

Linlithgow Academy SCQF Journey



scaf

scottish credit and
qualifications framework

Our Context



Linlithgow Academy

TOGETHER WE THRIVE

Linlithgow Academy



OUR CORE VALUES

We encourage...



Kindness



Curiosity



Perseverance



Fairness

OUR CORE PURPOSE

Our learning...



Connects us



Sustains us



Empowers us



Inspires us

OUR CORE EXPECTATIONS

We are...



Ready



Responsible



Respectful



Safe



Linlithgow Academy - SCQF Journey

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Our Context

Committed to excellence with skilled staff, personalised curriculum, and strong leadership, Linlithgow Academy fosters a united community that supports academic success, personal growth, and broad opportunities.



Linlithgow Academy - SCQF Journey



Our Context

- Committed to excellence, with top facilities, dedicated staff, a supportive environment, and a focus on every student's success.
- Personalised, flexible curriculum focused on both content and learning methods to support exam and broader success.
- 100 skilled teachers and strong subject leadership ensure high-quality, consistent learning.
- “Together We Thrive” – a united community fostering academic, social, and emotional growth.
- A progressive, personalised curriculum that engages all learners and supports every student's potential.
- Wide National Qualifications and enrichment activities foster creativity, ambition, and achievement



Linlithgow Academy - SCQF Journey

Our Context

- Linlithgow Academy is committed to providing every student with the opportunity to excel. Our excellent facilities, combined with the dedication of our staff, enable us to deliver the highest standards of education in a safe, supportive, and dynamic environment—one where all members of the school community are valued and their achievements celebrated.
- At Linlithgow Academy, we recognise that the curriculum is not just about *what* students learn but also *how* they learn. We prioritise the student experience, fostering flexibility that ensures success both in examinations and through personalised achievement pathways.
- Our school benefits from a team of 100 teaching staff, with each department guided by a Principal Teacher Curriculum, ensuring strong leadership across all curricular areas.
- Our vision statement "Together We Thrive" means we place an emphasis on collaboration and unity. It indicates we want our young people, our staff, and our parents/carers to work together as a community to create an environment where everyone can flourish academically, socially, and emotionally.
- We offer a progressive, engaging, and challenging curriculum that provides opportunities for personalisation and choice. We are committed to delivering the highest quality learning experiences, ensuring every student is supported in reaching their full potential.
- We provide the full range of National Qualifications expected in a modern Scottish secondary school, alongside enriching experiences designed to foster creativity, enterprise, and ambition. Our goal is to develop young people who take pride in their achievements and contribute positively to their local, national, and global communities.



Our Context

SCQF at Linlithgow Academy

SCQF is fully embedded in the curriculum, offering inclusive, evolving pathways for our pupils. Led by senior staff, it features NPAs, apprenticeships, and vocational awards, with ongoing development and strategic planning to maximise pupil potential.



Linlithgow Academy - SCQF Journey

Our Context

- Linlithgow Academy has embedded SCQF as a core pillar of its curriculum, ensuring it is not treated as an add-on but rather an integral part of learning and progression across all faculties. With a diverse pupil body exceeding 1,250 students, the school's approach to SCQF reflects a commitment to inclusive, structured pathways that cater to learners of all backgrounds and aspirations.
- Through faculty-driven initiatives, staff continuously identify and expand accreditation opportunities, introducing new qualifications each year to enhance pupils' progression routes. This ensures that learners engage with SCQF-recognized awards, whether through NPAs, vocational certifications, or wider achievement programs.
- The Senior Leadership Team plays a pivotal role, driving staff development and awareness through structured training, collaboration with external partners, and whole-school strategic planning. SCQF pathways are embedded within the School Improvement Plan, ensuring progression, employability, and achievement remain central to curriculum refinement.
- This whole-school approach, led by strong strategic oversight, ensures that Linlithgow Academy is continuously advancing its SCQF provisions, strengthening pathways that maximize pupil potential and opportunity.



Continuous improvement

Over the past five years, the integration of **SCQF within our School Improvement Plans** has been instrumental in shaping a more inclusive and future-focused curriculum. As we work towards achieving SCQF Gold status, we have continually expanded accreditation offers, ensuring that pupils benefit from a diverse range of meaningful pathways.

This strategic growth has not only enhanced pupil engagement but has also acted as a key driver for faculty improvement plans, aligning subject areas with national priorities.

Much of this success is underpinned by our Depute Head's leadership, whose expertise in embedding sustainable and impactful qualifications has positioned them as a trusted authority within the RIC and across the wider education landscape. Their ability to support and advise other schools on best practices has strengthened collaborative approaches, ensuring that SCQF-aligned frameworks continue to grow across our region.



Linlithgow Academy - SCQF Journey

Continuous improvement 22/23 SIP

Improvement in employability skills and sustained, positive school leaver destinations for all young people:				
Our learner centred curriculum will offer learner pathways that build on challenge and improved attainment opportunities to meet the needs of all learners by placing the human rights and needs of every child and young person at the centre of education.	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	We will continue to develop our school curriculum in line with emerging national and international trends	EM/PTC AR/Dev Post holders Sept then on-going	<ul style="list-style-type: none"> As part of our ongoing process of curriculum making, UNCRC Articles are incorporated into learning materials and resources to support the integration of UNCRC into the curriculum. (ELT) Learning for Sustainability principles and themes are embedded consistently across the curriculum enhancing pupils' understanding of LfS. (ELT) Increasing range of pathways available and mapped across all curriculum areas (PTC) Our updated LA Curriculum Rationale meets updated principles of design and context (EM) Our consideration and recommendations of S1/S2 BGE subject time allocation is taken forward into next session's timetable planning. (ELT) Our updated S5 Curriculum design and structure better meets the attainment needs of all pupils with a refreshed S5 'future skills' course offering a range of SCQF options (ELT) Production of S1 and S2 curricular overviews ensure forward planning opportunities for parents/ pupils is easily accessible. (PTC) Our integrated S1 Social Studies course is ready for 2022.2023 Our STEM plan is written and outcomes towards gaining School STEM Nation Award are being achieved (DR) DYW Strategic Plan written and outcomes achieved



Continuous improvement 23/24 SIP

<p>Our learner centred curriculum will offer learner pathways that build on challenge and improved attainment opportunities to meet the needs of all learners</p>		<p>2D We will continue to develop our school curriculum in line with emerging national and international trends</p>	<p>DHT ATT/DHT L&T</p>	<p>the areas of critical and creative thinking, communication and collaboration.</p> <ul style="list-style-type: none"> • Our Future Skills programme enriches our Senior Phase curriculum offer by providing an integrative learning experience, closely linked to our school vision and values and that supports accreditation at SCQF L6. (Future Skills teachers) • We will set forward options to consider a BGE blocked model for our curriculum model by "looking outwards" • Our BGE curricular content for each subject has been shared each term with parents to promote partnership working including home learning task options. (K. Urban) • Our L7 options in S6 will have been expanded to increase pupil subject choice. We will have encouraged staff to undertake leadership roles within this development. • Our reintroduced SCQF Ambassadors will be part of the School Ambassador Recognition Programme. We will have encouraged staff to undertake leadership roles within this development.
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Continuous improvement 24/25 SIP

Our enhanced Future Skills programme is fully integrated.		Pathways Co-ordinator produces action plan with associated tasks	September 24	R. Bryson	Action plan created and implemented
	2.2	Development of meaningful business partnerships to support employability and contextualised learning	June 2025	PTCs led by R. Bryson	Faculties engage in partnership working. Faculties report increased employer activity across their curriculum. SCQF Gold Status achieved
	2.3 3.3				



Linlithgow Academy - SCQF Journey



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Learning Pathways



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Our Curriculum

Senior Phase & Curriculum Opportunities

Linlithgow Academy uses SCQF to expand access and guide curriculum growth. From Level 4 to 7, the Senior Phase builds qualifications and supports wider development, including wellbeing, personal achievement, and work experience.

More about our curriculum model can be found here
<https://linlithgowacademy.westlothian.org.uk/article/71724/Linlithgow-Academy-Curriculum-Model>



Linlithgow Academy - SCQF Journey



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Our Curriculum

- To widen access and opportunities for our learners across all attainment levels Linlithgow Academy is continually looking to build our curriculum offers. To do this we use the Scottish Credit and Qualifications Framework (SCQF) as a key source of information.
- Our Senior Phase is the phase when a young person will build up a portfolio of qualifications and continue to develop the knowledge, skills, attributes and capabilities of the four capacities of Curriculum for Excellence.
- Our curriculum framework and the national qualifications system provides a range of opportunities to meet the needs of all learners, whether aspiring to achievements at SCQF Level 4 or at SCQF Level 7
- The curriculum in the Senior Phase comprises more than just programmes of study which lead to qualifications. There is a continuing emphasis, for example, on health and wellbeing, including physical activity and opportunities for personal achievement, service to others and practical experience of the world of work.



Pathways

SCQF Gold Status & Curriculum Excellence

Faculties design a progressive curriculum with broad qualifications, empowering students and supporting smooth transitions. SCQF pathways, industry links, and diverse awards promote work-based learning and future-focused achievement.



Linlithgow Academy - SCQF Journey

Pathways

Linlithgow Academy Curricular Pathways

Session 2025.26

Whole School SQA Awards (N4-AH)



linlithgowacademy.westlot...

