Clinical or Biomedical Engineer | Credit Manager<br>Croupier<br>Data Analyst<br>Data Scientist<br>Database Administrator<br>Diplomatic Service Operational Officer<br>Economic Development Officer<br>Economist<br>Estimator<br>Financial Adviser<br>Forensic Scientist<br>Games Designer<br>Games Programmer<br>Games Tester<br>Geologist<br>Geophysicist<br>Helicopter Pilot<br>Insurance Account Manager<br>Insurance Broker<br>Insurance Claims Handler<br>Insurance Loss Adjuster<br>Insurance Risk Surveyor<br>Insurance Underwriter | Investment Banker<br>Investment Operations Administrator<br>IT Security Co-ordinator or Specialist<br>Market Research Executive<br>Materials Scientist or Engineer<br>Mathematician<br>Medical Physicist<br>Merchant Navy Deck Officer<br>Merchant Navy Engineering Officer<br>Meteorologist<br>Motor Vehicle Technician<br>Mudlogger<br>Nanotechnologist<br>Naval Architect<br>Network Architect<br>Network Engineer<br>Nuclear Engineer<br>Oceanographer<br>Operational Research Officer<br>Patent Attorney<br>Patent Examiner<br>Petroleum or Reservoir Engineer<br>Pharmacist | Rehabilitation Engineer<br>Risk Manager<br>Royal Air Force Airman or Airwoman<br>Software Engineer or Developer<br>Statistician<br>Stockbroker<br>Structural Engineer<br>Structural Engineering Technician<br>Subsea Engineer<br>Surveyor - Building<br>Surveyor - Hydrographic<br>Surveyor - Land or Geomatics<br>Surveyor - Minerals or Waste Management<br>Surveyor - Planning and Development<br>Surveyor - Quantity<br>Surveyor - Rural Practice<br>Surveyor - Valuation<br>Systems Analyst<br>Teacher - Primary or Nursery School<br>Teacher - Secondary School - Computing<br>Teacher - Secondary School - Mathematics<br>Technical Surveyor<br>Web Developer |



| National 4<br>(SCQF Level 4)  | National 5<br>(SCQF Level 5)  | Higher<br>(SCQF Level 6)  |
|---|---|---|
| <b>Course Content</b>   |   |   |
| <p>The N4 Applications course is an SQA course with the same weighting as N4 Maths.</p> <p>The National 4 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.</p> <p>The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:</p> <ul style="list-style-type: none"> <li>◆ analyse real-life situations and problems involving mathematics</li> <li>◆ identify valid mathematical operational skills to tackle real-life situations or problems</li> <li>◆ select and apply numeracy skills</li> <li>◆ select and apply skills in finance, statistics, measurement, geometry, graphical data and probability</li> <li>◆ use mathematical reasoning skills to draw conclusions or justify decisions</li> <li>◆ communicate mathematical information in an appropriate way</li> </ul> | <p>The N5 Applications course is an SQA course with the same weighting as N5 Maths.</p> <p>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.</p> <p>The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:</p> <ul style="list-style-type: none"> <li>◆ analyse real-life situations and problems involving mathematics</li> <li>◆ identify valid mathematical operational skills to tackle real-life situations or problems</li> <li>◆ select and apply numeracy skills</li> <li>◆ select and apply skills in finance, statistics, measurement, geometry, graphical data and probability</li> <li>◆ use mathematical reasoning skills to draw conclusions or justify decisions</li> <li>◆ communicate mathematical information in an appropriate way</li> </ul> | <p>The Higher Applications course is an SQA course with the same weighting as Higher Maths.</p> <p>The Higher 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.</p> <p>The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:</p> <ul style="list-style-type: none"> <li>◆ analyse real-life situations and problems involving mathematics</li> <li>◆ identify valid mathematical operational skills to tackle real-life situations or problems</li> <li>◆ select and apply numeracy skills</li> <li>◆ select and apply skills in finance, statistics, measurement, geometry, graphical data and probability</li> <li>◆ use mathematical reasoning skills to draw conclusions or justify decisions</li> <li>◆ communicate mathematical information in an appropriate way</li> </ul> |
| <b>Course Assessment</b>  |   |   |
| 3 Unit assessments and AVU  | Overall external SQA assessment.  | Overall external SQA assessment.  |
| <b>Possible career path</b><br><a href="#">Click here for more information on the career options below</a>  |   |   |
|   |   |   |





| National 4<br>(SCQF Level 4)   | National 5<br>(SCQF Level 5)  | Higher<br>(SCQF Level 6)   | Advanced Higher<br>(SCQF Level 7)   |
|--|---|--|---|
| Course Content   | Course Content  | Course Content   | Course Content  |
| <ul style="list-style-type: none"> <li>• Software Design and Development</li> <li>• Information System Design and Development</li> </ul> <p>Added Value Unit</p>   | <ul style="list-style-type: none"> <li>• Computer Systems</li> <li>• Software Design and Development</li> <li>• Database Design and Development</li> <li>• Web Design and Development</li> </ul>  | <ul style="list-style-type: none"> <li>• Computer Systems</li> <li>• Software Design and Development</li> <li>• Database Design and Development</li> <li>• Web Design and Development</li> </ul>   | <ul style="list-style-type: none"> <li>• Computer Systems</li> <li>• Software Design and Development</li> <li>• Database Design and Development</li> <li>• Web Design and Development</li> </ul>  |
| <b>Course Assessment</b>   |   |  |   |
| <b>Possible career path</b><br><a href="#">Click here for more information on the career options below</a>   |   |  |   |
| Air Traffic Controller<br>Airline Pilot<br>Astronomer or Astrophysicist<br>CAD Technician<br>Character Artist<br>Civil Service Administrator - Fast Stream<br>Computer Forensic Analyst<br>Data Analyst<br>Data Scientist<br>Database Administrator<br>Forensic Scientist<br>Front End Developer | Games Designer<br>Games Programmer<br>Games Tester<br>Geophysicist<br>Government Intelligence Officer or Analyst<br>Helicopter Pilot<br>Illustrator<br>IT Helpdesk Analyst<br>IT Security Co-ordinator or Specialist<br>IT Support Engineer<br>IT Trainer | Management Consultant<br>Manufacturing Systems Engineer<br>Mathematician<br>Nanotechnologist<br>Network Architect<br>Network Engineer<br>Nuclear Engineer<br>Operational Research Officer<br>Patent Attorney<br>Patent Examiner<br>Physicist | Project Manager<br>SEO Specialist<br>Signaller<br>Software Engineer or Developer<br>Software Tester<br>Systems Analyst<br>Teacher - Secondary School - Computing<br>Telecommunications Engineer<br>User Experience (UX) Designer<br>Web Designer<br>Web Developer |

National Progression Award

SCQF Level 6

**Minimum Requirements**

Keen interest

**Course Content**

The rise of the internet has led to cybercrime such as identity theft, fraud and blackmail - do you have the knowledge and skills to protect against cyber attacks?

This course covers 3 main units:

-Ethical Hacking - you will learn how to implement techniques and technologies used to defend systems from cyber attacks

-Data Security - this unit looks at legal and ethical considerations, and the practical methods to protect personal and corporate data

-Digital Forensics - you will gain practical skills in identifying evidential sources across a range of digital devices and mediums

**Possible career path**

[Click here for more information on the career options below](#)

Air Traffic Controller  
Airline Pilot  
Astronomer or Astrophysicist  
CAD Technician  
Character Artist  
Civil Service Administrator - Fast Stream  
Computer Forensic Analyst  
Data Analyst  
Data Scientist

Front End Developer  
Games Designer  
Games Programmer  
Games Tester  
Geophysicist  
Government Intelligence  
Officer or Analyst  
Helicopter Pilot  
Illustrator  
IT Helpdesk Analyst

IT Trainer  
Management Consultant  
Manufacturing Systems  
Engineer  
Mathematician  
Nanotechnologist  
Network Architect  
Network Engineer  
Nuclear Engineer  
Operational Research Officer  
Patent Attorney

SEO Specialist  
Signaller  
Software Engineer  
or Developer  
Software Tester  
Systems Analyst  
Teacher - Secondary  
School - Computing  
Telecommunications  
Engineer  
User Experience  
(UX) Designer  
Web Designer



National Progression Award

SCQF Level 6

**Minimum Requirements**

A keen interest in content creation, editing and online media literacy

The rise in usage of online media outlets as reputable news has led to careers in media which have only existed within the past decade. Are you interested in content creation and social media influencing??? Is so, this is the course for you!

**Course Content**

This course covers 3 main units:

- Moving Images – in this unit you will learn how to plan, create and edit videos for documentary or news purposes
- Still Images – you will learn the necessary skills and techniques required to plan, create and edit content to publish on media and social media outlets.
- Audio – in this unit you will learn the necessary skills to plan, create and edit audio in the context of podcasting

**Possible career path**

[Click here for more information on the career options below](#)

Social Media Management  
 Social Media Editor  
 Content Creator  
 Content Editor  
 Audio Producer  
 Audio Editor

Video Producer  
 Video Editor  
 Documentary Maker  
 Website Editor  
 Radio Production



| National 4<br>(SCQF Level 4)   | National 5<br>(SCQF Level 5)  | Higher<br>(SCQF Level 6)  |  |
|--|---|---|--|
| Course Content   | Course Content  | Course Content  |  |
| ICT (WP, SS, DB, PP, DTP)<br>Internet Safety<br>Customer Care<br>Legislation affecting employees<br>Administration in the Workplace<br>Added Value Unit - Organising and supporting event  | ICT (WP, SS, DB, PP, DTP)<br>Internet Safety<br>Customer Care<br>Legislation affecting employees<br>Administration in the Workplace<br>Added Value Unit - Organising and supporting event   | Factors contributing to effectiveness of the administrative practices within organisations<br>Customer Care<br>Communication in administration<br>ICT (WP, SS, DB)  |  |
| Course Assessment  |   |   |  |
| Three unit assessments and an added value assessment all of which count towards your final award.  | An exam component (question paper) and a practical assessment both of which count towards your final award. Both components are externally marked.  | An exam component (question paper) and a practical assessment both of which count towards your final award. Both components are externally marked.  |  |
| Possible career path   |   |   |  |
| <a href="#">Click here for more information on the career options below</a>  |   |   |  |
| Accommodation Warden<br>Administrative Assistant or Officer - Courts<br>Airline or Airport Passenger Service Assistant<br>Archivist<br>Call Centre Agent<br>Charity Fundraiser<br>Cinema or Theatre Manager<br>Civil Service Administrative Assistant and Officer<br>Civil Service Administrator - Fast Stream<br>Clerical or Administrative Assistant<br>Clerk of Court<br>Company Secretary<br>Conference Producer<br>Customer Service Administrator<br>Digital Marketer<br>Diplomatic Service Operational Officer<br>Document Controller<br>Emergency Call Handle | Events Organiser<br>Export Sales Manager<br>Facilities Manager<br>Factor – Property<br>Freight Forwarder<br>Fundraising Manager<br>Funeral Director<br>Health Records Staff<br>Health Service Manager<br>Heritage Centre Manager<br>Hotel General Manager<br>Hotel Porter<br>Hotel Receptionist<br>Housekeeping Manager<br>Housing Officer<br>Human Resources Officer or Manager<br>IT Helpdesk Analyst<br>IT Trainer | Lecturer - Further Education<br>Legal Secretary<br>Library or Information Assistant<br>Local Government Administrative Assistant or Officer<br>Local Government Officer<br>Local Government Revenues Officer<br>Management Consultant<br>Market Research Executive<br>Medical Secretary<br>Office Manager<br>Personal or Executive Assistant<br>Post Office Customer Service Consultant<br>Printing Administrator<br>Prison Officer<br>Procurement Administrator<br>Procurement Manager | Quality Control Technician<br>Receptionist<br>Recruitment Consultant<br>Registrar of Births, Deaths, Marriages and Civil Partnerships<br>Restaurant Manager<br>Retail Manager<br>Revenue and Customs Officer<br>SEO Specialist<br>Signaller<br>Sports or Leisure Centre Manager<br>Systems Analyst<br>Teacher - Secondary School - Business Education<br>Tourist Information Centre Assistant<br>Training Officer or Manager<br>Transport Manager<br>Travel Agency Manager |