Course Choice 2025.2026 - Linlithgow Academy

Humanities

History
Geography
Modern Studies
RMPS
Politics

Creative

SCQF Information and Curriculum links

SCQF Framework

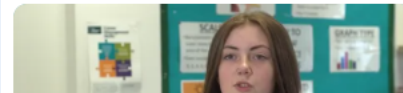


This framework diagram has been produced to show the minimum Scottish qualifications already credit worthy SQA and RPLs. However, there are a range of other learning programmes on the framework, which, due to the limitations of this format, cannot be represented here. See our database of learning programmes on the SCQF.

scqf.org.uk

Interactive Framework | Scottish Credit and Qualifications Framework

Ambassador Programme



Humanities Faculty Wider Achievement

S1-S6

Eco Schools

S1-S6

Rights Respecting Schools

S1-S6

Fair Trade

Maths, Numeracy & Computing Faculty

BGE Computing

Senior Phase Computing

N5, H & AH Computing Science
L6 NPA Cyber Security
L6 NPA Digital media

Senior Phase Maths

N4, N5 & H Application of Maths
N5, H & AH Maths

Wider Achievement in Linlithgow Academy PADLET

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Pathways

- Faculties at Linlithgow Academy aim to build a curriculum that not only engages learners across the Broad General Education (BGE) and Senior Phase but also ensures meaningful progression routes aligned with SCQF Gold status. By embedding a wide range of accreditation opportunities and wider achievement pathways, the school empowers students to take ownership of their learning while accessing flexible, inclusive, and high-quality qualifications.
- Linlithgow Academy's curriculum reflects the Gold standard by:
 - Providing multiple progression routes, ensuring learners can transition smoothly from BGE into the Senior Phase with a diverse set of SCQF-recognised qualifications.
 - Expanding accreditation beyond traditional exams, offering opportunities such as NPAs, Foundation Apprenticeships, and Skills for Work courses.
 - Enhancing employability through partnerships, integrating work-based learning and collaboration with industry professionals.
 - Recognising diverse learner achievements, ensuring all students have access to SCQF credit-rated awards that validate their skills and experiences.
- Through this approach, Linlithgow Academy champions learner agency, ensuring all students have access to pathways that align with their aspirations and future goals.



Linlithgow Academy - SCQF Journey

Our SCQF Pathways

2023/24

S4

Level 5 Customer Service
Level 5 Health and Wellbeing



S5/6

Level 6 Customer Service
Level 6 First Aid
L6 NPA Cyber Security
L6 NPA scientific technologies
Level 6 NPA Musical Theatre
L6 STEM young leader
L7 STEM young leader (pilot)
L6 NPA Business & Enterprise
Future Skills Bundle

2024/25

S4

As 23/24
Added -
Level 5 Mental Health and Wellbeing
Level 6 First Aid
Level 6 Leadership Skills



S5/6

As 2023/24
Added -
Level 7 STEM young Leader
Level 6 NPA Digital Media
Level 6 Journalism
Level 6 Leadership Skills
Level 7 Platinum Youth Achievement Award (Drama Ambassadors)

2025/26

S4

As 2024/5



S5/6

As 2024/25
Added -
Level 6 Acting and Performing (within Higher Drama)
Level 6 Business Package
Level 6/ 7 Science Package
Trial expansion of Level 7 YAA within Prefects and S6 personal development options

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Our SCQF Packages

Future Skills



S5/6

Level 6 Leadership
Level 6 Personal Development
Level 6 Religion Beliefs and Values

Sport



S5/6

N5 Sports and Recreation with either
Level 6 Sports Development
or
Level 6 Sports Development with Level 6
Refereeing

Business



S5/6

NPA Business and Enterprise
Level 6 Powering Futures



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Additional Resources

Senior Phase Pathways information

<https://new.express.adobe.com/webpage/TgZX5RtQny6Ah?>

S3 Pathways information

<https://new.express.adobe.com/webpage/WZDSjRedo59TK?>



Wider Achievement

In a new initiative for the 2024/5 session, during their study periods, S4 and S5 pupils at Linlithgow Academy have been actively working towards a **Level 6 Leadership Skills Award**, supported by Youth Link Scotland.

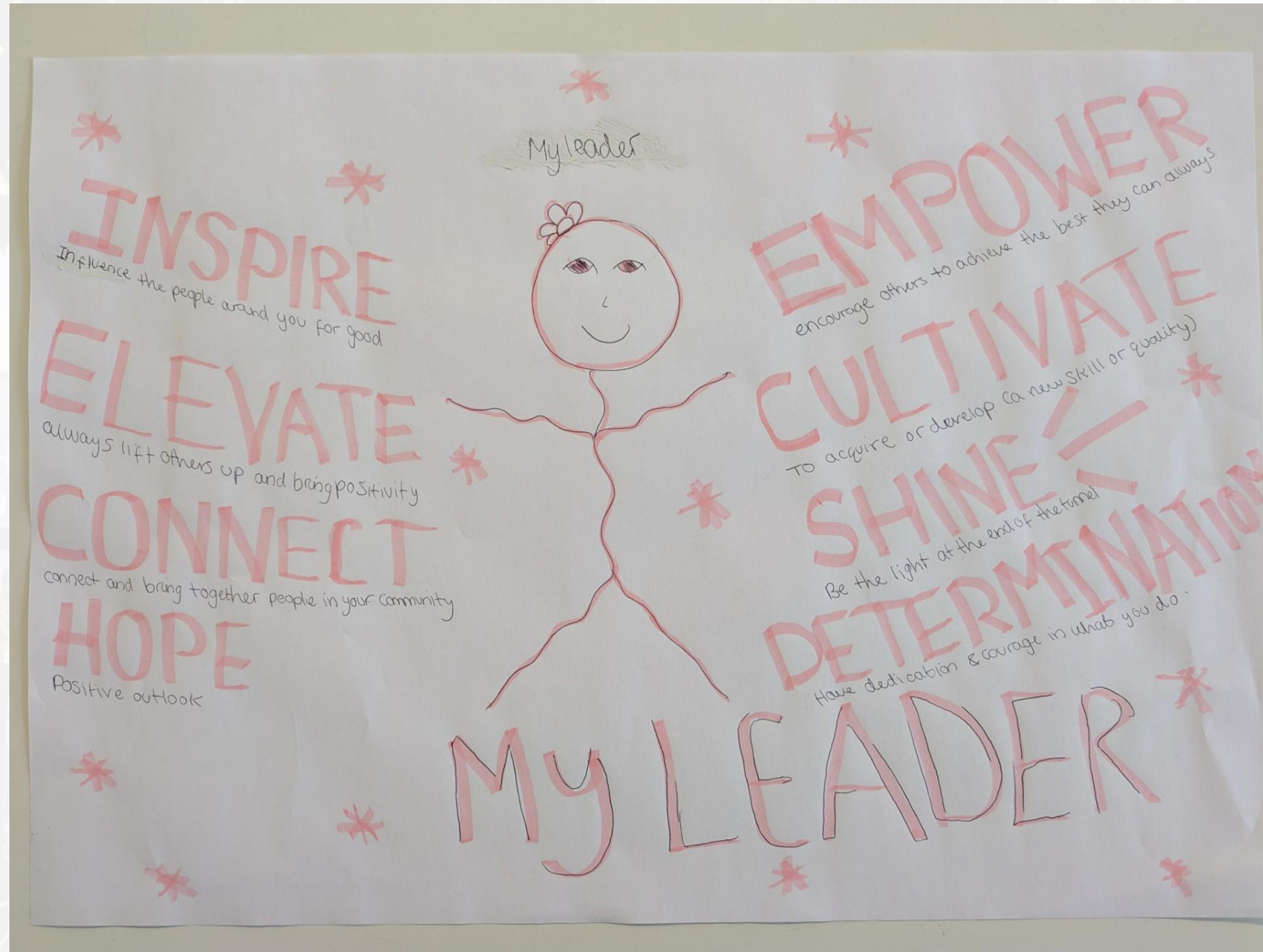
This initiative has enabled learners to develop a robust set of transferable skills, including **communication, problem-solving, teamwork, and strategic decision-making**, all essential for future academic and professional pathways. By applying leadership principles in real-world contexts, pupils have gained valuable experience in **mentoring, project management, and reflective practice**, ensuring they are well-prepared for the challenges of S5 and S6.

Crucially, this award serves as a gateway to Linlithgow Academy's **integrated Future Skills package**, aligning directly with the development of key meta-skills that drive employability and lifelong learning. Furthermore, it creates a pipeline for recruiting new **SCQF Ambassadors**, providing ambitious pupils with the opportunity to take on influential roles in **promoting accreditation pathways and supporting their peers**, strengthening the school's commitment to leadership and personal development.



Linlithgow Academy - SCQF Journey

Examples of LVL 6 Leadership Skills Award work across S4/5



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Examples of LVL 6 Leadership Skills Award work across S4/5

Pupil Name: Elsie Kenney Chosen Leader: Malala Yousafzai

Biography of leader: (birth details, early life, education, family life, socio-economic background)

Born in Mingora, Pakistan on 12th July 1997. Attended the girls school which her dad ran in the local village until January 2008 when she was forced to leave school due to the Taliban taking over the town. Parents are Ziauddin and Tori Pekai Yousafzai. 2 siblings called Khushal and Atai. After moving to the UK she attended Edgaston High School, then Oxford University.

How did this person become a leader? What kind of leader was he/she? What was/is he or she a leader of?

She spoke out against the Taliban on behalf of girls and their right to learn. She became a target for the Taliban and was shot in the head in October 2012. After recovery and rehabilitation she and family moved to the UK where she established the Malala Fund and campaigned for girls education.

Who followed this leader and why did these people follow them?

Girls all around the world who are out of education (nearly 120 million) because she is inspiring and she overcame being told she couldn't attend school, then nearly being killed and has now graduated from Oxford so she is incredibly inspiring.