| National 4<br>(SCQF Level 4)  | National 5<br>(SCQF Level 5)   | Higher<br>(SCQF Level 6)   |  |
|---|--|--|--|
| Course Content  | Course Content   | Course Content   |  |
| <ul style="list-style-type: none"> <li>Enterprise</li> <li>Business start up</li> <li>Business Survival</li> <li>Organising Business</li> <li>Stakeholders</li> <li>Internal Factors that affect businesses</li> <li>External Factors that affect businesses</li> </ul> | <ul style="list-style-type: none"> <li>Business Types</li> <li>Business Influences</li> <li>Marketing</li> <li>Operations</li> <li>Human Resource Management</li> <li>Finance</li> </ul> | <ul style="list-style-type: none"> <li>Business Types</li> <li>Business Influences</li> <li>Marketing</li> <li>Operations</li> <li>Human Resource Management</li> <li>Finance</li> </ul>               |  |
| Course Assessment   |  |  |  |
| Two unit assessments and an added value assessment all of which count towards your final award.   | An exam component (question paper) and a practical assessment both of which count towards your final award. Both components are externally marked.                                       | An exam component (question paper) and a practical assessment both of which count towards your final award. Both components are externally marked.   |  |
| Possible career path  |  |  |  |
| <a href="#">Click here for more information on the career options below</a>   |  |  |  |
| Advocates' Clerk<br>Charity Fundraiser<br>Civil Service Administrative Assistant and Officer<br>Clerical or Administrative Assistant<br>Credit Manager<br>Customer Service Administrator  | Estate Agent<br>Export Sales Manager<br>Farm Manager<br>Financial Adviser<br>Fish Farm Manager<br>Freight Forwarder<br>Funeral Director  | Housekeeping Manager<br>Insurance Account Manager<br>Insurance Broker<br>Insurance Claims Handler<br>Insurance Underwriter<br>Investment Operations Administrator<br>Local Government Revenues Officer | Office Manager<br>Printing Administrator<br>Procurement Administrator<br>Quality Control Technician<br>Receptionist<br>Registrar of Births, Deaths, Marriages and Civil Partnerships |



**National Progression Award - SCQF Level 6**

**Course Content**

The NPA has been developed with the purpose of providing candidates the skills and progression to consider starting a business, or may in the future have an interest in doing so. The focus of the qualification is on pre-enterprise activity, with the aim of developing the knowledge and skills required to start a business. The enterprising knowledge and skills gained from the qualification are equally relevant to any workplace, equipping candidates for employment in a wide range of areas, or for further study. The NPA aims:

- Enhance and develop enterprising skills and attitudes
- Develop knowledge to support business start-up activity
- Develop knowledge and skills in promoting a business
- Enhance and develop knowledge of customer management techniques
- Provide practical, experiential learning about starting a business and transferable skills for employment

**Course Assessment**

The NPA contains four units.

Unit 1) Business Formation: An Introduction

Unit 2) Business Skills and Behaviours

Unit 3) Business Formation: Commercial Aspects and the Law

Unit 4) Finance and E-Business

Unit 5) Business Formation: Developing a Business Idea

Assessment of this award will be a combination of practical and knowledge assessments under closed and open-book assessment conditions.

**Possible career path**

[Click here for more information on career options](#)



| National 4<br>(SCQF Level 4)   | National 5<br>(SCQF Level 5)   | Higher<br>(SCQF Level 6)   | Advanced Higher<br>(SCQF Level 7)  |  |
|--|--|--|--|--|
| <b>Course Content</b>  | <b>Course Content</b>  | <b>Course Content</b>  | <b>Course Content</b>  |  |
| <ul style="list-style-type: none"> <li>Unit 1 Cell Biology</li> <li>Unit 2 Multicellular Organisms</li> <li>Unit 3 Life on Earth</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 1 Cell Biology</li> <li>Unit 2 Multicellular Organisms</li> <li>Unit 3 Life on Earth</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 1 DNA and the Genome</li> <li>Unit 2 Metabolism and survival</li> <li>Unit 3 Sustainability and Interdependence</li> </ul>   | <ul style="list-style-type: none"> <li>Unit 1 Cells and Proteins</li> <li>Unit 2 Organisms and Evolution</li> <li>Unit 3 Investigative Unit</li> </ul>   |  |
| <b>Additional Information</b>  |  |  |  |  |
| The course will be of interest and value to learners wishing to develop skills, knowledge and understanding of Biology. The course is a broad and up to date selection of concepts and ideas relevant to the central position of life science within our society   | In National 5 you will study the topics Cell Biology, Life on Earth and Multicellular organisms. In addition, you will complete an assignment comprising practical and research based work.  | The course allows learners to develop deeper understanding of the underlying themes of biology. The scale of topics range from molecular through to whole organism and beyond. Learners develop an understanding of DNA and how the structure of the genome leads to the basis of evolution and biodiversity                   | The Advanced Higher course builds on the Higher Biology course looking at the topics of Cells and Proteins, Organisms and Evolution and Investigative biology.   |  |
| <b>Course Assessment</b>   |  |  |  |  |
| Internally assessed  | This course has a 'final' externally assessed SQA exam.<br><br>This course also has an externally assessed assignment which contributes to the overall award   | This course has a 'final' externally assessed SQA exam.<br><br>This course also has an externally assessed assignment which contributes to the overall award   | This course has a 'final' externally assessed SQA exam.<br><br>This course also has an externally assessed assignment which contributes to the overall award   |  |
| <b>Possible career path</b>  |  |  |  |  |
| <a href="#">Click here for more information on the career options below</a>  |  |  |  |  |
| Acupuncturist<br>Agricultural Consultant<br>Agricultural or Horticultural Scientist<br>Air Quality Consultant<br>Ambulance Care Assistant<br>Anatomical Pathology Technologist<br>Animal Technician<br>Arborist<br>Aromatherapist<br>Audiologist<br>Beauty Therapist<br>Biochemist<br>Biologist<br>Biomedical Scientist<br>Biotechnologist | Crime Scene Examiner<br>Dental Hygienist or Therapist<br>Dental Nurse<br>Dental Technician<br>Dentist<br>Dietetic Support Worker<br>Dietitian<br>Dispensing Optician<br>Doctor – General Practitioner<br>Doctor – Hospital<br>Embalmer<br>Emergency Call Handler<br>Environmental Consultant<br>Environmental Health Officer<br>Ergonomist | Geologist<br>Health Improvement Officer<br>Health Visitor or Public Health Nurse<br>Homeopath<br>Laboratory Technician<br>Landscaper<br>Marine Biologist<br>Maternity Support Worker<br>Medical Pathologist<br>Medical Representative<br>Microbiologist<br>Midwife<br>Nanotechnologist<br>Nature Conservationist<br>Naturopath | Nurse - Mental Health<br>Nursing Support Worker<br>Occupational Therapist<br>Oceanographer<br>Optical Assistant<br>Optometrist<br>Orthodontist<br>Orthoptist<br>Osteopath<br>Paramedic<br>Personal Trainer<br>Pharmacist<br>Pharmacologist<br>Pharmacy Assistant | Prosthetist or Orthotist<br>Radiographer - Diagnostic<br>Radiographer - Therapeutic<br>Radiography Support Worker<br>Reflexologist<br>Scottish SPCA Animal Rescue Officer<br>Scottish SPCA Inspector<br>Speech and Language Therapist<br>Speech and Language Therapy Support Worker<br>Sport and Exercise Scientist<br>Sports Therapist<br>Sterile Services Technician<br>Surgeon<br>Teacher - Secondary School - Biology with Science |



| National 4<br>(SCQF Level 4)  | National 5<br>(SCQF Level 5)   | Higher<br>(SCQF Level 6)   | Advanced Higher<br>(SCQF Level 7)   |
|---|--|--|---|
| Course Content  | Course Content   | Course Content   | Course Content  |
| <ul style="list-style-type: none"> <li>Unit 1 Chemical Changes and Structure</li> <li>Unit 2 Nature's Chemistry</li> <li>Unit 3 Chemistry in Society</li> </ul>   | <ul style="list-style-type: none"> <li>Unit 1 Chemical Changes and Structure</li> <li>Unit 2 Nature's Chemistry</li> <li>Unit 3 Chemistry in Society</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 1 Chemical Changes and Structure</li> <li>Unit 2 Researching Chemistry</li> <li>Unit 3 Nature's Chemistry</li> <li>Unit 4 Chemistry in society</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 1 Inorganic and Physical Chemistry</li> <li>Unit 2 Organic Chemistry and instrumental analysis</li> <li>Unit 3 Researching chemistry</li> </ul>   |
| <b>Additional Information</b>   |  |  |   |
| <p>An experimental and investigative approach is used to develop knowledge and understanding of Chemistry concepts. The relevance of Chemistry is highlighted by the study of the applications of Chemistry in everyday contexts.</p> | <p>This course will allow learners' to begin to understand and investigate their natural world through practical experimentation. They will investigate topical issues with the use of practicals which will help develop their analytical skills and make them more confident learners. Learners will deepen their knowledge on topics such as: Rates of Reactions, Acids and Bases, Energy from Fuels, Nuclear Chemistry and Chemical Analysis. Numeracy skills will continue to be developed by carrying out scientific calculations.</p> | <p>This course will allow learners' to develop an appreciation of the impact of Chemistry on their everyday lives by applying their knowledge and understanding of chemical concepts in practical situations. Learners will build on previous experiences and are introduced to new topics such as: Alcohols, Esters, Fragrances, Equilibria, Chemical Energy, and Periodicity. Numeracy skills will continue to be developed by carrying out calculations that are currently used in the chemical industry.</p> | <p>The course builds on the knowledge and skills developed by learners' in the Higher Chemistry course and continues to develop their curiosity, interest and enthusiasm for chemistry in a range of contexts such as: Pharmaceutical Chemistry, Transition Metals, Stereo Chemistry, Atomic Orbitals and Spectra and Electromagnetic Radiation. Learners develop important skills relating to Chemistry, including developing scientific and analytical thinking skills and making reasoned evaluations. These skills will all be combined during the SQA examination.</p> |
| <b>Course Assessment</b>  |  |  |   |
| <p>Internally assessed</p>  | <p>This course has a 'final' externally assessed SQA exam.</p> <p>This course also has an externally assessed assignment which contributes to the overall award</p>  | <p>This course has a 'final' externally assessed SQA exam.</p> <p>This course also has an externally assessed assignment which contributes to the overall award</p>  | <p>This course has a 'final' externally assessed SQA exam.</p> <p>This course also has an externally assessed assignment which contributes to the overall award</p>   |
| <p><b>Possible career path</b></p> <p><a href="#">Click here for more information on career options</a></p>   |  |  |   |
| <p> </p>  |  |  |   |





| National 4<br>(SCQF Level 4)  | National 5<br>(SCQF Level 5)   | Higher<br>(SCQF Level 6)   | Advanced Higher<br>(SCQF Level 7)   |
|---|--|--|---|
| Course Content  | Course Content   | Course Content   | Course Content  |
| <ul style="list-style-type: none"> <li>Unit 1 Electricity and Energy</li> <li>Unit 2 Waves and Radiation</li> <li>Unit 3 Dynamics and Space</li> </ul>  | <p>The following topics are covered</p> <ul style="list-style-type: none"> <li>Dynamics</li> <li>Space</li> <li>Electricity</li> <li>Properties of matter</li> <li>Waves and Radiation</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 1 Our Dynamic Universe</li> <li>Unit 2 Particles and Waves</li> <li>Unit 3 Electricity</li> <li>Unit 4 Researching Physics</li> </ul>  | <ul style="list-style-type: none"> <li>Unit 1 Rotational Motion and Astrophysics</li> <li>Unit 2 Quanta and Waves</li> <li>Unit 3 Electromagnetism</li> <li>Unit 4 Investigating Physics</li> </ul>   |
| Additional Information  |  |  |   |
| <p>The course will be of interest and value to learners wishing to develop skills, knowledge and understanding of Physics. The course is a broad and up to date selection of concepts and ideas relevant to the central position of Science within our society.</p> | <p>National 5 Physics allows learners to gain a better understanding of the world around them. This course will develop your problem solving skills and make use of calculations to explain the answers to questions like;</p> <ul style="list-style-type: none"> <li>-How do rockets take off and land?</li> <li>-Why do F1 cars travel at such high speeds?</li> <li>-Why is radioactivity dangerous?</li> </ul> <p>The course focuses on the following topics; Waves, radioactivity, Dynamics, Energy, Space and Electricity.</p> | <p>Higher Physics builds upon the learning that will have taken place in National 5 Physics. Using problem solving skills and calculations you will be able to explain the answers to questions like;</p> <ul style="list-style-type: none"> <li>-Time travel is possible but how can it happen?</li> <li>-What will happen to our Universe in the future?</li> <li>-Why do particle accelerators explain how the Universe began?</li> </ul> <p>The course focuses on the following topics; Dynamics, Space, Electricity, Particles and Waves.</p> | <p>Advanced Higher Physics builds upon the learning that will have taken place in Higher Physics. Using problem solving skills and calculations you will be able to explain the answers to questions like;</p> <ul style="list-style-type: none"> <li>-Why quantum Physics the future of digital technology?</li> <li>-How do the Northern lights appear in our atmosphere? -What is Space-time and how do we use it?</li> </ul> <p>The course focuses on the following topics; Rotational motion, Astrophysics, Quantum Physics, Waves and Electromagnetism.</p> |
| Course Assessment   |  |  |   |
| Internally assessed   | <p>This course has a 'final' externally assessed SQA exam.</p> <p>This course also has an externally assessed assignment which contributes to the overall award</p>  | <p>This course has a 'final' externally assessed SQA exam.</p> <p>This course also has an externally assessed assignment which contributes to the overall award</p>  | <p>This course has a 'final' externally assessed SQA exam.</p> <p>This course also has an externally assessed assignment which contributes to the overall award</p>   |
| Possible career path  |  |  |   |
| <p><a href="#">Click here for more information on career options</a></p>  |  |  |   |