What were this person's main achievements in life and as a leader? How did their leadership impact humanity?

She received the Nobel Peace Prize in 2014 as recognition for Malala Fund's work. Making her the youngest ever Nobel Laureate. Her campaigning through the Malala Fund raised \$29 million in 2022 alone.

Write down 2 famous quotes from this leader:

"I tell my story not because it is unique, but because it is the story of many girls."

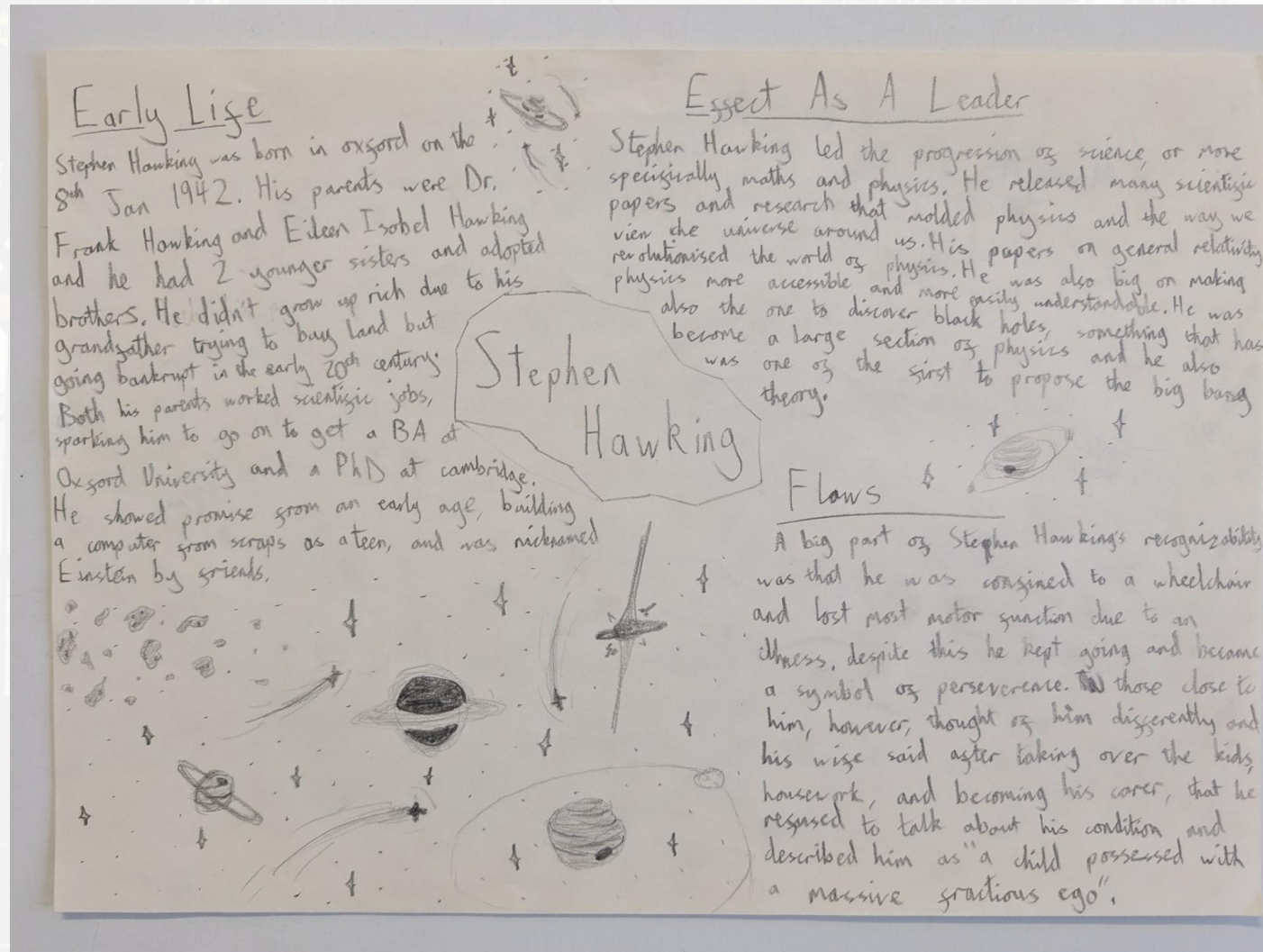
"One child, one teacher, one book, one pen can change the world."

"When the whole world is silent, even one voice becomes powerful."

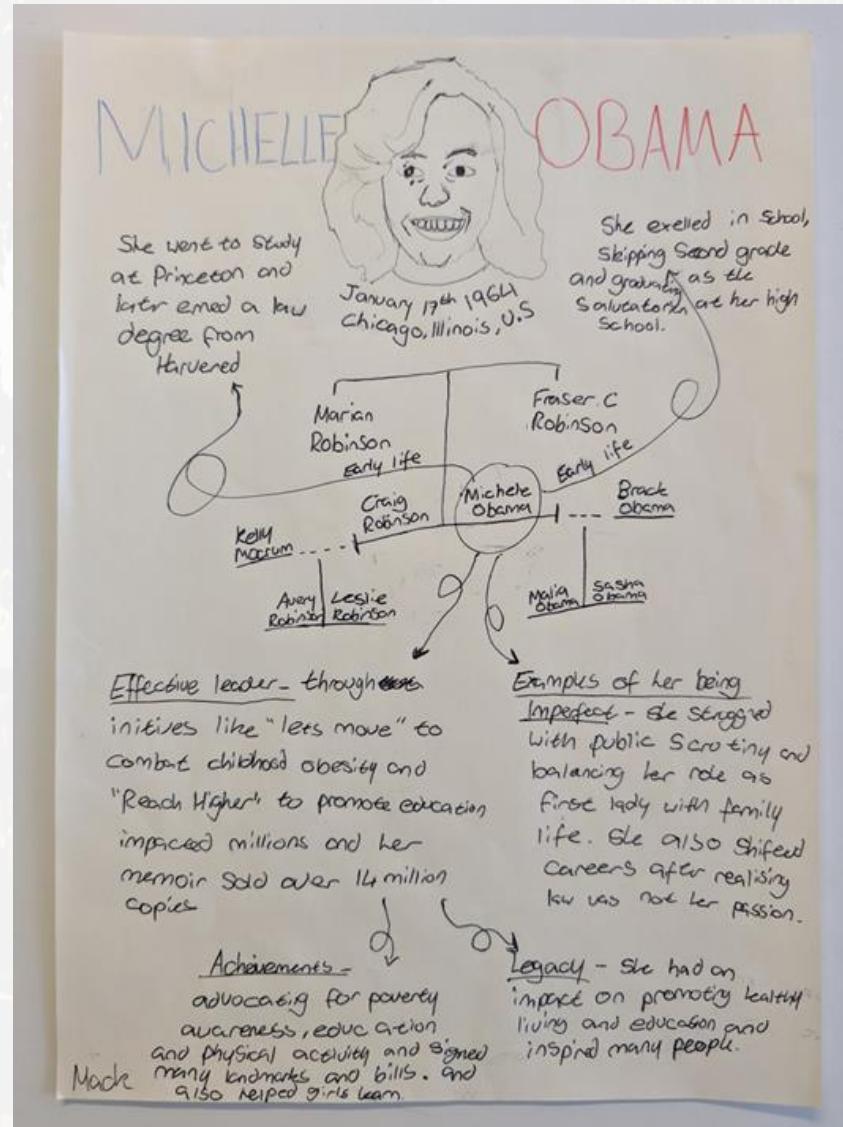
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Examples of LVL 6 Leadership Skills Award work across S4/5



Examples of LVL 6 Leadership Skills Award work across S4/5



Linlithgow Academy - SCQF Journey

SCQF Ambassadors

Our SCQF ambassador program is placed within the wider leadership options in senior school for S6 as well as promoted as an excellent leadership opportunity for our S5 and S6 Future Skills pupils to undertake.

Ambassadors for this year committed to recruiting and training new pupil ambassadors each year and are keen to speak to younger pupils in PSE classes to expand understanding around course choice time.



Linlithgow Academy - SCQF Journey

Pupil and Parent Engagement and Awareness



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Parents

- Parents have frequent opportunities to learn more about and get involved with their learners' journeys.
- Parents are able to attend raising awareness evenings such as our Senior Phase Engagement and Careers evening where they can speak to practitioners, pupils (including Ambassadors) and senior management to enhance understanding of SCQF
- As seen in our pathways documentation, SCQF resources are shared via the school website and promoted through our social media channels
- Termly newsletters also allow parents the opportunity to view ongoing work across faculties. Examples are on the following slide.



Parents



Skills for Work Hospitality have been completing their unit on Front of House. They decided to create a pancake event for Shrove Tuesday. They served Pancakes with different toppings and soup for a starter. They have also complete numerous Breakfast events at break in order to work towards the Unit. There is one more event planned over the next couple of weeks this is a Chinese event for staff.



Parents

S5 pupils in Future Skills classes had an immersive afternoon hosted by Campbell Ford which focused on using the 'Belbin' team roles framework to help prepare them for upcoming community action projects. Meredith Belbin's research showed that the most successful teams were made up of a diverse mix of behaviours. To build high-performing teams, we need to represent each of the nine Belbin Team Role behaviours at the appropriate times and our afternoon session allowed pupils time and support to explore their own skills and attributes and work out their places in team projects.