**National progression Award****(SCQF Level 6)****Course Content**

Mandatory Units:

- Lab safety
- Chemistry fundamentals
- Mathematics for Science
- Experimental Procedure

**Additional Information**

The NPA Laboratory Science is a specialised award which allows candidates to gain knowledge and technical skills in quality issues, microbiology, chemistry, quantitative skills and other science areas. As such, it is intended to prepare candidates for employment at technician or technologist level in science laboratories. Moreover, the NPA supports the Life Sciences level 2 Modern Apprenticeship. The award develops clear career and education pathways for learners including a range of study options in higher education, particularly in the field of science

**Course Assessment**

Internally assessed

**Possible career path**

[Click here for more information on career options](#)

This NPA could open up employment opportunities as a laboratory technician in the biotechnology, chemical, microbiological, pharmaceutical and environmental industries.



**National 5**

**(SCQF Level 5)**

**Course Content**

Unit 1: Careers Using Lab Science

Unit 2: Working in a Lab

Unit 3: Lab Skills

Investigation: Pupils have the responsibility of using the knowledge they have gained during the first two units to plan and carry out an experiment, they then need to write this up to pass this element.

**Additional Information**

This course will allow pupils to develop a comprehensive skill set which will enable them to thrive in a lab environment. Pupils will gain an appreciation of the scope of where lab skills can take them as they look at local, national and global industries which rely on people with these relevant skills. They will look at constructing a CV and being able to articulate their areas of strength and development; skills which are essential for them to thrive in the wider world of work. Pupils will look at preparation, handling and safe storage of chemicals which is underpinned by legislation including safe handling of radioactive materials. Pupils will also carry out some common lab techniques such as titration, chromatography and distillation. These skills will be assessed with an internal investigate at the end of the academic year

**Course Assessment**

Internally assessed

**Possible career path**

[Click here for more information on career options](#)

This could open up employment opportunities as a laboratory technician in the biotechnology, chemical, microbiological, pharmaceutical and environmental industries.



|  |
|--|
| <b>Level 7</b><br><b>(SCQF Level 7)</b>  |
| <b>Course Content</b>  |
| <p>The Young STEM Leader Programme (YSLP)</p> <p>The Young STEM Leader Programme (YSLP) aims to inspire more young people to develop an interest in STEM and pursue the study of STEM subjects and relevant future pathways</p>  |
| <b>Additional Information</b>  |
| <p>Young people in Scotland have the chance to inspire, lead and mentor their peers through the creation and delivery of STEM activities, events and interactions within their schools, communities or youth groups.</p> <p>As well as allowing Young STEM Leaders (YSLs) to develop important leadership, communication and employability skills, working towards a YSLP Award will also motivate young people to progress their STEM studies and perhaps eventually embark on a career in STEM. Above all else, this programme aims to promote STEM curiosity in young people and to encourage them to learn about the world around them in a fun and engaging way.</p> <p>Young STEM Leaders will collate evidence in their Log, which can be completed digitally on the YSLP website, on paper or by submitting photos, videos or other digital media.</p> |
| <b>Course Assessment</b>   |
| Internally assessed  |
| <b>Possible career path</b>  |
| <a href="#"><u>Click here for more information on career options</u></a>   |
| This could open up opportunities in all sectors as this is a leadership course   |

**National 5  
(SCQF Level 5)****Course Content**

The Course allows learners to develop skills in reading drawings and diagrams, measuring and marking out, as well as cutting, shaping and finishing materials. It allows them to learn how to work effectively alongside others in a shared workshop environment. The skills that learners acquire by successfully completing this Course will be valuable for learning, for life and for the world of work.

- Practical Woodworking: Flat-frame Construction
- Practical Woodworking: Carcase Construction
- Practical Woodworking: Machining and Finishing
- Added Value Unit
- Making a Finished Product from Wood

**Additional Information****Course Assessment**

This course has a 'final' externally assessed SQA exam.

**Possible career path**

[Click here for more information on the career options below](#)

Boat or Ship Builder  
Builders' Merchant  
Cabinet Maker  
Ceiling Fixer  
Craft Designer or Worker

Fine Artist  
Formworker  
Furniture Designer  
Furniture Polisher or Finisher  
Glazier

Joiner or Carpenter  
Locksmith  
Musical Instrument Technologist  
Picture Framer  
Product Designer

Prop Maker  
Roofer  
Roofer – Felt  
Sculptor  
Set Designer

Shopfitter  
Stagehand  
Teacher - Secondary School -  
Technological Education  
Vehicle MET Technician  
Wood Machinist



| National 5<br>(SCQF Level 5)   | Higher<br>(SCQF Level 6)  |
|--|---|
| <b>Course Content</b>  |   |
| <ul style="list-style-type: none"> <li>• 2D Graphic Communication</li> <li>• 3D and Pictorial Graphic Communication</li> <li>• Develop skills in graphic communication techniques, including the use of equipment, materials and software</li> <li>• Extend and apply knowledge and understanding of graphic communication standards, protocols and conventions.</li> <li>• Develop an understanding of the impact of graphic communication technologies on our environment and society</li> </ul> <p style="text-align: center;">Added Value Unit: Graphic Communication Assignment</p> | <ul style="list-style-type: none"> <li>• 2D Graphic Communication</li> <li>• 3D and Pictorial Graphic Communication</li> <li>• Replicating familiar and some new graphic forms with some complex features in 2D, 3D and pictorial representations</li> <li>• Applying recognised graphic communication standards, protocols and conventions in straightforward but unfamiliar contexts</li> <li>• Initiating, planning and producing preliminary, production, promotional, and informational graphics in both familiar and new contexts, with some complex features</li> <li>• Applying graphic design skills, including creativity, when developing solutions to graphics tasks with some complex features</li> <li>• Understanding the application of colour, illustration and presentation techniques in a broad range of graphics contexts</li> <li>• Critically reviewing graphics work as it progresses and evaluating completed task work suggesting strategies for improvement</li> <li>• Extending visual literacy by interpreting unfamiliar graphic communications — some with complex features or combinations of views</li> </ul> <ul style="list-style-type: none"> <li>• Extending graphic spatial awareness in unfamiliar 2D, 3D and pictorial graphic situations including those with complex features</li> <li>• Selecting, managing, and using graphic communication equipment, software and materials effectively across tasks</li> <li>• Understanding a broad range of computer-aided graphics techniques including commercial/industrial practice</li> <li>• An informed understanding of the impact of graphic communication technologies on our environment and society and their likely impact in the future</li> </ul> <p style="text-align: center;">Added Value Unit: Graphic Communication Assignment</p> |
| <b>Course Assessment</b>   |   |
| An exam component (question paper) and a Practical assessment both of which count towards your final award. Both components are externally marked.   | An exam component (question paper) and a Practical assessment both of which count towards your final award. Both components are externally marked.  |
| <b>Possible career path</b><br><a href="#">Click here for more information on the career options below</a>   |   |
|  |   |



| National 4<br>(SCQF Level 4)  | National 5<br>(SCQF Level 5)   | Higher<br>(SCQF Level 6)  |  |  |
|---|--|---|--|--|
| Course Content  | Course Content   | Course Content  |  |  |
| <ul style="list-style-type: none"> <li>Design and Manufacture: Design</li> <li>Design and Manufacture: Materials and Manufacturing</li> <li>Evaluating, with guidance, existing products</li> <li>Using, with guidance, a selected range of research techniques</li> <li>Applying, with guidance, a range of basic idea generation techniques</li> <li>Writing a simple specification</li> <li>Selecting and using, with guidance, a range of tools, equipment, software and materials in designing, making and testing models, prototypes and products</li> <li>Applying, with guidance, creative design skills, when refining and resolving simple product design tasks</li> <li>Using graphic techniques to visually represent design solutions in simple and straightforward contexts</li> <li>Using simple modelling and manufacturing techniques to represent design ideas in three dimensions</li> <li>planning, with guidance, a simple manufacturing process</li> <li>Contributing to the evaluation of their own design proposals and associated manufacturing practicalities, and make suggestions for improvement</li> <li>Basic knowledge of the impact of design and manufacturing technologies on our environment and society</li> <li>Basic knowledge of the factors that influence the design and manufacture of artefacts and products</li> <li>Basic knowledge of manufacturing processes and the properties and uses of materials</li> </ul> Added Value Unit : Design and Manufacture Assignment |  | <ul style="list-style-type: none"> <li>Design and Manufacture: Design</li> <li>Design and Manufacture: Materials and Manufacturing</li> <li>Researching and evaluating existing product types</li> <li>Selecting and using a range of research techniques and evaluating their usefulness</li> <li>Selecting and applying a range of idea generation techniques</li> <li>Writing a detailed specification based on function and performance</li> <li>Applying a range of creative design skills when refining and resolving product design tasks which encompass a range of key design factors</li> <li>Selecting and using graphic techniques to visually represent design solutions, justifying the chosen selection of techniques</li> <li>Selecting, using and evaluating a range of simple modelling and manufacturing techniques to represent design ideas in three dimensions</li> <li>Planning a manufacturing process and analysing its effectiveness</li> <li>Selecting and using a range of tools, equipment, software and materials in designing, making and testing models and prototypes</li> <li>Evaluating their own design proposals and associated manufacturing practicalities, and applying suggestions for improvement</li> <li>A broad understanding of the impact of a range of design and manufacturing technologies on our environment and society</li> <li>Critically evaluating a range of factors that influence the design and manufacture of products</li> <li>Understanding of a broad range of industrial and commercial manufacturing processes and the properties and uses of materials</li> </ul> Added Value Unit : Design and Manufacture Assignment |  |  |
| <b>Course Assessment</b>  |  |   |  |  |
| Two unit assessments and an added value assessment all of which count towards your final award.   | An exam component (question paper) and a Design assessment (folio) and Practical assessment (prototype model) all of which count towards your final award. All components are externally marked.                       | An exam component (question paper) and a practical assessment (folio) both of which count towards your final award. Both components are externally marked.  |  |  |
| <b>Possible career path</b><br><a href="#">Click here for more information on the career options below</a>  |  |   |  |  |
| Aerospace Engineer<br>Air Conditioning Engineer<br>Architect<br>Architectural Technologist<br>BIM Technician<br>Building Technician<br>Cabinet Maker<br>Chemical Engineer   | Construction Manager or Site Manager<br>Control and Instrument Engineer<br>Dental Technician<br>Drilling Engineer<br>Electrical or Electronic Engineering Technician<br>Electrician<br>Electricity Distribution Worker | Gas Service Engineer<br>Heat Treatment Operative<br>Interior Designer<br>Landscape Architect<br>Lightning Conductor Engineer<br>Manufacturing Systems Engineer<br>Marine Engineer<br>Medical Field Service Engineer   | Musical Instrument Technologist<br>Naval Architect<br>Nuclear Engineer<br>Pattern Cutter or Grader<br>Petroleum or Reservoir Engineer<br>Product Designer<br>Refrigeration Engineer<br>Rehabilitation Engineer | Sheet Metal Worker<br>Special Effects Technician<br>Stagehand<br>Structural Engineer<br>Structural Engineering Technician<br>Subsea Engineer<br>Telecommunications Engineer<br>Toolmaker |