Parents

Skills for Work Hospitality

SfW pupils have successfully hosted several events, demonstrating excellent event planning, food preparation and front of house customer service skills. They hosted a sit down bistro-style Christmas Market themed lunch for 25 staff members, an assisted buffet themed lunch for 50 staff and judges for the F1 in Schools primary and secondary events and a weekly coffee club and café for staff. For St Andrews Day, they made use of locally sourced Scotch Lamb and treated staff to delicious Lamb Naan Pizzas.



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Parents

Careers & Senior Phase Engagement Evening

The annual event helps S4–S6 pupils and families explore SCQF options, engage with staff and employers, and gain insights from Ambassadors—empowering confident, informed pathway decisions.



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Parents

Linlithgow Academy's annual Careers and Senior Phase Engagement Evening has become a cornerstone in ensuring that pupils and parents are fully informed and empowered when navigating future pathways.

This evolving event has grown into a highly interactive experience, where S4-S6 pupils and their families engage directly with subject specialists, current learners, employers, and partner organizations to explore the breadth of curricular options and accredited qualifications available through SCQF.

A key strength of the evening this year was the presence of SCQF Ambassadors, who provide first-hand insight into Level 5, 6, 7 qualifications and NPAs, ensuring that pupils and parents understand the diverse accreditation routes across faculties. These discussions go beyond course selection—they empower young people to make informed decisions about their future study, employability, and wider achievement opportunities.

This structured, well-integrated approach ensures that pupils and parents leave the event equipped with knowledge, clarity, and confidence in the wide range of progression routes available.

A poster for the Linlithgow Academy Careers Fair. At the top is the Linlithgow Academy crest. Below it, the text reads "Linlithgow Academy CAREERS FAIR THURS 16TH JAN". Underneath is a list of attending companies and organizations. In the center, a silhouette of a person stands on a rock, looking out over a body of water under a starry night sky. At the bottom, the event times and welcome message are displayed, along with the venue information.

Linlithgow Academy
CAREERS FAIR
THURS 16TH JAN

COMPANIES/ORGANISATIONS ATTENDING

Aberdeen University	Napier University	Stirling University
Abertay University	Project Trust	Strathclyde University
Bright Red Publishing	Queen Margaret University	University of West of Scotland
Careers at Sea	RAF	Westport Vets
Carousel	Royal Conservatoire of Scotland	Witherby Publishing Group
City of Glasgow College	Scottish Water	
Clinical Psychology	Skills Development Scotland	
Developing Scotland's Young Workforce	SKY	
Dundee University	Specsavers	
Edinburgh University	SRUC/ Oatridge College	Others still to be confirmed
Fire Service	St Andrews University	
FLAG USA		
Forth Valley College		
Glasgow Caledonian University		
Halliday property		
Heriot Watt University		
INEOS		
IQVIA Laboratories		
J P Morgan		
Maximising Media		

6pm -8.30pm
All welcome
S4-S6: 6pm onwards S3: after Senior Phase Info Evening
S1-2 pupils 7.30-8.30pm

VENUE: SPORTS HALL

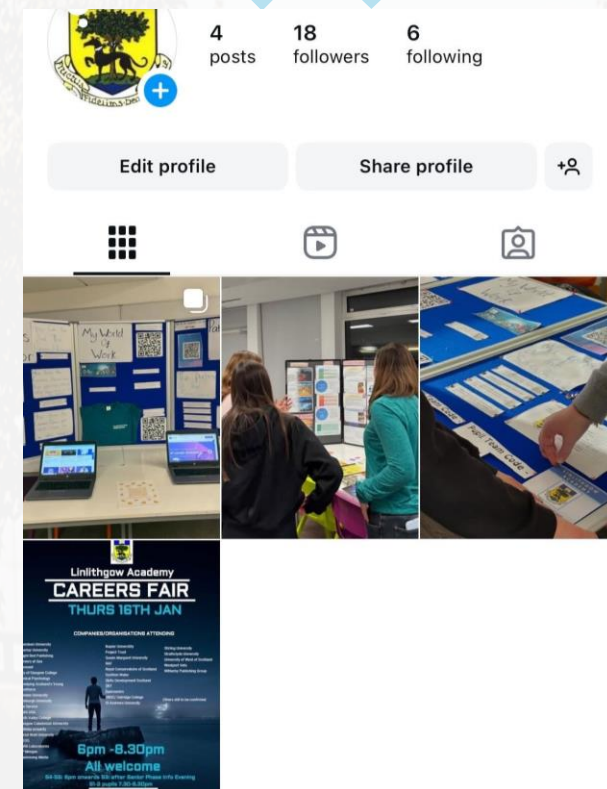
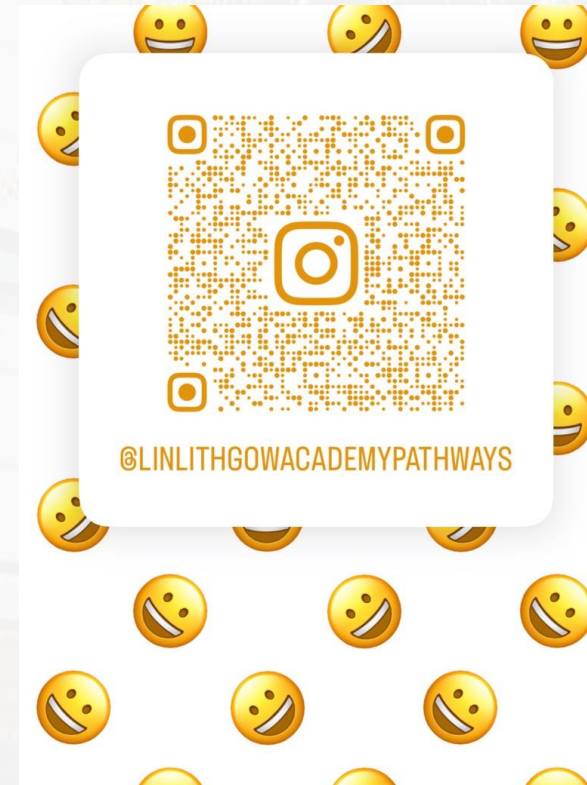


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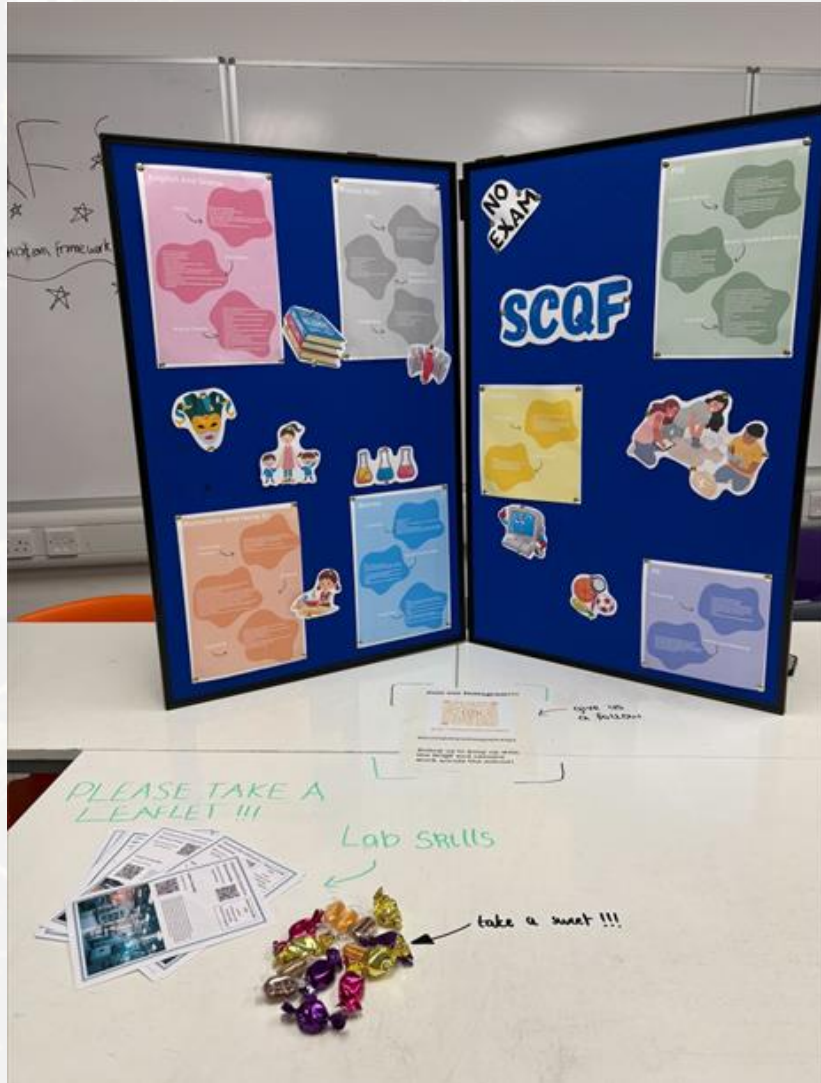
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SCQF Ambassador Input At Engagement Evening



Linlithgow Academy - SCQF Journey

SCQF Ambassador Input At Engagement Evening



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SCQF Ambassador Input At Engagement Evening

“The activity was successful as not only do we have more knowledge on myWOW, career pathways and SCQF courses so do other year groups and parents. This helps them make a more balanced, effective decision about course choose which will help them in the future- which was part of the aim of the project. The social media will prolong the amount of time awareness is spread and will keep the school community up to date with information on these areas.”