| National 4<br>(SCQF Level 4)   | National 5<br>(SCQF Level 5)  | Higher<br>(SCQF Level 6)   | Advanced Higher<br>(SCQF Level 7)  |
|--|---|--|--|
| Course Content   | Course Content  | Course Content   |  |
| <p><b>In the physical environments</b> unit you will study the processes that shape our natural world and investigate how humans interact with their environment. We will learn about the causes of UK weather and its impact on people's daily lives.</p> <p><b>In Human environments</b> you will study world population and development and discover how places and rural practices are changing with the growing population.</p> <p><b>In Global Issues</b> you will investigate how earthquakes, volcanoes and tropical storms are caused and how they impact on people and the environment.</p> <p><b>Added value assignment-</b> You will carry out a research project on a geographical topic of your choice allowing you to demonstrate your skills in geographical techniques.</p> | <p><b>In the physical environments</b> unit you will study the processes that shape our natural world and investigate how humans interact with their environment. We will learn about the causes of UK weather and its impact on people's daily lives.</p> <p><b>In Human environments</b> you will study world population and development and discover how places and rural practices are changing with the growing population</p> <p><b>In Global Issues</b> you will investigate how earthquakes, volcanoes and tropical storms are caused and how they impact on people and the environment.</p> <p><b>Added value assignment-</b> You will carry out a research project on a geographical topic of your choice allowing you to demonstrate your skills in geographical techniques.</p> | <p><b>In Physical environments</b> you will study the Atmosphere, Hydrosphere, Lithosphere &amp; Biosphere, including how our earth stays warm enough to support life, how coastal and glacial landscapes are formed and the importance of soil as a valuable resource.</p> <p><b>In Human</b> Geography studies how humans interact with their environments. You will learn about how cities in developed and developing countries have changed, you will study the issue of soil degradation on the edge of the Sahara desert and how it affect the lives of the people living there, and issues of ageing populations, high birth rates and migration in the Population unit <b>Global Issues</b> looks at the interaction of human and physical geography in global settings. You will study the issue of River Basin Management in China, and how changing the river has had huge impacts on the lives of people living and working on it. You will also study Development and Health, which investigates the impact that disease has on people in economically less developed countries, and how governments can work towards improving the health of their populations.</p> <p>you will apply these to an urban planning problem and you will complete an <b>Added value assignment</b> on a geographical topic of your choice allowing you to demonstrate your skills in geographical techniques</p> | <p>There are two units within the AH course: Geographical Skills and Geographical Issues. Within each of these units there is flexibility to allow for personalization and choice-pupils can focus on the Geography that interests them the most. The theme of Sustainability will permeate the course.</p> <p>Many important transferable skills are included in the course, many of which are essential at university. These include, in particular:</p> <ul style="list-style-type: none"> <li>· The ability to carry out independent fieldwork and research</li> <li>· The ability to use a range of maps, statistical and fieldwork/ research techniques used to interpret, explain and analyse geographical phenomena.</li> </ul> <p>It is due to these skills that AH Geography is an attractive and useful subject for many university degrees</p> |
| <b>Course Assessment</b>   |   |  |  |
| Internally assessed  | This course has a 'final' externally assessed SQA exam.   | This course has a 'final' externally assessed SQA exam.  |  |
| <b>Possible career path</b><br><a href="#">Click here for more information on the career options below</a>   |   |  |  |
| Astronomer<br>Cartographer<br>Commercial/residential surveyor  | Environmental Consultant<br>Ecologist<br>Political risk analyst   | Secondary school teacher<br>Seismologist<br>Sustainability Consultant  | Town Planner<br>Transport planner  |





| National 4<br>(SCQF Level 4)   | National 5<br>(SCQF Level 5)  | Higher<br>(SCQF Level 6)  | Advanced Higher<br>(SCQF Level 7)  |
|--|---|---|--|
| Course Content   | Course Content  | Course Content  | Course Content   |
| <p>Studying History at National 5 covers three very different historical eras; Mary Queen of Scots and the Reformation, the Atlantic Slave Trade, and the Civil Rights Movement in America. Mary Queen of Scots allows us to examine how Scotland changed as a country in both politics and religion. The experience of Africans, along with the changes to Africa, the Caribbean and Britain, are the focus on Atlantic Slave Trade. Rising immigration and the demand for equal rights for all citizens are the overarching themes of the Civil Rights Movement in America in the 20th century.</p> <p>Pupils studying National History further develop their skills of source evaluation, comparison, as well as describing and explaining reasons for why key historical events occurred. The development of analysis, evaluation and explaining are essential skills for the workplace and life</p> | <p>Studying History at National 5 covers three very different historical eras; Mary Queen of Scots and the Reformation, the Atlantic Slave Trade, and the Civil Rights Movement in America. Mary Queen of Scots allows us to examine how Scotland changed as a country in both politics and religion. The experience of Africans, along with the changes to Africa, the Caribbean and Britain, are the focus on Atlantic Slave Trade. Rising immigration and the demand for equal rights for all citizens are the overarching themes of the Civil Rights Movement in America in the 20th century.</p> <p>Pupils studying National History further develop their skills of source evaluation, comparison, as well as describing and explaining reasons for why key historical events occurred. The development of analysis, evaluation and explaining are essential skills for the workplace and life.</p> | <p>In Higher History, we cover three transformative periods of world history. Within these units, we develop your skills in debate, analytical thinking and criticality. In each unit, we look at cross cutting themes of identity, conflict and authority.</p> <ul style="list-style-type: none"> <li>Historical Study: Scottish- Scottish Wars of Independence</li> </ul> <p>This is about political change and the military conflict arising from the Wars of Independence</p> <ul style="list-style-type: none"> <li>Historical Study: British - Britain and Ireland, 1900–1985</li> </ul> <p>This looks at the growing divisions in Ireland after 1900 in terms of identity and the development of tension leading to conflict and civil war, the attempts to resolve the conflict and the continuation of strife.</p> <ul style="list-style-type: none"> <li>Historical Study: European and the World: Russia, 1881–1921</li> </ul> <p>This looks at the development of opposition to autocracy in a large multi-national state, the collapse of the Tsarist regime and the rise of the Bolsheviks during the years form 1881-1921.</p> | <p>Germany: Versailles to the outbreak of the Second World WarAdded value unit (dissertation)</p> <p>In Advanced Higher History learners study just one topic in depth: the history of Germany in the interwar period. This is a popular topic with History departments and with students for good reason. It will allow us to study the impact wars have on society; how democracies are built (and how they fail); how a tyrant such as Hitler could come to power in modern democracy; what government and life was really like under a dictatorship. The study will allow students to engage with political, economic and social history.</p> <p>Learners will build on the essay and source skills learned at higher, and will learn how to write more sophisticated essays. There is a 4,000 word dissertation, written on topic of the learner’s own choosing, which is relevant to the unit of study. This is excellent preparation for university, and the student will become an expert on their chosen topic, but it will require a good deal of reading and the ability to set and meet deadlines.</p> |
| <b>Course Assessment</b>   |   |   |  |
| Internally assessed  | This course has a ‘final’ externally assessed SQA exam.   | A ‘final’ externally assessed SQA exam and a 30 mark assignment completed in school but marked by SQA   | This course has a ‘final’ externally assessed SQA exam.  |
| <b>Possible career path</b><br><a href="#">Click here for more information on the career options below</a>   |   |   |  |
| Academic researcher<br>Archaeologist<br>Archivist<br>Broadcast journalist<br>Civil Service administrator   | Historic buildings inspector/conservation officer<br>Human resources officer<br>Library or Information Professional<br>Marketing executive<br>Museum Assistant or Visitor Centre Assistant  | Museum or Art Gallery Curator<br>Museum/gallery exhibitions officer<br>Parliamentary Assistant<br>Policy officer<br>Political researcher  | Teacher - Secondary School<br>Solicitor<br>Talent agent<br>Tour Guide<br>Tour Leader or Manager  |



| National 4 (SCQF Level 4)   |  | National 5 (SCQF Level 5)   |   | Higher (SCQF Level 6)  |                         |
|---|--|---|---|--|-------------------------|
| Course Content  |  | Course Content  |   | Course Content   |                         |
| <ul style="list-style-type: none"> <li>International Issues – Terrorism</li> <li>Social Issues – Crime and the Law</li> <li>Democracy in Scotland</li> <li>Added Value Assignment – A research project on a Modern Studies related topic of your choice which makes up a percentage of your grade.</li> </ul>   |  | <ul style="list-style-type: none"> <li>International Issues – Terrorism</li> <li>Social Issues – Crime and the Law</li> <li>Democracy in Scotland</li> <li>Added Value Assignment – A research project on a Modern Studies related topic of your choice which makes up a percentage of your grade.</li> </ul>   |   | <ul style="list-style-type: none"> <li>Social Inequality in the UK</li> <li>World Power – The USA</li> <li>Democracy in Scotland and the UK</li> <li>Assignment</li> </ul>   |                         |
| Course Assessment   |  |   |   |  |                         |
| Internally assessed   |  | This course has a 'final' externally assessed SQA exam.   |   | This course has a 'final' externally assessed SQA exam.  |                         |
| Additional Information  |  |   |   |  |                         |
| Throughout the course you will explore the causes, consequences and solutions to the different issues you will study. For example, why people become criminals and terrorists, how these issues affect society, whether or not our prisons are effective in dealing with criminals and how does the international community work to stop terrorism. You will also study how democracy works in Scotland, looking at how citizens like yourself can influence the decisions that are made. |  | Throughout the course you will explore the causes, consequences and solutions to the different issues you will study. For example, why people become criminals and terrorists, how these issues affect society, whether or not our prisons are effective in dealing with criminals and how does the international community work to stop terrorism. You will also study how democracy works in Scotland, looking at how citizens like yourself can influence the decisions that are made. |   | Throughout the course you will explore the causes, consequences and solutions to the wealth and health inequality in the UK. That is, why some people are poorer or more likely to suffer health issues than others. You will also study how democracy works in Scotland and the UK, which will build on your learning if you have taken the National 5 course. The final topic you will study is the USA where you will explore how democracy works there but also why people suffer from inequality. Finally, you will complete a research assignment on an issue of your choosing where you will examine possible solutions to an issue and make a recommendation based on your own independent research. |                         |
| Possible career path  |  |   |   |  |                         |
| Click here for more information on the career options below   |  |   |   |  |                         |
| Advice Worker   | Economic Development Officer               | Paralegal   | Runner                                      | Social Worker  | Solicitor               |
| Advocate  | Government Intelligence Officer or Analyst | Parliamentary Assistant   | Social Worker                               | Solicitor  | Sub-editor — Journalism |
| Advocates' Clerk  | Journalist or Reporter                     | Police Officer  | Sub-editor — Journalism                     | Teacher - Secondary School - Modern Studies  | Trade Union Official    |
| Archivist   | Judge or Sheriff                           | Procurator Fiscal   | Teacher - Secondary School - Modern Studies | TV or Radio Presenter  |                         |
| Broadcast Journalist  | Library or Information Assistant           | Producer – Radio  |   |  |                         |
| Careers Adviser   | Library or Information Professional        | Radio Broadcast Assistant   |   |  |                         |
| Community Education Officer   | Local Government Officer                   | Reporter to the Children's Panel  |   |  |                         |
| Copy Editor   | Member of Parliament                       | Researcher – Broadcasting   |   |  |                         |



**Higher  
(SCQF Level 6)**

**Course Content**

**This is for S6 Only – entry requirements a minimum of a B in Higher English and a B in a Higher Humanities subject**

- Political theory (Power, Authority and Legitimacy, Democracy & Political Ideologies)
- Political systems (Constitutions, the Legislative Branch & Executive Branch)
- Political Parties and elections (Dominant ideas of political parties, Political campaign management strategies & Theories of voting behaviour)
- Course Assignment (assessed by the SQA)

**Course Assessment**

The course has a final exam externally assessed by the SQA

**Additional Information**

Politics makes a distinctive contribution to the curriculum through its study of important political concepts and ideologies, the comparison of different political systems, and the evaluation of factors that impact on the electoral performance of political parties.