Imogen, Ambassador



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Pupil Awareness

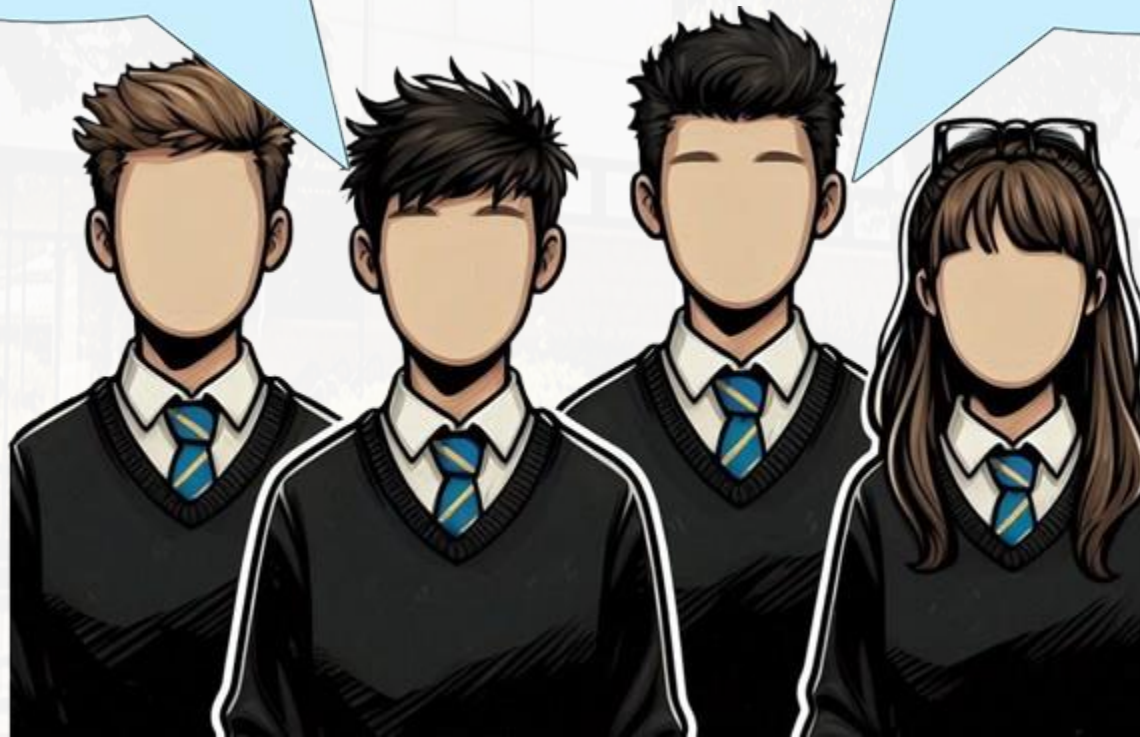
- Pupils are able to articulate their learning and, crucially, connect their learning across the curriculum to the skills they need for successful navigation beyond the Academy.
- Pupils frequently identify the skills they learn across their NPA and Level 5, 6, 7 studies as crucial to ensuring they are prepared to enter further education or employment successfully.



Pupil Reflections On Their Level 6 and 7 Courses

'It has made me think about how important cyber security is in the modern world and how many new job opportunities are becoming available due to the rise of technology.'

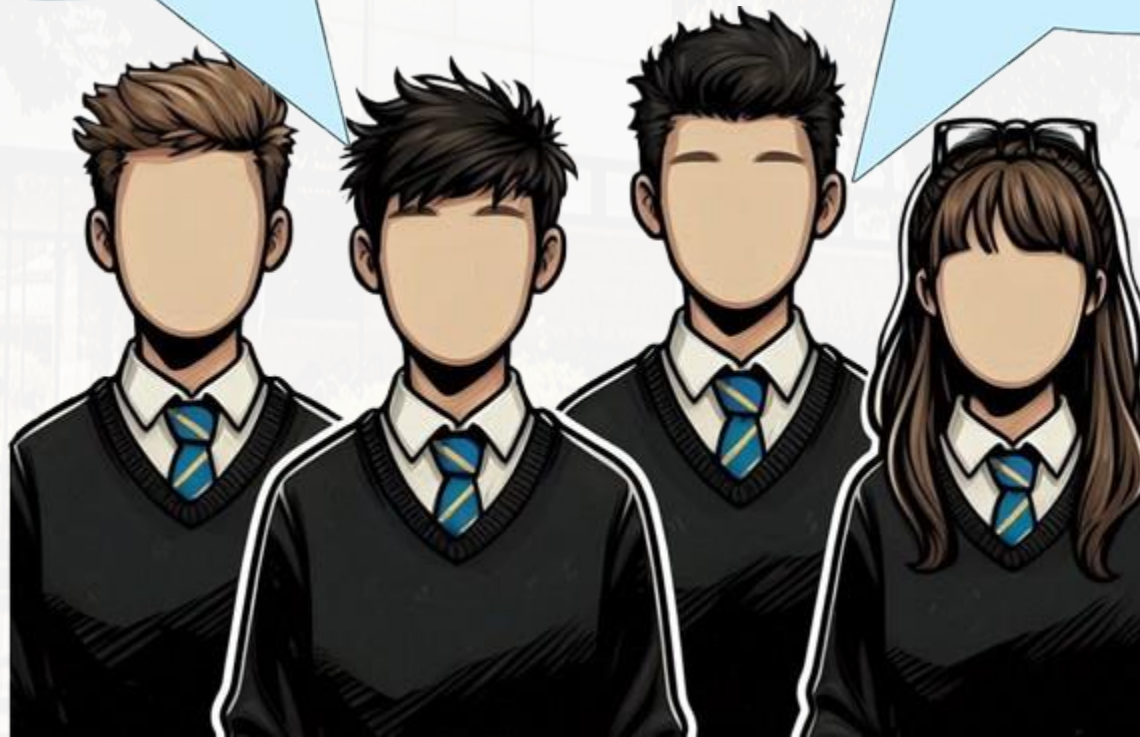
'made me think that cyber security is a useful skill to have as it is involved in every organisation'



Pupil Reflections On Their Level 6 and 7 Courses

"My course has no exam at the end of it which means the value of work done in class is important, as well as it's more engaging and less stressful"

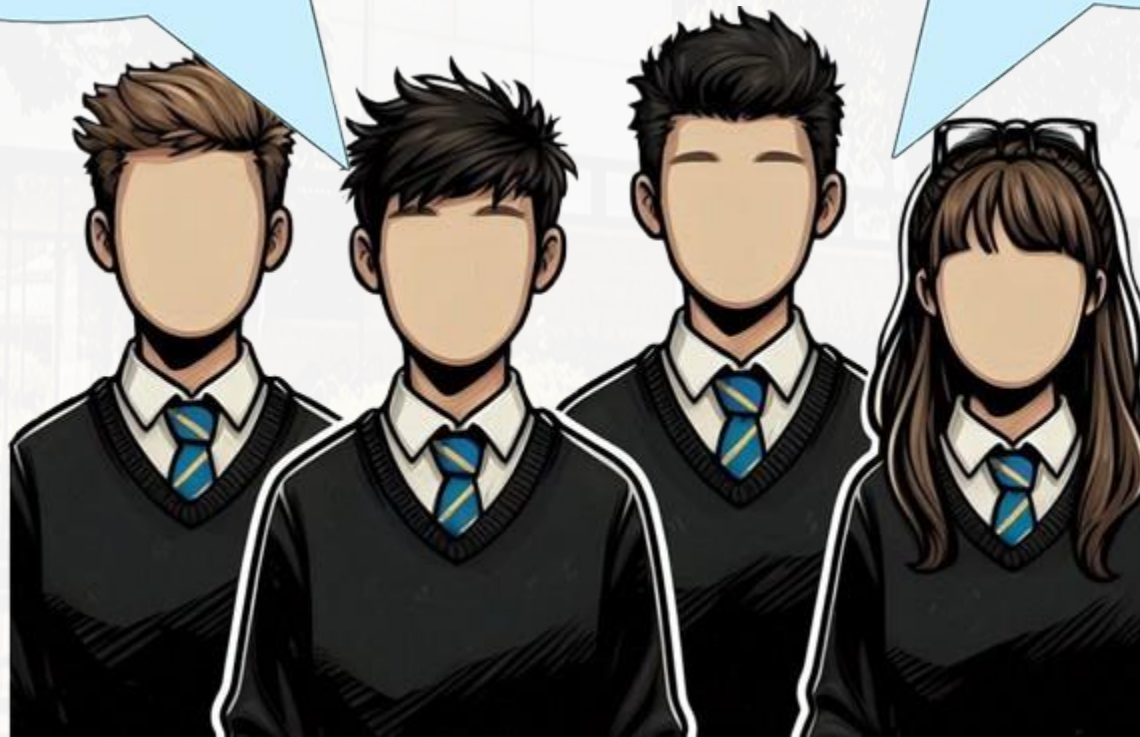
"This course gives me a helpful insight into what would be expected of me when working for big companies".



Pupil Reflections On Their Level 6 and 7 Courses

"I have developed research skills as well as good communication and interpersonal skills like how to be calm, respectful and to effectively respond to queries."

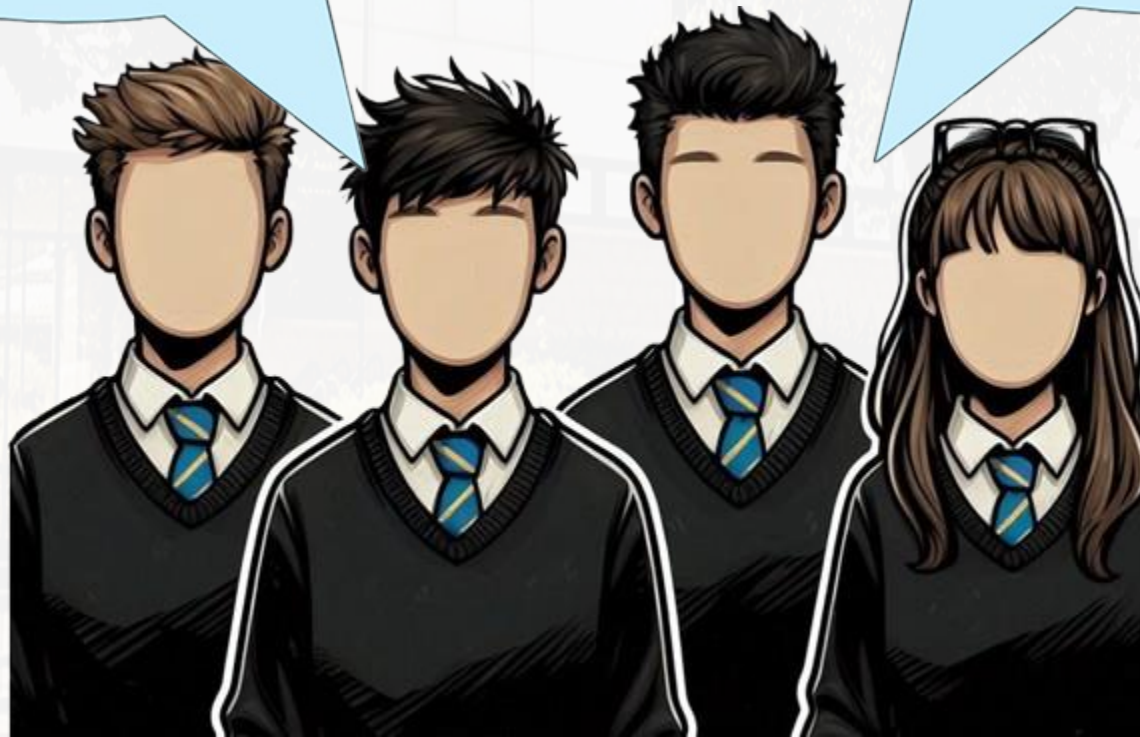
"It has shown me how employees in work communicate with customers both online as well as in person".



Pupil Reflections On Their Level 6 and 7 Courses

"It has helped teach me some key skills that could be transferable into a work environment"

"L6 Customers Services gives learners a new qualification which they can use in the future. It also gives learners some key life skills".



Pupil Reflections On Their Level 6 and 7 Courses

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"My course has no exam at the end of it which means the value of work done in class is important, as well as it's more engaging and less stressful"

"This course gives me a helpful insight into what would be expected of me when working for big companies".

"I have developed research skills as well as good communication and interpersonal skills like how to be calm, respectful and to effectively respond to queries."

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"L6 Customers Services gives learners a new qualification which they can use in the future. It also gives learners some key life skills".

"It has helped teach me some key skills that could be transferable into a work environment"



Case Study – Future Skills

Linlithgow Academy's SCQF Level 6 Future Skills bundle fosters leadership, critical thinking, and resilience through interdisciplinary courses and community projects, preparing students for lifelong success.



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Case Study – Future Skills

Future Skills is Linlithgow Academy's innovative bundle of Level 6 SCQF courses, designed to provide students with a dynamic, interdisciplinary approach to skills development. This accredited Senior Phase program leverages the flexibility of the SCQF framework to integrate studies in Leadership, Personal Development, and Religious Beliefs and Values, fostering critical thinking, resilience, and personal growth while promoting student agency. Rooted in the school's core purpose—the flourishing of our learners—Future Skills empowers students to develop self-determination and moral leadership, equipping them with the character strengths and values essential for success in today's rapidly evolving society.

In addition to its core components, Future Skills incorporates studies in Psychology, Sociology, and Philosophy, with a strong emphasis on Leadership. Teaching within this program employs diverse pedagogical approaches that enhance engagement, participation, and deeper understanding. Students build essential competencies in self-awareness, citizenship, and leadership, forming a strong foundation for lifelong learning and employability.

A distinguishing feature of Future Skills is its outward-facing approach, which encourages students to embody the school's vision and values through collaborative action research projects. By working together to address meaningful issues in their community, students cultivate resilience, adaptability, and a commitment to positive change. With its focus on learning through the life course, Future Skills offers an integrated academic space where students develop leadership capacity while preparing for success beyond the Academy.



Linlithgow Academy - SCQF Journey

SCQF Ambassadors Work As Part Of Future Skills 'Bundle'

SCQF Ambassador

Targets:

- One of my targets was to gain a new role or career and make new friends. I completed this target early with it. I was able to speak to new people but I haven't said that we are the best or friends but we still speak to us today.
- Another one of my targets was to work on my IT skills. I never really worked on this target I said that I got the target and I just used my basic skills knowledge.
- Another one of my targets was to have to do a bit and some activity. I used this target so much if and it has made me become so organized and can now manage my time better.
- One of my self or personal target was to get better at my in leadership of people.
- I did this when I was leading sessions at club when I started and took an activity by myself at club.
- My last target was to go on a walk once a day 50m to 100 mins.
- I completed this target every day but everyday on my goal to do a bit on a walk regularly at 100m to 100m a walk another type of exercise.

Roles:

- My role is to send out as much about the careers advisor and the pathway with someone that goes during the school and make a notice board to tell parents about my mind on my, pathways on purpose and careers advisor.
- Enthusiasm role was to make an invitation to my mind or network and tell what they have to do and be able to tell parents and about the class on my mind on home.
- Playing role was to make an invitation to my mind or network and tell what they have to do and be able to tell parents and about the class on my mind on home.

How it demonstrated my values:

- I demonstrated respect when I was showing my mind when talking to the parents and I showed them that I was making eye contact with them while they were doing they were asking questions and they were asking me about my mind on my, pathways on purpose and careers advisor.
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Planning and Implementation:

Main aims:

- To show pupils the support that is offered in the school.
- To show how much support is offered in the school and how good they are in their own or (come as normal, highest).

Why:

- To be able to inform others on the topic.
- Teaching people who don't actually know how to access my mind or network and tell what they have to do and be able to tell parents and about the class on my mind on home.
- To show how the topics positively impacted other pupils.

Development needs:

If the target of putting ourselves into new situations weren't reached we would be able to reach it by going out and taking new steps and doing activities and planning outside what you would normally do.

A target that wasn't reached that would need to be developed on would be adapting to new situations quickly as I'm able to adapt to situations but takes a while to adapt to be able to get faster as it by putting myself into more difficult situations that will allow me to adapt quickly.

Influenced our Values:

It influenced our values as:

- Respect: It has shown that being respectful to others makes a good team and strong bonds with each other.
- Responsibility: It has shown that taking on and having responsibility but not taking on too much.
- Contribution: It has shown that you can make a contribution and how no matter what it is.
- Trust: It has shown that if you trust one another doing tasks and you not worried about others completing them as you trust one another.

Impact on others:

- It impacted on others as it informed them on what it is that they do and as helping those who don't know what it is they want to do once they have and subject we can help them make a decision as well as helping with CV's.

Natalie MacDonald

SCQF Ambassadors

Planning and Implementation:

- To inform people on the my world of work website and pathways of purpose and the careers advisor and to show what it is to do for people.
- To be able to show how the topics within my world of work and pathways of purpose and the careers advisor topics positively effect it's users.
- To be able to teach those who are unsure about the website but on how to use it.

How it demonstrates my values:

It demonstrated my values by taking on and taking on their opinions and views and adapting them into the project.

Responsibility as it showed I was able to take on new roles and learn what each website did.

Contribution as I was able to show towards my teammates throughout the project.

Trust as I was helping out with finding the information about the website and learning how to use and know what it was I was talking about while being to parents as well as helping making the notice board.

Development needs:

If the target of putting ourselves into new situations weren't reached we would be able to reach it by going out and taking new steps and doing activities and planning outside what you would normally do.

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Roles:

My role was to go into the my world of work website and to familiarise myself with what it is they do and speaking to adults and informing them with the information on it - putting information onto a notice board.

Key Strengths: works well with others, adaptive, and responsible.

Gap: where the find out as much information as possible on the careers advisor and pathways of purpose that happens with the school and make a notice board while also taking to adults about the information.

Key Strengths: Creative, confident, problem solving, responsible.

Targets:

The targets that were made were that to talk to those who ask questions to be able to speak clearly and make sure that you have the answers to the questions that they ask. - This target was reached as when being asked questions by the adults the answers were spoken clearly as well as related to the question they were asking.

Another target was to put ourselves into new environments and like on new roles - we were able to achieve this target as when we were making our notice board we had to go out and talk to new people about the topics they expected in and having to make a notice board and work together while doing so to be able to get it complete and done on time for the parents open night.



SCQF Ambassadors Work As Part Of Future Skills 'Bundle'

WHY?, HOW?

Ms. (Shirley), Ingrid and Louise came together and when we were deciding what we wanted to do for our project, we wanted to do something that is going to benefit our community. Scottish Credit and Qualification Framework (SCQF) ambassadors, were the appropriate role to explore. SCQF ambassadors provide the year and have no end of year exam, most of the subjects are equivalent to a C at higher.

In order to connect with our community and give them detailed information about the SCQF subjects and why they are beneficial subject to choose, we needed a display thing to do this we researched something at the Linlithgow Academy careers evening on the 16th January 2025.

We created a display board with information about the subjects that we offer at our school. In order to do this we interviewed all of the subjects teachers. We allocated interview times with the teachers and asked them in depth about the subjects. With this information we made posters about each subject and displayed this at the careers evening.