Candidates develop knowledge and understanding of key political concepts. The theoretical perspective of the course enables candidates to identify, explore and analyse political issues in order to develop their own views and perspectives. Candidates develop analysing and evaluating skills during the course which help them to interpret and understand political issues.

Candidates develop:

Knowledge and Understanding of:

- significant political concepts and ideologies
- political systems through comparative study
- political parties and elections

The ability to analyse and evaluate political ideas, events, issues, systems, parties and electoral performance

A range of data-handling and evaluating skills

**Possible career path**

[Click here for more information on the career options below](#)

|   |   |   |   |
|---|---|---|---|
| Advice Worker<br>Advocate<br>Advocates' Clerk<br>Archivist<br>Broadcast Journalist<br>Careers Adviser<br>Community Education Officer<br>Copy Editor | Economic Development Officer<br>Government Intelligence Officer or Analyst<br>Journalist or Reporter<br>Judge or Sheriff<br>Library or Information Assistant<br>Library or Information Professional<br>Local Government Officer<br>Member of Parliament | Paralegal<br>Parliamentary Assistant<br>Police Officer<br>Procurator Fiscal<br>Producer – Radio<br>Radio Broadcast Assistant<br>Reporter to the Children's Panel<br>Researcher – Broadcasting | Runner<br>Social Worker<br>Solicitor<br>Sub-editor – Journalism<br>Teacher - Secondary School - Modern Studies<br>Trade Union Official<br>TV or Radio Presenter |
|---|---|---|---|



| National 4<br>(SCQF Level 4)  |   | National 5<br>(SCQF Level 5)  |   |
|---|---|---|---|
| Course Content  |   | Course Content  |   |
| <p>Travel &amp; Tourism: Employability</p> <p>This unit investigates job roles and careers across the travel &amp; tourism industry. Learners will demonstrate their employability skills and attitudes in a work related practical activity. They will evaluate their own potential for a chosen job in the travel &amp; tourism industry.</p> <p>Travel &amp; Tourism: Customer service</p> <p>This unit outlines the benefits of good customer service to the travel &amp; tourism industry. It deals with customer issues and actions required to respond to customer's needs and wants.</p> <p>Travel &amp; Tourism: Scotland</p> <p>In this unit the learner will gather information, describe a range of destinations and attractions, identify current trends, and describe the impact of tourism in Scotland</p> <p>Travel &amp; Tourism: UK and worldwide</p> <p>In this unit the learner will gather information, describe a range of destinations and attractions, identify current trends, and describe the impact of tourism in the UK and the rest of the world. The learner should also be able to provide information to potential customers on selected destinations, for example, recommend accommodation, activities, attractions and amenities and produce a travel itinerary on selected areas.</p> |   |   |   |
| <b>Course Assessment</b>  |   |   |   |
| There is no external exam for this course. Units will be assessed throughout the year.  |   |   |   |
| <b>Additional Information</b>   |   |   |   |
| <p>Tourism is a major employer and revenue earner to the economy. The provision of travel &amp; tourism in schools responds to the needs of the industry for a well –trained workforce that can meet the needs of visitors.</p> <p>This course is designed to enable learners to gain knowledge of a variety of tourist destinations, both in Scotland, the UK and the rest of the world. The basic skills and knowledge and understanding relating to a range of occupations in travel &amp; tourism which will prepare candidates for employment in the industry are also a focus.</p>  |   |   |   |
| <b>Possible career path</b>   |   |   |   |
| <a href="#">Click here for more information on the career options below</a>   |   |   |   |
| Advice Worker<br>Advocate<br>Advocates' Clerk<br>Archivist<br>Broadcast Journalist<br>Careers Adviser<br>Community Education Officer<br>Copy Editor   | Economic Development Officer<br>Government Intelligence Officer or Analyst<br>Journalist or Reporter<br>Judge or Sheriff<br>Library or Information Assistant<br>Library or Information Professional<br>Local Government Officer<br>Member of Parliament | Paralegal<br>Parliamentary Assistant<br>Police Officer<br>Procurator Fiscal<br>Producer – Radio<br>Radio Broadcast Assistant<br>Reporter to the Children's Panel<br>Researcher – Broadcasting | Runner<br>Social Worker<br>Solicitor<br>Sub-editor – Journalism<br>Teacher - Secondary School - Modern Studies<br>Trade Union Official<br>TV or Radio Presenter |



| National 4<br>(SCQF Level 4)  | National 5<br>(SCQF Level 5)  | Higher<br>(SCQF Level 6)   |
|---|---|--|
| Course Content  | Course Content  | Course Content   |
| <p>The course allows candidates to:</p> <ul style="list-style-type: none"> <li>➤ develop an understanding and respect for different beliefs, values and viewpoints</li> <li>➤ learn how to express their values and beliefs</li> <li>➤ put their values or beliefs into action in ways which benefit others</li> <li>➤ make informed moral decisions</li> </ul> <p>The units covered</p> <ul style="list-style-type: none"> <li>• Unit 1: World Religion – Judaism<br/>Candidates study the religion of Judaism and its impact, relevance and significance through studying some key beliefs and practices found within the religion, and the contribution these make to the lives of followers</li> <li>• Unit 2: Morality and Belief<br/>Candidates study moral issues raised by conflict looking at their background, implications and responses from religious and non-religious organisations</li> <li>• Unit 3: Religious and Philosophical questions<br/>Candidates study the question ‘Does God exist?’ They will examine its implications and a range of responses from religious groups, philosophers and scientific viewpoints.</li> </ul> |   | <p>The course allows candidates to:</p> <ul style="list-style-type: none"> <li>➤ develop an understanding and respect for different beliefs, values and viewpoints</li> <li>➤ learn how to express their values and beliefs</li> <li>➤ put their values or beliefs into action in ways which benefit others</li> <li>➤ make informed moral decisions</li> </ul> <p>The units covered</p> <ul style="list-style-type: none"> <li>• Unit 1: Buddhism<br/>Candidates develop in-depth knowledge and understanding of the impact of Buddhism today</li> <li>• Unit 2: Morality and Belief<br/>Candidates will gain an in-depth knowledge and understanding of issues relating to justice, including causes of crime.</li> <li>• Unit 3: Religious and Philosophical Questions-Origins<br/>Candidate’s develop skills to critically analyse the religious and philosophical question “what is the origins of the Universe and life?”</li> </ul> |
| Additional Information  | Additional Information  | Additional Information   |
| <p>Pupils will research, analyse and evaluate information to draw detailed, reasoned and well structured conclusions when responding to different ideas and viewpoints.</p>   | <ul style="list-style-type: none"> <li>• Pupils will evaluate and express well-structured views of contemporary moral questions and responses in detail, explaining relevant theoretical ideas</li> </ul> | <ul style="list-style-type: none"> <li>• In depth factual and theoretical knowledge and understanding of religious, moral and philosophical questions and responses.</li> </ul>  |
| Course Assessment   |   |  |
| Internally assessed   | This course has a ‘final’ externally assessed SQA exam.   | This course has a ‘final’ externally assessed SQA exam.  |
| Possible career path<br><a href="#">Click here for more information on the career options below</a>   |   |  |
| <p>Advocate<br/>Advocates' Clerk<br/>Broadcasting<br/>Community Education Officer</p>   | <p>Judge or Sheriff<br/>Procurator Fiscal<br/>Politics</p>  | <p>Reporter to the Children's Panel<br/>Solicitor<br/>Social Care</p>  |
| <p>Teacher - Primary or Nursery School<br/>Teacher - Secondary School - Religious Education<br/>Youth worker</p>  |   |  |



| National 4<br>(SCQF Level 4)  | National 5<br>(SCQF Level 5)   | Higher<br>(SCQF Level 6) | Advanced Higher<br>(SCQF Level 7)  |
|---|--|--------------------------|--|
| Course Content  | Course Content   | Course Content           | Course Content   |
| <p>Expressive unit:</p> <ul style="list-style-type: none"> <li>Research and develop thoughts and ideas in 2D and/or 3D formats in response to a theme.</li> <li>Produce observational drawings and studies and develop expressive ideas and compositions by experimenting with and using art materials, techniques and/or technology in creative and expressive ways.</li> </ul> <p>Design unit</p> <ul style="list-style-type: none"> <li>Plan, research and develop creative design ideas in response to a given brief</li> <li>Develop creativity and problem solving skills and consider the design opportunities, issues and constraints of the brief</li> <li>Experiment with and develop media handling skills when producing design ideas in 2D/or 3D formats.</li> </ul> <p>Art &amp; Design studies is integrated into the units.</p> | <p>Expressive folio:</p> <ul style="list-style-type: none"> <li>Plan, research and develop creative expressive work in response to a theme or stimulus.</li> <li>Develop knowledge and understanding of artists' working practices and the social, cultural and other influences affecting their work and practice.</li> <li>Respond to a theme and produce 2D/3D analytical drawings, studies and investigative research.</li> <li>Produce a single line of development and a final piece.</li> <li>Reflect on and evaluate your creative process and the visual qualities of their work.</li> </ul> <p>Design folio</p> <ul style="list-style-type: none"> <li>Plan, research and develop creative design work in response to a design brief – either 3D or 2D Graphic Design.</li> <li>Develop knowledge and understanding of designers' working practices and the social, cultural and other influences affecting their work and practice.</li> <li>Respond to a design brief and compile a variety of 2D/3D investigative material and market research.</li> <li>Produce a single line of development and a design solution.</li> <li>Reflect on and evaluate their design process and the aesthetic and functional qualities of their work.</li> </ul> <p>Art &amp; Design studies:</p> <ul style="list-style-type: none"> <li>Analyse the work of artists and designers</li> <li>Demonstrate knowledge and understanding of the impact of social, cultural and/or other influences on artists' and designers' work and practice.</li> <li>Show knowledge and understanding of expressive art and design elements, using appropriate art and design vocabulary.</li> </ul> |                          | <p>You will choose to produce either an Expressive OR Design folio. If you are intending on furthering a career in Art and Design you will be given guidance on producing a professional portfolio.</p> <p>Expressive:</p> <p>You will select a theme or stimulus for their portfolio. You follow a creative process to develop expressive art ideas and resolve and realise artworks which are influenced by your investigation into art practice. artwork.</p> <p>Design:</p> <p>You will select a design brief for your portfolio. You will follow a design process to develop design ideas and resolve and realise solutions which are influenced by your investigation into design practice</p> <p>Written work takes the form of a contextual analysis by discussing related contexts and analysing their impact on the features of the design work. You then reflect on and evaluate your work.</p> |
| <b>Course Assessment</b>  |  |                          |  |
| Assessment is based on the Design and Expressive units and the critical element of the course.  | Assessment is based on the externally marked Portfolio and a Question Paper. N5: 80% - portfolio, 20% - question paper. Higher: 77% - portfolio, 23% - question paper.   |                          | Assessment is based on the Portfolio and Contextual Analysis.  |
| <b>Possible career path</b><br><a href="#">Click here for more information on the career options below</a>  |  |                          |  |



| National 4<br>(SCQF Level 4)  | National 5<br>(SCQF Level 5)  | Higher<br>(SCQF Level 6)  |
|---|---|---|
| <b>Course Content</b>   |   |   |
| <ul style="list-style-type: none"> <li>• Drama Skills</li> <li>• Drama: Production Skills</li> </ul> Added Value Unit :<br>Drama: Performance | <ul style="list-style-type: none"> <li>• Drama Skills</li> <li>• Drama: Production Skills</li> </ul> Added Value Unit :<br><ul style="list-style-type: none"> <li>• Drama: Performance</li> </ul> | <ul style="list-style-type: none"> <li>• Drama Skills</li> <li>• Drama: Production Skills</li> </ul>                                  |
| <b>Course Assessment</b>  |   |   |
| Course is assessed through <b>Performance</b> evidence from the Units of the Course   | Course is assessed by a <b>Performance, a Question Paper</b> and evidence from the Units of the Course  | <ul style="list-style-type: none"> <li>• Course is assessed by a <b>Question Paper</b> and a <b>Practical Examination</b>.</li> </ul> |
| <b>Possible career path</b><br><a href="#">Click here for more information on the career options below</a>                                    |   |   |
| Actor<br>Arts Administrator<br>Camera Operator<br>Choreographer<br>Community Arts Worker<br>Dancer  | Dramatherapist<br>Floor Manager – Television<br>Holiday Centre Worker<br>Lighting Technician<br>Producer – TV or Film<br>Production Assistant   | Prop Maker<br>Runner<br>Set Designer<br>Stage Manager<br>Stagehand<br>Stunt Performer   |



|  |   |   |
|--|---|---|
| <b>NPA<br/>(SCQF Level 6)</b>  |   |   |
| <b>Course Content</b>  |   |   |
| <p>The NPA Musical Theatre course, provides learners with an exciting experience which develop skills of collaboration, creative thinking and self-discipline. Pupils will engage in the following areas:</p> <ul style="list-style-type: none"> <li>· Planning a programme of audition pieces.</li> <li>· Preparation of an audition.</li> <li>· group dance</li> <li>· Group and solo singing piece.</li> <li>· listening and evaluating self and others</li> <li>· taking care of the muscles of the body, vocal health and resources (eg scripts, scores)</li> <li>· taking responsibility for own part in a live performance</li> </ul> <p>You need to have a keen interest in dance, singing and performing with relevant experience within or outside school.</p> |   |   |
| <b>Course Assessment</b>   |   |   |
| <p>The majority of the assessment is practical based with written assignments and projects used to evidence</p> <p>The mandatory unit:</p> <ul style="list-style-type: none"> <li>• Acting through Song</li> </ul> <p>Optional Units (must do two units):</p> <ul style="list-style-type: none"> <li>• Theatre Performance: Solo Singing Skills</li> <li>• Theatre Performers: Group Singing Skills</li> <li>• Group Dance Performance</li> <li>• Preparation for Audition</li> </ul>  |   |   |
| <b>Possible career path</b><br><a href="#">Click here for more information on the career options below</a>   |   |   |
| Actor<br>Arts Administrator<br>Camera Operator<br>Choreographer<br>Community Arts Worker<br>Dancer   | Dramatherapist<br>Floor Manager – Television<br>Holiday Centre Worker<br>Lighting Technician<br>Producer – TV or Film<br>Production Assistant | Prop Maker<br>Runner<br>Set Designer<br>Stage Manager<br>Stagehand<br>Stunt Performer |





| National 4<br>(SCQF Level 4)   | National 5<br>(SCQF Level 5)   | Higher<br>(SCQF Level 6)  |
|--|--|---|
| Course Content   | Course Content   | Course Content  |
| Candidates must complete 3 units: <ul style="list-style-type: none"> <li>• Music Technology Skills</li> <li>• Understanding 20th &amp; 21st Century Music (pop &amp; modern music)</li> <li>• Music Technology in context</li> </ul> | <b>Assignment 70 marks</b> <ul style="list-style-type: none"> <li>• Plan and produce a music technology production comprising two separate tasks</li> <li>• Create a master Audio recording using at least 2 microphones</li> <li>• Evaluate progress and outcome using a log and a evaluation report</li> </ul> <b>Question Paper 30 Marks</b><br>Understanding 20th and 21st Century Music styles, genres and relevant technology concepts | <b>Assignment 70 marks</b> <ul style="list-style-type: none"> <li>• Plan and produce a substantial music technology production</li> <li>• Create a audio master recoding using a wide range of recording and editing techniques</li> <li>• Evaluate progress and outcome using a log and evaluation report</li> </ul> <b>Question Paper 30 Marks</b><br>Understanding 20th and 21st Century Music styles, genres and relevant technology concepts |
| <b>Course Assessment</b>   |  |   |
| <ul style="list-style-type: none"> <li>• Course is assessed by a Technology assignment and evidence from the units of the Course.</li> </ul>   | <ul style="list-style-type: none"> <li>• Course is externally assessed by a Technology assignment, and a Question Paper. Internal assessment will also use evidence from the Units of the Course</li> </ul>  | <ul style="list-style-type: none"> <li>• Course is externally assessed by a Technology assignment, and a Question Paper. Internal assessment will also use evidence from the Units of the Course</li> </ul>   |
| <b>Possible career path</b><br><a href="#">Click here for more information on the career options below</a>   |  |   |
| Broadcast Engineer<br>Community Arts Worker<br>Composer or Songwriter<br>Disc Jockey – DJ<br>Film or Video Editor<br>Music Promotions Manager  | Music Therapist<br>Musical Instrument Technologist<br>Piano Tuner<br>Producer – Radio<br>Production Assistant<br>Radio Broadcast Assistant   | Roadie<br>Runner<br>Sound Technician<br>Stage Manager<br>Teacher - Secondary School - Music   |



| National 4<br>(SCQF Level 4)   | National 5<br>(SCQF Level 5)   | Higher<br>(SCQF Level 6)   |
|--|--|--|
| <b>Course Content</b>  | <b>Course Content</b>  | <b>Course Content</b>  |
| <b>Music:</b> <ul style="list-style-type: none"> <li>• Music: Performing Skills</li> <li>• Music: Composing Skills</li> <li>• Understanding Music</li> </ul> | <b>Music:</b> <ul style="list-style-type: none"> <li>• Music: Performing Skills</li> <li>• Music: Composing Skills</li> <li>• Understanding Music</li> </ul> | <b>Music:</b> <ul style="list-style-type: none"> <li>• Music: Performing Skills</li> <li>• Music: Composing Skills</li> <li>• Understanding Music</li> </ul> |
| <b>Course Assessment</b>   |  |  |
| Added Value Unit: <ul style="list-style-type: none"> <li>• <b>Performance</b> on 2 instruments/voice</li> </ul>  | Course assessment: <b>Performance</b> of 8 minutes to 8 minutes 30 seconds on 2 instruments/voice<br><b>Question Paper</b><br>Composition Assignment         | Course is assessment: <b>Performance</b> of 12 – 13 minutes on 2 instruments/voice<br><b>Question Paper</b><br>Composition Assignment                        |
| <b>Possible career path</b>  |  |  |
| <a href="#"><u>Click here for more information on the career options below</u></a>   |  |  |
| Arts Administrator<br>Community Arts Worker<br>Composer or Songwriter<br>Disc Jockey – DJ<br>Film or Video Editor<br>Music Promotions Manager                | Music Promotions Manager<br>Music Therapist<br>Piano Tuner<br>Producer – Radio<br>Production Assistant<br>Radio Broadcast Assistant                          | Musician - Popular<br>Roadie<br>Runner<br>Sound Technician<br>Stage Manager<br>Teacher - Secondary School  |
|  |  | Singer - Classical<br>Singer – Popular<br>Musician - Classical   |



| National 4<br>(SCQF Level 4)   | National 5<br>(SCQF Level 5)  |   |
|--|---|---|
| <b>Course Content</b>  |   |   |
| <p>Mandatory units</p> <ul style="list-style-type: none"> <li>• Child Development</li> <li>• Play in Early Education and Childcare</li> <li>• Working in Early Education and Childcare</li> </ul> <p>Optional units</p> <ul style="list-style-type: none"> <li>• Parenting</li> <li>• First Aid</li> </ul> <p>Care of Children</p> | <p>Mandatory units</p> <ul style="list-style-type: none"> <li>• Child Development and Health</li> <li>• Play in Early Education and Childcare</li> <li>• Working in Early Education and Childcare</li> </ul> <p>Optional units</p> <ul style="list-style-type: none"> <li>• Parenting</li> <li>• First Aid</li> <li>• Care and Feeding of Children</li> </ul>     |   |
| <b>Course Assessment</b>   |   |   |
| <p>At National 4, learners cover basic issues in each area and begin to develop relevant skills such as team working skills and helping to plan play experiences. They also develop transferable employability skills.</p> <p>This course is internally assessed</p>   | <p>National 5 Skills for Work: Early Education and Childcare is an introductory qualification that develops the skills, knowledge, and attitudes needed for work in early education and childcare sector. Learners begin to prepare for working in the sector. They also develop transferable employability skills.</p> <p>This course is internally assessed</p> |   |
| <b>Possible career path</b>  |   |   |
| <a href="#"><b>Click here for more information on the career options below</b></a>   |   |   |
| <p>Care Home Manager<br/>Childminder<br/>Children’s Holiday Representative<br/>Classroom Assistant - Primary or Nursery School</p>   | <p>Community Education Officer<br/>Learning Support Assistant<br/>Lecturer - Further Education<br/>Nanny</p>  | <p>Nursery Worker<br/>Play-worker or Play Assistant<br/>Teacher - Secondary School – Learning Support and Behaviour Support</p> |



| National 4<br>(SCQF Level 4)   | National 5<br>(SCQF Level 5)  | Higher<br>(SCQF Level 6)  |   |
|--|---|---|---|
| Course Content   | Course Content  | Course Content  |   |
| <ul style="list-style-type: none"> <li>Unit 1 Performance Skills</li> <li>Unit 2 Factors Impacting on Performance</li> </ul>                 | <ul style="list-style-type: none"> <li>Component 1 - Portfolio</li> <li>Component 2 - Performance</li> </ul>  | <ul style="list-style-type: none"> <li>Component 1 – Question Paper</li> <li>Component 2 - Performance</li> </ul>   |   |
| Course Assessment  |   |   |   |
| Assessment is based on demonstration of performance skills and Portfolio showing knowledge of factors that impact on performance             | Assessment is made of an examination of practical skills within two different activities. These are assessed in competitive one off performance contexts. A submission of a Portfolio showing knowledge of factors that impact on performance is also submitted to the SQA. | Assessment is made in an examination of practical skills within two different activities. These are assessed in competitive one off performance contexts. A written question paper is also completed in a final exam. |   |
| Possible career path<br><a href="#">Click here for more information on the career options below</a>  |   |   |   |
| Army – Officer<br>Army – Soldier<br>Bodyguard<br>Diver<br>Firefighter<br>Fitness Instructor<br>Gym Instructor<br>Lifeguard or Pool Attendant | Outdoor Activities Instructor or Leader<br>Personal Trainer<br>Physiotherapist<br>Physiotherapy Support Worker<br>Police Officer<br>Psychologist - Sport and Exercise<br>Royal Air Force Airman or Airwoman<br>Royal Air Force Officer                                      | Royal Marine<br>Royal Marines Officer<br>Royal Navy Officer<br>Royal Navy Rating<br>Sport and Exercise Scientist<br>Sports Coach or Instructor<br>Sports Development Officer<br>Sports or Leisure Centre Assistant    | Sports or Leisure Centre Manager<br>Sports Professional<br>Sports Therapist<br>Stunt Performer<br>Swimming Teacher<br>Teacher - Secondary School - Physical Education<br>Yoga Teacher |



|  |
|--|
| <p><b>SCQF Level 7</b></p> <p><b>S6 ONLY</b></p>   |
| <p><b>Minimum Requirements</b></p>   |
| <p>Interest in learning to be able to referee football matches. Interest in supporting PE classes in addition to course as there will be an expectation of this 2 periods every week</p>   |
| <p><b>Course Content</b></p>   |
| <ul style="list-style-type: none"> <li>• Laws of the game</li> <li>• Practical Refereeing</li> <li>• CORE SKILLS: Communication; ICT; Problem Solving and Working with Others</li> </ul>   |
| <p><b>Course Assessment</b></p>  |
| <p>Laws of the Game</p> <ul style="list-style-type: none"> <li>• Closed book, recorded online multiple-choice assessment</li> <li>• Five hours of practical sessions / observational checklists/recording materials</li> </ul> <p>Practical Refereeing</p> <ul style="list-style-type: none"> <li>• Record of Progress and Development. Responses to recordings of preparatory and match day incidents</li> <li>• Written record of misconduct and match reports</li> <li>• Personal development diary/fitness tests</li> <li>• Referee 11 a side football game of 2 halves. All paperwork completed to match this final assessment</li> </ul> |
| <p><b>Possible Career Path</b></p>   |
| <p><a href="#">Click here for more information on the career options below</a></p>   |
| <p>Qualified SFA Referee</p>   |



**National 5**

**(SCQF L5)**

**Minimum Requirements**

An interest in the Sport and recreation industry.