THE IMPACT OUR PROJECT HAD ON OTHERS

our project made it easier for people to make the most appropriate and best choice about which subject to take. To give them a better understanding of the subjects, so the more likely to make a more informed choice about the subjects they enjoy.

INSIGHT TO MY ROLE

- I was social media director and created the Instagram account, within this I updated our students and parents about the careers evening and what we were able to do and what SCQF has to offer.

- I still update the page with school and SCQF information and displayed how much the careers evening was. We also gained a lot of feedback from the careers evening.

@linlithgowacademypathways
Instagram page

TIME SCALE

for our project, we had a total of 2 weeks to complete our preparation for the careers evening. Week 1 was consisting of gathering information about the SCQF subjects from the teachers, getting insight into what they do in the subject. Week 2 was researching the all the posters and putting it on the display boards. We did have to spend extra periods whilst future skills to get it all complete. Our group was willing to do this as we are dedicated to our result of the unit.

PROJECT EVIDENCE

Evaluation of Progress Made on Targets.

- confidently talk to groups of visitors
This was very important as we had to be able to talk to the visitors of the careers evening. During the project we had to be able to talk to the visitors and at first it was very awkward but then I started to talk and it felt better and I started to talk with confidence and talking to people.

- Take Critique Positively
I struggled with this when I started the subject. I thought it was too hard and I was quite quiet, but I was able to help me grow and develop as a person.

KEY ROLES

Byron - (Me) - Social Media Manager, I created the Instagram account posts and we better insight into SCQF subjects and what we can do at the careers evening.

Ingrid - Information Ambassadors and posters, they took all the notes of the careers evening and displayed it into the display boards at the careers evening.

HOW THE PROJECT INFLUENCED VALUES

- during the project I had a lot of values. I am more dedicated and hardworking and became less stressed under pressure. During the project helped me understand values and like confidence, which allowed me to speak to large groups of people and connect.

HOW THE PROJECT DEMONSTRATED MY VALUES

FLEXIBILITY - we had a short time and had to quickly but professionally put together a presentation to do this, we needed to be able to adapt to the time and do the project in our own time and find ways where we were all available.

KNOWLEDGE - we researched with a lot of parents and students, so we were able to be a respectful person to communicate properly in a respectful manner.

RELIABILITY - we always relied on each other and we were able to get them responsible for, within the time limit we were under.

FURTHER DEVELOPMENT of targets

- Because we were initially nervous, during the project we developed as during the project, I felt I couldn't remove from negative thought patterns, when something would go wrong, like a spelling mistake or wrong information on the posters, I would feel myself saying "I am doing really well, I need to remove any negative thoughts with more positive ones, even just more constructive, like "I'll have more time".

- Persistence, although I felt I really developed and used my quality throughout my project, I feel that I found myself sometimes getting frustrated by my time and stopped by it, overthinking myself, making it more likely for me to make error.

How my project demonstrated values

Throughout my project I managed to demonstrate many values such as influence, communication, service and trustworthiness, here are some examples below:

Influence: I had to persuade pupils and parents that they should choose an SCQF course as part of their subject choice. I did this by explaining what each course is and telling them the best course for them.

Communication: I had to communicate with my team to ensure we were going to meet every deadline that was the careers night could go smoothly.

Service: I answered every question the pupils and parents had while educating them about all the courses our school has to offer.

Roles and members

Louise (me) - processor + poster designer
Priony - social media creator
Imogen - information gatherer

Planning + Implementation

Why: our aim was to educate parents and pupils about the SCQF's that our school has to offer, allowing pupils to make adequate choices during subject choices.

How: we created a display board featuring information about all the SCQF's, and we spoke to parents and pupils, we also answered any questions they had for us.

Timescale: WEEK 1: we planned the questions we were going to ask the teachers and also planned when we would speak to each teacher. At the same time we started planning the design of the posters ensuring there was enough room for all the information.

WEEK 2: once we gathered all the information about the SCQF's we added it to the poster template and printed them off. We then stuck them onto our display board and made it look pretty. Once the board was complete we showed it off at the careers evening where we spoke to pupils and parents about the courses our school offered and answered any questions that they had. All while advertising our Instagram account to those who wanted to keep updated about any changes on the SCQF.

Key activities

- gathering information
- poster making
- creating a social media account
- making display board
- careers evening

How it impacted others

our project impacted others as we got to meet and parents aware of the SCQF courses our school has to offer and what each course offers that way we can make a more precise opinion during this allows students to enjoy the subjects instead of being stressed and unaware of school actually offers.

How the project influenced my values

I felt that I managed to improve and build on my values throughout the entire project. This is because during our project we ran into a lot of problems and had to communicate respectfully to each other to resolve these problems. I got to work on influence as I had to educate random students that I had to meet before about what SCQF would be fitting for them all while answering any questions they had. I also developed my trustworthiness as each member had their own tasks to complete alone therefore my team trusted me to finish mine quickly and to a high standard. Finally the school also trusted us to represent the school and be nice and respectful to anyone we spoke to. This shows that I successfully managed to improve and develop my values throughout the project through my team, school and the people that came to speak to us.

FLU - DEVEN

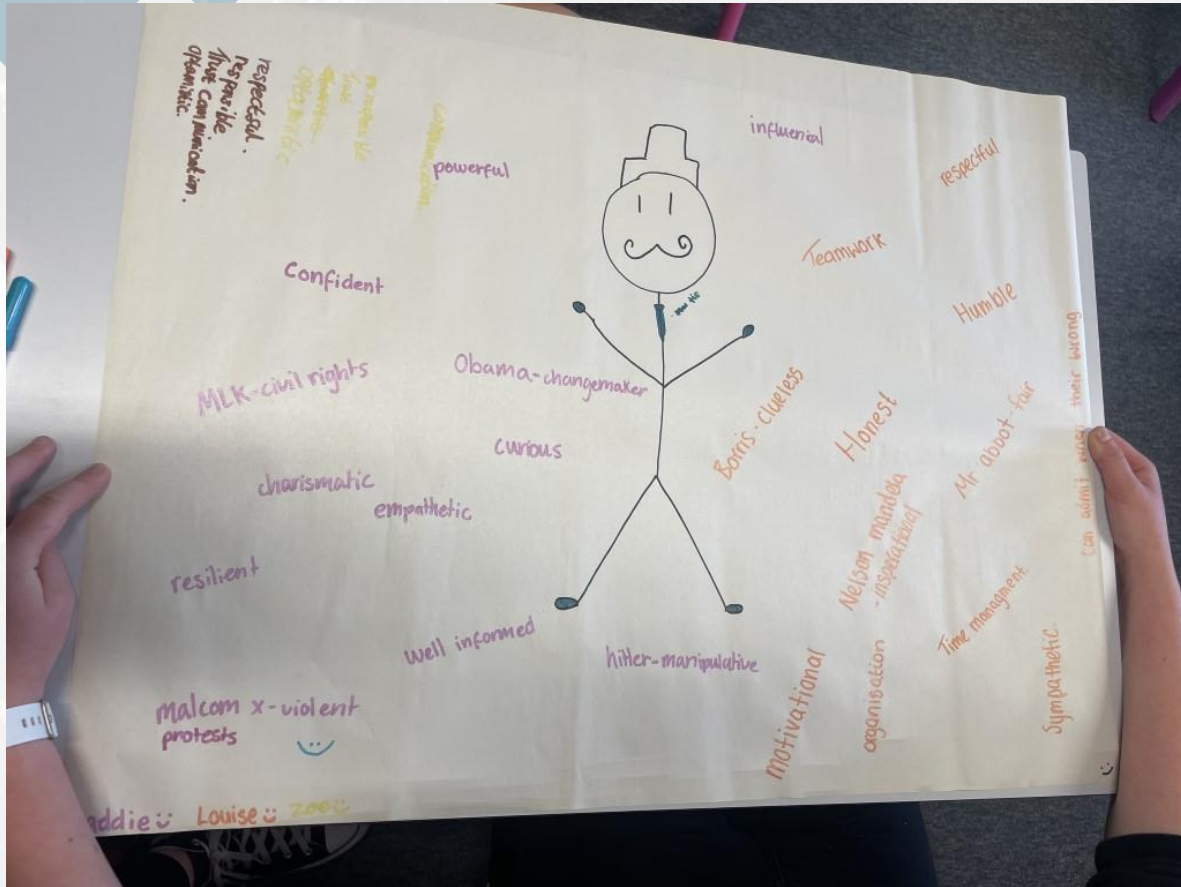
although I met target 1 I feel like I could have met it a lot better and that there's room for improvement. As I like to be more confident when speaking to people that I don't know. I felt I was on edge most the night and my conversations could have flowed better, this would have allowed for a more in depth conversations instead of feeling stressed the whole time.

Progress on targets

I think I just met target 1 as I did remove myself from my comfort zone to talk to people I don't know yet. I was on edge majority of the night when approaching new people. I definitely met my target 2 since I managed to work alone and complete all my tasks to ensure I didn't let my team down.