**Progression**

- National Courses at Higher
- Scottish Vocational Qualifications (SVQs) in Sports and Recreation
- further education
- training or employment

**Course Content**

The Course content covers the main practical activities involved in carrying out a supportive role in sport and recreation environments — sourcing information about career pathways, identifying and reviewing skills and experiences; assisting with planning, setting-up and delivering activity sessions; dealing effectively and courteously with clients; assisting with emergency procedures; assisting with setting-up, dismantling and checking equipment and resources; helping to plan and review a training programme, and establishing good practice in identifying and reviewing goals. The Course also covers health and safety legislation and risk assessment.

**Possible Career Path**

[Click here for more information on the career options below](#)



| National 4<br>(SCQF Level 4)  | National 5<br>(SCQF Level 5)  | Higher<br>(SCQF Level 6)   |   |
|---|---|--|---|
| Course Content  | Course Content  | Course Content   |   |
| Three units<br><br>1. Food for Health. To develop knowledge and understanding of the link between food, nutrition and health.<br>2. Food Product Development. To develop knowledge and understanding of the functional properties of ingredients in food and their use in developing new food products.<br>3. Contemporary Food Issues To develop knowledge and understanding of factors which may affect consumer food choice. | Three units<br><br>1. Food for Health. To develop knowledge and understanding of the link between food, nutrition and health.<br>2. Food Product Development. To develop knowledge and understanding of the functional properties of ingredients in food and their use in developing new food products.<br>3. Contemporary Food Issues To develop knowledge and understanding of factors which may affect consumer food choice. | Home Economics is concerned with using and managing resources for the benefit of individuals, the family and society. The Course aims to develop candidates' personal effectiveness in using and managing resources in the context of Health and Food Technology, adding to the dimensions of self, family and community a range of challenging experiences relating to the food industry.<br><br>Two Units<br><br>1. Consumer Studies<br>2. Resource Management |   |
| <b>Course Assessment</b>  |   |  |   |
| Course assignment is a question paper and added value unit to produce a food product for a given brief.   | An exam component (question paper) and a Practical assessment both of which count towards your final award. Both components are externally marked.  | An exam component (question paper) and a Practical assessment both of which count towards your final award. Both components are externally marked.   |   |
| <b>Possible career path</b><br><a href="#">Click here for more information on the career options below</a>  |   |  |   |
| Baker or Confectioner<br>Biochemist<br>Biologist<br>Biotechnologist<br>Brewery Worker<br>Butcher<br>Catering Manager  | Chef or Cook<br>Dietetic Support Worker<br>Dietitian<br>Distillery Worker<br>Environmental Health Officer<br>Food Counter Assistant<br>Food Scientist or Technologist   | Health and Safety Inspector<br>Health Improvement Officer<br>Health Visitor or Public Health Nurse<br>Laboratory Technician<br>Lecturer - Further Education<br>Meat Process Worker   | Personal Trainer<br>Sports Coach or Instructor<br>Teacher - Secondary School - Home Economics<br>Technical Brewer<br>Technical Distiller<br>Trading Standards Officer |



| National 4 (SCQF Level 4)  | National 5 (SCQF Level 5)  |  |   |
|--|--|--|---|
| <b>Course Content</b>  | <b>Course Content</b>  |  |   |
| <p>Practical Cookery Course enhances learners’ personal effectiveness in cookery and provides a set of skills for those who wish to progress to further study in the hospitality context.</p> <p>Three Units</p> <ol style="list-style-type: none"> <li>1. Cookery Skills, Techniques and Processes</li> <li>2. Understanding and Using Ingredients</li> <li>3. Organisational Skills for Cooking</li> </ol> <p>Added Value Unit – Producing a Meal.</p> | <p>Practical Cookery Course enhances learners’ personal effectiveness in cookery and provides a set of skills for those who wish to progress to further study in the hospitality context.</p> <p>Three Units</p> <ol style="list-style-type: none"> <li>1. Cookery Skills, Techniques and Processes</li> <li>2. Understanding and Using Ingredients</li> <li>3. Organisational Skills for Cooking</li> </ol> <p>The learner will be assessed by a practical activity drawing on the knowledge, understanding and skills developed across the Course. The activity will require learners</p> <p>To extend cookery-related knowledge, understanding and skills, and to apply them in the production of a meal to a given specification. Learners will plan, prepare and cook a three-course meal for a given number of people within a given timescale and present it appropriately.</p> |  |   |
| <b>Course Assessment</b>   |  |  |   |
| Internally Assessed  | There will also be a written assessment worth 25% of the final mark.   |  |   |
| <p align="center"><b>Possible career path</b></p> <p align="center"><a href="#"><u>Click here for more information on the career options below</u></a></p>   |  |  |   |
| Baker or Confectioner<br>Biochemist<br>Biologist<br>Biotechnologist<br>Brewery Worker<br>Butcher<br>Catering Manager   | Chef or Cook<br>Dietetic Support Worker<br>Dietitian<br>Distillery Worker<br>Environmental Health Officer<br>Food Counter Assistant<br>Food Scientist or Technologist  | Health and Safety Inspector<br>Health Improvement Officer<br>Health Visitor or Public Health Nurse<br>Laboratory Technician<br>Lecturer - Further Education<br>Meat Process Worker | Personal Trainer<br>Sports Coach or Instructor<br>Teacher - Secondary School - Home Economics<br>Technical Brewer<br>Technical Distiller<br>Trading Standards Officer |





**National 5 (SCQF Level 5)**

**Course Content**

The course provides an introduction to the different sectors of the hospitality industry, the provision of hospitality locally, nationally and internationally and also which sectors can be described as ‘commercial’ and ‘non-commercial’. They will learn about the organisational aims of hospitality establishments and the products and services they provide. Learners will also have the opportunity to prepare for and take part in a job interview. The course will also develop vocational skills and knowledge and the focus is on experiencing the areas of the professional kitchen, food and drink service, customer care skills, reception skills and hospitality events. Learners will be involved in menu planning and have practical experience of preparing, cooking and presenting a range of commodities, serving food and drinks, undertaking reception duties and planning, organising and running a small hospitality event. Learners will be working as a member of a team, communicating appropriately, undertaking aspects of problem solving and numeracy, and may also use information technology. The course places emphasis throughout all units on the employability skills and attitudes which will help to prepare learners for the workplace

**Course Assessment**

Assessment of five mandatory units

- Developing Skills for Working in Hospitality
- Developing Skills for Working in the Professional Kitchen
- Hospitality: Developing Skills for Working in the Professional Kitchen
- Hospitality: Front of House Operations
- Hospitality Events

Conditions of award To achieve the award of National 5 Skills for Work Hospitality course, learners must achieve all the required units as outlined in the course outline. They will be assessed pass/fail within centres. Skills for Work Courses are not graded

**Possible career path**

[Click here for more information on the career options below](#)

Any career in the Hospitality Industry



**SCQF Level 6**

**Course Content**

This integrated studies programme develops knowledge, skills, attitudes and values that students need to flourish in a world of increasing complexity and rapid change. Students will develop key competencies in the areas of self-management and social intelligence and develop their meta-skills in critical and creative thinking. Successful completion of this programme of study will lead to the achievement of four Level 6 SCQF Awards: Leadership, Personal Development, Employability and Religion, Belief and Values.

**Employability**

This course is designed to develop your employability skills so that you are equipped with the skills, knowledge and experience to support your transition into the world of work. You will learn about building positive relationships in a working environment and the standards expected of employees and employers

**Personal Development**

This Award aims to help learners become more independent and to develop their potential as contributing members of their societies. Learners will develop self-reliance, self-esteem and confidence through independent study

**Leadership**

Aims to encourage learners to respect the cultures and beliefs of others through working cooperatively with them and through valuing their contribution. The award encourages learners to develop knowledge of leadership styles, skills and qualities and to understand the impact a leader can have on others and on the success of an activity. The Award is jointly certificated by SQA and the Chartered Management Institute.

**Religion, Beliefs and Values**

The Religion, Belief and Values Award helps to deepen their knowledge and understanding of how religion and value can shape and contribute to the lives of individuals and communities. The Award encourages learners to explore and reflect on their personal values, and to deepen their understanding of this through practical engagement in local, national or global communities.

**Course Assessment**

Assessments is all completed internally through folio and practical activities.

**Possible career path**

[Click here for more information on the career options below](#)

Essential skills and knowledge for every career pathway

**Further information on subject courses/curricular pathways can be obtained from;**



[nationals-in-a-nutshell-series](#)



<http://www.myworldofwork.co.uk/>



<https://www.sqa.org.uk/>

<https://education.gov.scot/parentzone/learning-in-scotland>

# What are Universities saying about school curriculum pathways?

## Read their statements by clicking the links below.

- **University of Aberdeen**  
• <http://www.abdn.ac.uk/study/undergraduate/cfe.php>
- **University of Abertay Dundee**  
• <http://www.abertay.ac.uk/applying/ukey/cfe/>
- **University of Edinburgh**  
• <https://www.ed.ac.uk/studying/undergraduate/entry-requirements/scottish>
- **Edinburgh Napier University**  
• <http://www.napier.ac.uk/study/welcome/applicants/Documents/Edinburgh-Napier-CfE-Statement.pdf>
- **University of Glasgow**  
• [http://www.gla.ac.uk/media/media\\_273068\\_en.pdf](http://www.gla.ac.uk/media/media_273068_en.pdf)
- **Glasgow Caledonian University**  
• <https://www.gcu.ac.uk/research/postgraduateresearchstudy/applicationprocess>
- **Heriot-Watt University**  
• <https://www.hw.ac.uk/study/how-to-apply.htm>
- **University of the Highlands and Islands**  
• <https://www.uhi.ac.uk/en/studying-at-uhi/first-steps/admissions/>
- **Open University in Scotland**  
• <http://www.open.ac.uk/courses/>
- **Robert Gordon University**  
• <http://www.rgu.ac.uk/future-students/parents-teachers-and-advisers/curriculum-for-excellence>
- **University of St Andrews**  
• <https://www.st-andrews.ac.uk/admissions/ug/undergraduateadmissionspolicy/curriculumforexcellence/>
- **University of Stirling**  
• <http://www.stir.ac.uk/undergraduate-study/entry-requirements/curriculumforexcellence/>
- **Dundee:**  
• <https://www.dundee.ac.uk/applicants>
- **RCS**  
• <http://www.rcs.ac.uk/studyhere/how-to-apply/excellence.html>
- **University of Strathclyde**  
• <https://www.strath.ac.uk/studywithus/undergraduate/beforeyouapply/seniorschoolpupils6thformcollegestudentsorcollegestudents/>
- **University of the West of Scotland**  
• <https://www.uws.ac.uk/study/undergraduate/admissions-application/>

## West Lothian College 2024 - 25

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There are a wide range of opportunities offered at West Lothian College, from Level 4 to Level 7

[For more information on any of these courses please access WLC website by clicking here.](#)

Following your initial online application for a place on one of these college courses, the college will invite you to attend an interview prior to offering any places.

Securing a place at college which is delivered in the evening or on a Friday afternoon does not count as part of your 'In school' curriculum.

The following Foundation Apprenticeships are delivered by West Lothian College

- **FOUNDATION APPRENTICESHIP IN CREATIVE AND DIGITAL MEDIA**
- **FOUNDATION APPRENTICESHIP IN ENGINEERING**
- **FOUNDATION APPRENTICESHIP IN SOCIAL SERVICES AND HEALTHCARE**
- **FOUNDATION APPRENTICESHIP IN SOCIAL SERVICES: CHILDREN AND YOUNG PEOPLE**
- **FOUNDATION APPRENTICESHIP IN CONSTRUCTION (LEVEL 4 )**

[For more information on these courses please access WLC website by clicking here.](#)

# West Lothian Academy 2024 – 25

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The West Lothian Academy is not the same as studying a subject within your own school and applies a different operating model. It is an extended/additional online programme offered to young people who can't access a course within their own school, therefore widening access to the courses available throughout West Lothian Council.

## Students

|  |
|--|
| What to expect and your role if studying on the West Lothian Academy   |
| Full column allocation   |
| Two periods each week of "live learning" via Microsoft Teams   |
| Must attend all "live learning" classes with camera turned on  |
| Responsible for own learning and using all allocated periods efficiently and effectively   |
| Conduct yourself safely, responsibly and appropriately at all times  |
| Other allocated periods provided for self-learning/study as communicated and supported by class teacher (Microsoft Teams and Class Notebook)   |
| Regular tracking updates received via own school (completed by class teacher)  |
| In-person taught tutorials (approximately twice per term) at a central venue, transport provided   |
| Exams/prelims will be taken in own school  |
| All/any agreed ASN support requirements in place   |
| Commit to the course for the full year/session – withdrawing from the course is not within the expectations, think very carefully at course choice time. Is this the right course and way of learning for you at this stage?   |
| If you are interested in studying any Modern Languages Advanced Higher courses, please speak to a Mrs Bulloch. This can be considered via a slightly alternative route to the West Lothian Academy Advanced Higher operating model in partnership with Edinburgh College |
| Due to the live learning element on either a Tuesday or Thursday afternoon, students can choose to study up to two (maximum) West Lothian Academy courses  |

## Parents/Carers

|   |
|---|
| Summary of what to expect   |
| Regular tracking/progress updates completed by class teacher and disseminated by own school throughout the year                                   |
| One parents/carers evening following prelims (likely to be end of January) to meet with the class teacher about progress/strengths and next steps |
| West Lothian Academy point of contact – Mrs Bulloch   |
| Discuss fully with your child at course choice time – is this the right course and way of learning for your child?                                |
| All agreed ASN support will be provided in discussion with yourself, your child, your child’s school and the class teacher                        |

**Courses Offered 2024-25**

| Courses and SCQF Level             |   |
|------------------------------------|---|
| Advanced Higher (SCQF 7) Biology   | Advanced Higher (SCQF 7) Maths          |
| Advanced Higher (SCQF 7) Business  | Advanced Higher (SCQF 7) Modern Studies |
| Advanced Higher (SCQF 7) Chemistry | Advanced Higher (SCQF 7) Music          |
| Advanced Higher (SCQF 7) Computing | Advanced Higher (SCQF 7) PE             |
| Advanced Higher (SCQF 7) English   | Advanced Higher (SCQF 7) Physics        |
| Advanced Higher (SCQF 7) Graphics  | Higher (SCQF 6) Philosophy              |
| Advanced Higher (SCQF 7) History   | Advanced Higher (SCQF 7) RMPS           |

## **Open University (YASS)**

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YASS, the Young Applicants in Schools Scheme, is designed to bridge the gap between school and university, college or employment and helps motivated students stand out from the crowd. It encourages independent learning and builds confidence. Taking part in YASS develops key skills like time management and using an online study environment. All courses are online.

Registration for YASS modules is organised through the school, although students deal directly with the OU when it comes to course work and assessment. The list of courses available is not normally released until after Easter.

S6 pupils can choose from a wide range of university level (SCQF 7) courses which can be studied in school alongside their other subjects.

There are courses in a range of subject areas, from science to law, languages to accounting and much more.

You can choose to study a 10 or 30 credit course in a subject area that interests you. The courses start in October and run for either six or nine months depending on the credit level.

The number of credit points indicates the amount of credit you can count towards an Open University qualification and how many hours it might take you to study. One credit point represents approximately ten hours of study.

Please note: these credit points are not part of the UCAS tariff points system.

YASS receives support from the Scottish Funding Council. This continues to allow them to offer fully funded places for pupils from local authority schools undertaking 10 and 30 credit modules. Funding is only in place for one course per student.

[Read our answers to questions that are frequently asked](#) about the scheme by potential YASS students and school co-ordinators.



## Benefits of YASS

Taking an Open University course gives students the opportunity to **deepen their existing knowledge or try a completely different subject.**

- Skills gained through YASS can add valuable content to CVs and job applications. Studying through YASS can also help demonstrate a genuine interest in apprenticeship areas.
- YASS courses can help students' applications to university or college stand out and contribute valuable content to their personal statements. YASS courses can be entered on the education section of UCAS application forms.
- Taking a YASS course can help students enhance their knowledge, broaden skills and study subjects in a different way. Students taking arts subjects, for example, might like to study maths or science to broaden their skills. Or they might opt for a course which relates closely to their Higher or Advanced Higher subjects to improve knowledge and help them to approach topics in a different way.
- Students have access to the entire OU library which they can use not only for their YASS course but for the other subjects they are studying as well.
- YASS students are treated just the same as all other OU students and can obtain specialised student and IT support if required. They also have access to guidance about course choice and careers options through the OU website.

For further information please go to <https://www5.open.ac.uk/scotland/study/courses-schools-and-early-learning/young-applicants-schools-scheme>

If you are interested in finding out how to enrol, please contact Mr Forrester ([stuart.forrester@westlothian.org.uk](mailto:stuart.forrester@westlothian.org.uk)).

## LEAPs Transition Course

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Keen to prepare for university study? If you are a LEAPS-eligible student, the LEAPS Transitions Course could be an S6 timetable option for you!

The LEAPS Transitions Course is designed to give you the skills and experience needed to make a positive **transition from school to university**. Throughout the course, you will work with academics and students from other schools on **developing first-year university-level academic skills**. You will gain confidence and an understanding of what it takes to be successful at university. This is a unique opportunity to **get the ‘uni’ experience before starting for real**. During the course you will be enrolled at the University of Edinburgh, but the course itself will be helpful regardless of which university you hope to study at after school.

Term one will focus on **academic skills** and a **writing assessment**; Term two will have a **lecture series** and a **group poster assessment**.

The focus will be on developing successful academic practice – in other words, how to be successful at university – and you will have the chance to work with students and academics/lecturers from a broad range of subject areas. You will not study one subject. Instead, you will study lots of subjects, while **focusing on developing key academic skills**.

### Course Level

- It is offered as a 20 credit SCQF Level 7 course.
- It is the same level as Advanced Higher/first-year university-level study.

### Course Structure

- The course forms one option on your S6 timetable.
- It will run from September 2024 – March 2025.
- Sessions take place on a Tuesday and a Thursday afternoon. (All students **must attend both sessions** each week.)

- Your time commitment works out as approximately six hours per week, plus assessment preparation.
- Classes will be with a mix of students from other schools

## Teaching

- Led by the LEAPS Transitions Course lecture team.
- Visiting academics from Edinburgh Napier, Edinburgh, Queen Margaret and Heriot-Watt Universities.
- Every student has a dedicated class Tutor (current postgraduate student).

## Location of Course

- The course will be a mix of online sessions and in-person sessions on university campuses in Edinburgh.
- Travel arrangements and costs will be supported by LEAPS.

## Typical Timetable

- Tuesdays 14.15-15.30 Online Lecture
- Thursdays 14.00-15.00 Online Tutorial or 14.00-17.00 On-campus Tutorial (this will alternate each week)
- Students with longer journeys into Edinburgh will have fewer on campus sessions and more online sessions.

## University Admissions

- Many universities in Scotland consider the LEAPS Transitions Course for university admissions purposes – some will accept it as a Higher, some will consider it at confirmation stage.
- Find details in the [LEAPS Transitions Course & University Entry Requirements guide here](#)
- By taking this course you are demonstrating to universities that you are committed to preparing for university-level study – a great thing to mention in your UCAS Personal Statement!

## Entry Requirements

To register for the LEAPS Transitions Course, you should;

- Be [LEAPS-eligible](#).
- Be aiming to apply to university.
- Be in S6 when you take the course
- Be on track to achieve the Highers/National 5s required for university entry.

## Interested?

If you are interested in finding out how to enrol, please contact Mr Forrester ([stuart.forrester@westlothian.org.uk](mailto:stuart.forrester@westlothian.org.uk)).

| Qualification Level   | Courses Available  |   |  |  |   |
|---|--|---|--|--|---|
| <b>SCQF Levels 4 and 5</b><br><br><b>National (N4/N5)</b>   | <a href="#">Biology</a><br><a href="#">Chemistry</a><br><a href="#">Physics</a><br><a href="#">Lab Skills</a><br><br><a href="#">Graph Com Design and Man</a><br><a href="#">Woodwork</a>            | <a href="#">Maths</a><br><a href="#">Application of Mathematics</a><br><br><a href="#">Business Admin &amp; IT</a><br><a href="#">Comp Science</a><br><br><a href="#">Travel &amp; Tourism</a>                                      | <a href="#">English</a><br><br><a href="#">French</a><br><a href="#">Spanish</a><br><br><a href="#">History</a><br><a href="#">Geography</a><br><a href="#">Modern Studies</a><br><br><a href="#">RMPS</a>   | <a href="#">Art &amp; Design</a><br><a href="#">Drama</a><br><a href="#">Music</a><br><a href="#">Music (Technology)</a>   | <a href="#">PE</a><br><a href="#">SFW: Sport and Recreation</a><br><br><a href="#">Hosp: Practical Cookery</a><br><br><a href="#">SFW Hospitality Health &amp; Food Tech</a><br><br><a href="#">Early Education and Childcare</a> |
| <b>SCQF Level 6</b><br><br><b>Higher &amp; NPA/SVQ (*)</b><br><br><b>S5/6 only</b>  | <a href="#">Biology</a><br><a href="#">Chemistry</a><br><a href="#">Physics</a><br><a href="#">Scientific Technologies</a><br><br><a href="#">Graph Com Design and Man</a><br><br><a href="#">PE</a> | <a href="#">Maths</a><br><a href="#">Application of Mathematics</a><br><br><a href="#">Business Admin &amp; IT</a><br><a href="#">Business and Enterprise</a><br><br><a href="#">Comp Science</a><br><a href="#">Cyber Security</a> | <a href="#">English</a><br><a href="#">Communication</a><br><a href="#">French</a><br><a href="#">Spanish</a><br><br><a href="#">Geography</a><br><a href="#">History</a><br><a href="#">Modern Studies</a><br><a href="#">RMPS</a><br><br><a href="#">Digital Media</a> | <a href="#">Health &amp; Food Tech</a><br><br><a href="#">Art &amp; Design</a><br><a href="#">Drama</a><br><a href="#">Musical Theatre</a><br><br><a href="#">Music</a><br><a href="#">Music(Technology)</a> | <a href="#">College course (*)</a><br><br><a href="#">Foundation Apprenticeship (WLC) (*)</a><br><br><a href="#">WL Academy</a><br><br><a href="#">Future Skills</a>  |
| <b>SCQF Level 7/6</b><br><br><b>Adv. Higher Higher &amp; NPA</b><br><br><b>S6 only</b>  | <a href="#">Biology</a><br><br><a href="#">Chemistry</a><br><br><a href="#">Physics</a>  | <a href="#">Maths</a><br><a href="#">Computing Science</a><br><br><a href="#">Geography</a>   | <a href="#">English</a><br><a href="#">Higher Politics</a><br><br><a href="#">History</a>  | <a href="#">Art &amp; Design</a><br><a href="#">Refereeing</a><br><br><a href="#">WL Academy</a>   | <a href="#">L6 Journalism</a><br><a href="#">College course (*)</a><br><br><a href="#">LEAPs Transition Course</a><br><br><a href="#">Open University</a>   |
| Please write in a <b>Reserve Choice</b> in addition to your selected choices  |  |   |  |  |   |
| Please indicate opposite the course you have applied for if you have selected one of the WL Academy/COLLEGE/ Open University options. |  |   |  |  |   |

|  |
|--|
| <b>S4-6 What you need to know</b>  |
| <b>S4 Pupils Only</b><br>6 subjects + 3 core periods<br><br>Core: PE x2 /PSE (2 pds)   |
| <b>S5/6 Pathway Programme</b><br>Class commitment consists of:<br><br>S5: 6 Subjects + 3 core periods - PSE/PE x 2<br><br>S6: 4 Subject minimum<br><br>Additional personalised opportunities for Leadership, Personal Development, First Aid and Wider Achievement qualifications will be undertaken across S5 and S6. |

| Your Subject Choices | SCQF Level | Year |
|----------------------|------------|------|
| 1. English           |            | S4   |
| 2. Maths/Mat hs Apps |            | S4   |
| 3.                   |            | S4   |
| 4.                   |            | S4   |
| 5.                   |            | S4   |
| 6.                   |            | S4   |
| 1.                   |            | S5   |
| 2.                   |            | S5   |
| 3.                   |            | S5   |
| 4.                   |            | S5   |
| 5.                   |            | S5   |
| 6.                   |            | S5   |
| 1.                   |            | S6   |
| 2.                   |            | S6   |
| 3.                   |            | S6   |
| 4.                   |            | S6   |
| 5.                   |            | S6   |
| 6.                   |            | S6   |