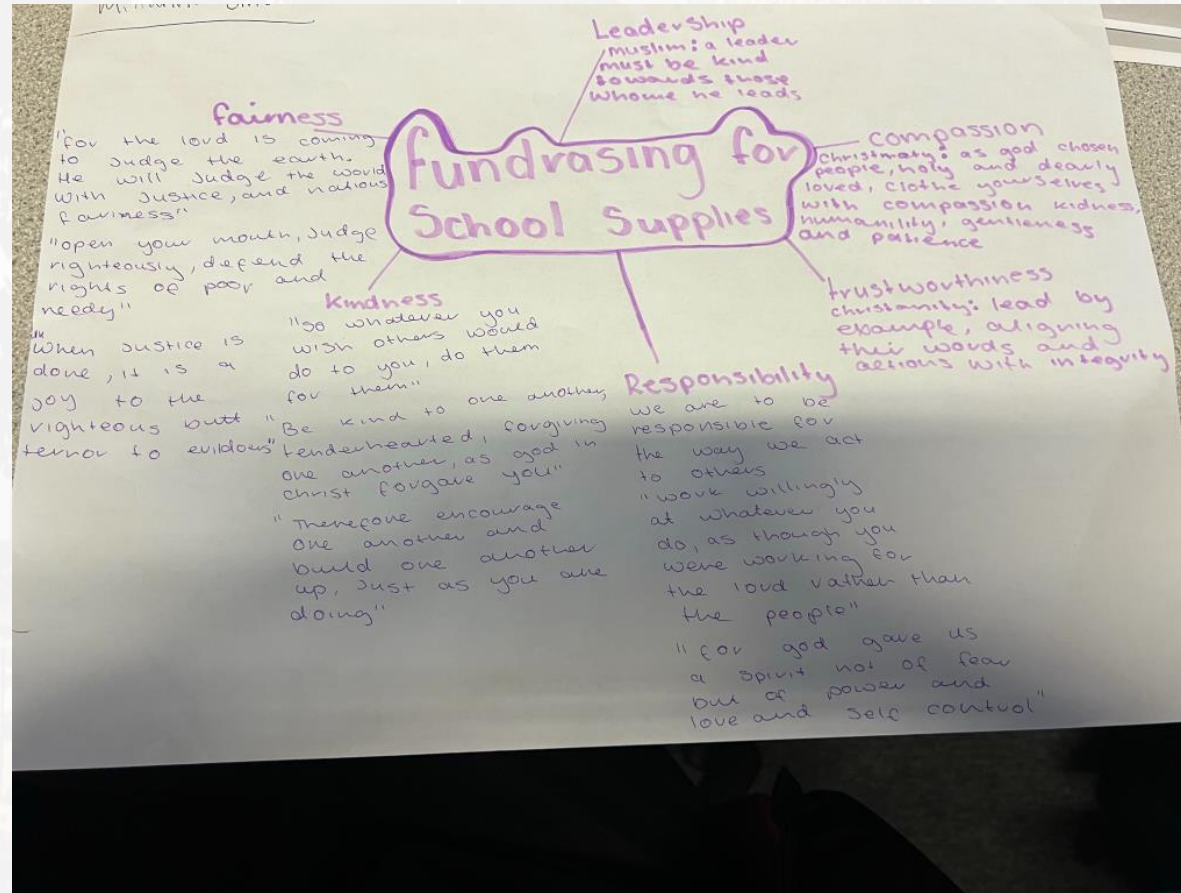
SCQF

Work As Part Of Future Skills 'Bundle'



Linlithgow Academy - SCQF Journey

Work As Part Of Future Skills 'Bundle'



Development Of External Relationships



scaf[®]

scottish credit and
qualifications framework

Development Of External Relationships

Weekly employer visits link learning to real careers, enhancing SCQF goals. Industry insights, mentorship, and real-world context build ambition, resilience, and future-ready skills aligned with Scotland's development goals.



Linlithgow Academy - SCQF Journey

Development Of External Relationships

At Linlithgow Academy, the Pathways with Purpose initiative creates valuable opportunities for pupils by inviting employers into the school on a weekly basis. These sessions—whether broad industry insights or specific engagements linked to NPA, non-exam subjects, and wider achievement—help pupils connect their learning to real-world applications, broadening their understanding of career possibilities.

Bringing employers and businesses into secondary schools plays a vital role in preparing young people for their future by fostering meaningful connections between education and the world of work. Engaging with industry experts provides pupils with firsthand insights into various career paths, empowering them to make informed choices that align with their skills, interests, and aspirations. These interactions help pupils see the relevance of their learning in real-world contexts, reinforcing the aims of the Scottish Credit and Qualifications Framework (SCQF) by broadening their understanding of qualifications and progression routes beyond the classroom.

Exposure to diverse industries and opportunities encourages young people to explore pathways they may not have previously considered, fostering ambition and resilience. Moreover, establishing sustainable partnerships with employers at local, national, and international levels creates long-term benefits for learners, ensuring ongoing access to guidance, mentorship, and real-world experiences that enrich their educational journey. This collaborative approach strengthens Scotland's commitment to skills development and lifelong learning, equipping pupils with the knowledge and confidence to navigate their future with purpose.



Linlithgow Academy - SCQF Journey



scottish credit and
qualifications framework

Who Has Supported Us So Far?



What Impact Have These Sessions Had?

Over 400 pupils engaged in employer sessions, boosting ambition and confidence across all backgrounds. Student demand shows success. SCQF-aligned, tailored employer input, including mock interviews for S5, enhances real-world skills and pathway awareness.



What Impact Have These Sessions Had?

- Over 400 pupil engagements in the 2 years the initiative has been in place, demonstrating a strong and growing interest in employer-led sessions, with pupils actively participating in discussions that connect their learning to real-world opportunities.
- Encouraging engagement across a diverse pupil range, ensuring that learners from all backgrounds and academic levels benefit from exposure to industry experts, fostering ambition and confidence.
- Pupil-driven requests for next session indicate the success of the initiative, with young people expressing specific interest in industries and professions, reinforcing the value of employer engagement in shaping aspirations.
- Targeted SCQF subject links have strengthened collaboration between businesses and departments, moving beyond general employer sessions to tailored engagements that directly enhance pupils' understanding of their SCQF studies and their relevance to future work and further education.
- Links with businesses have generated the opportunity for Mock interviews benefiting around 80–100 S5 pupils each academic session have provided invaluable real-world experience, embedded within the SCQF Future Skills Program, equipping pupils with essential employability skills and confidence as they prepare for post-school transitions.
- This structured approach ensures that employer engagement is purposeful, measurable, and deeply connected to the SCQF framework, reinforcing pupils' awareness of pathways and progression opportunities



Leading in the Authority

Our approach to Developing the Young Workforce (DYW) has positioned us as authority-wide leaders and exemplars of best practice. This is evidenced through our active involvement in the DYW Steering Group, where our Pathways with Purpose initiative has been shared as a model of effective curriculum integration.

Furthermore, our DYW Co-ordinator has played a pivotal role in leading CLPL events designed to equip practitioners across the authority with the strategies needed to embed DYW principles within their own curricula. This sustained leadership and collaboration directly contribute to the criteria outlined for SCQF Gold Ambassador status, reflecting our commitment to curriculum innovation, strategic partnerships, and impactful professional learning.



Linlithgow Academy - SCQF Journey



scottish credit and
qualifications framework

Other Business And Employer Engagements Across School

- Over 2000 individual pupil engagements between 2023 - present
- All faculties involved = Whole School buy in and approach

Some highlights!

Mitsubishi challenge

School of Rugby

Police Scotland Talks

Sustrans – Winchburgh project

Work Experience Burgh Halls (T and T)

F1 in schools

Make it with Meat challenge

Community Justice Scotland



Linlithgow Academy - SCQF Journey

scqf

scottish credit and
qualifications framework

Pupil Sways

Linking Learning Across The Curriculum To Careers

CV writing Sway

Interview sway

Applications Sway

Industry Sway – Hospitality

Industry Sway- Construction

Industry Sway – Digital

Industry Sway- Land Based
Careers

More Underway

**Designed to support
SCQF/ NPA
courses such as
Future Skills and
Leadership**



Linlithgow Academy - SCQF Journey

Summary

Linlithgow Academy - SCQF Journey



Summary

- ◆ *Whole School Approach*
 - **SCQF language and vision are embedded in the school culture** through leadership in curriculum planning and SIP alignment. The **Future Skills programme** exemplifies how SCQF-accredited learning is prioritised and normalised across departments.
 - The **school's SCQF leadership reviews delivery models** and leads expansion of accreditation annually, ensuring programme sustainability and relevance.
- ◆ *Pupil Awareness*
 - **SCQF Ambassadors** take an active leadership role in raising awareness across the school. They will be delivering **sessions to BGE and Senior Phase pupils**, support course choice evenings, and mentor new ambassadors.
 - Pupils involved in the programme **gain formal recognition** through the **Leadership Award at SCQF Level 6**, showcasing how SCQF-related leadership contributes to wider achievement and awards-based tracking.
- ◆ *Parental Engagement & Understanding*
 - Pupil ambassadors **present at parents' evenings and course choice events**, supporting wider parental awareness of SCQF pathways.
 - SCQF information is consistently shared through **school apps, display boards, social media**, and a dedicated section on the **school website**, ensuring access across platforms and demographics.
- ◆ *Learning Pathways*
 - Linlithgow Academy offers a **robust suite of qualifications across SCQF Levels 4–7**, including **NPAs, Skills for Work, Personal Development, and Meta-Skills Awards**, all mapped for clarity.
 - The **Future Skills interdisciplinary bundle** (Leadership + RBV + Personal Development) stands as a flagship course that **explicitly develops progression and learner agency**.
- ◆ *External Relationships*
 - The school runs a **weekly Pathways with Purpose programme**, where employer engagement supports SCQF learning with live briefs, mock interviews, and employer-led input.
 - Staff have **mentored other schools** through shared SCQF practice at **local authority events** and **DYW networks**, actively supporting neighbouring institutions toward SCQF recognition.

