



**BATHGATE
ACADEMY**

SENIOR PHASE PATHWAYS INFORMATION BOOKLET 2022-2023



***Planning for Choices
and Changes***



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 Bathgate 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 2022 you may leave on 31 May 2022
- If you are 16 years old after 30 September 2022 you must remain in full time education until at least the end of the Christmas term 2022

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 Bathgate 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.

Eileen Paxton

Head Teacher



Contents

<p>Timeline For Senior Phase Course choices Page 1 - Timeline</p>
<p>Making Your Choices Pages 2 - 6 - MakingYourChoices</p>
<p>Opportunities for Leadership & Wider Achievement Page 7 - Leadership</p>
<p>The Scottish Qualifications And Credit Framework Page 8 - SQA</p>
<p>Progression Routes/Subject Information/University Statements/Web Links Page 9 – 54 - ProgressionRoutes</p>
<p>Courses offered through Partner Establishments Page 54 - 64 - Partners</p>
<p>Course Choice Sheet Pages 65 - CourseChoices</p>

Timeline and Guide for Senior Phase

[MainContents](#)

Current stage	Date	Activity
S3	January	<ul style="list-style-type: none"> Senior Phase Course options discussed with S3 through PSE classes S3 PSE programme begins to look at planning for choices and changes
	Monday 24th January	<ul style="list-style-type: none"> Senior Phase Course choice booklets available
	31st January - 11th February	<ul style="list-style-type: none"> Pupil course choice awareness raising week; Faculty planned activities, to ensure pupils have a clear understanding of all courses offered. (Faculty Specific plans required)
	Friday 11th February	<ul style="list-style-type: none"> S3 Full Report Issued
	14th - 18th February	<ul style="list-style-type: none"> Course choice discussion week; House Leaders, pupils, parents/carers, SDS
	Thursday 17th February	<ul style="list-style-type: none"> Moving into Senior Phase Parents' Information Evening (7:00 – 8:00pm) including Work Placement – online via Teams
	Thursday 24th February	<ul style="list-style-type: none"> S3 online Parents' Evening
	By Fri 4th March	<ul style="list-style-type: none"> Course Choices entered online by pupil/parent via TOOLS
S4	Friday 21st January	<ul style="list-style-type: none"> S4 Prelim Progress Report Issued
	Monday 24th January	<ul style="list-style-type: none"> Senior Phase Course booklets available
	Thursday 27 th January	<ul style="list-style-type: none"> SP online Parents' Evening
	PSE lessons in February	<ul style="list-style-type: none"> S4 PSE programme begins to look at planning for choices and changes
	31st January - 11th February	<ul style="list-style-type: none"> Pupil course choice awareness raising week; Faculty planned activities, to ensure pupils have a clear understanding of all courses offered. (Faculty Specific plans required)
	14th - 18th February	<ul style="list-style-type: none"> Course choice discussion week; House Leaders, pupils, parents/carers, SDS – online via Teams
	By Fri 4th March	<ul style="list-style-type: none"> Course Choices entered online by pupil/parent via TOOLS
	11th March	<ul style="list-style-type: none"> S4 Progress Report Issued
S5	Friday 21st January	<ul style="list-style-type: none"> S5 Prelim Progress Report Issued
	Monday 24th January	<ul style="list-style-type: none"> Senior Phase Course booklets available
	Thursday 27 th January	<ul style="list-style-type: none"> SP online Parents' Evening
	PSE lessons in February	<ul style="list-style-type: none"> S5 PSE programme begins to look at planning for choices and changes
	31st January - 11th February	<ul style="list-style-type: none"> Pupil course choice awareness raising week; Faculty planned activities, to ensure pupils have a clear understanding of all courses offered. (Faculty Specific plans required)
	14th - 18th February	<ul style="list-style-type: none"> Course choice discussion week; House Leaders, pupils, parents/carers, SDS – online via Teams
	By Fri 4th March	<ul style="list-style-type: none"> Course Choices entered online by pupil/parent via TOOLS
	11th March	<ul style="list-style-type: none"> S5 Progress Report Issued

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>1</p> <p>How do you like to learn?</p>	<p>2</p> <p>Where could they take you?</p>	<p>3</p> <p>What subjects do you enjoy?</p>	<p>4</p> <p>What subjects are you good at?</p>	<p>5</p> <p>What do others think you're good at?</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 My World of Work account and try the Strengths quiz 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.

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 are available to you this year:

- **FOUNDATION APPRENTICESHIP IN BUSINESS SKILLS**
- **FOUNDATION APPRENTICESHIP IN CREATIVE AND DIGITAL MEDIA**
- **FOUNDATION APPRENTICESHIP IN ENGINEERING**
- **FOUNDATION APPRENTICESHIP IN ICT: SOFTWARE DEVELOPMENT**
- **FOUNDATION APPRENTICESHIP IN SOCIAL SERVICES AND HEALTHCARE**
- **FOUNDATION APPRENTICESHIP IN SOCIAL SERVICES: CHILDREN AND YOUNG PEOPLE**
- **FOUNDATION APPRENTICESHIP IN CONSTRUCTION LEVEL 4**
- **FOUNDATION APPRENTICESHIP IN AUTOMOTIVE SKILLS LEVEL 4**

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 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.

Skills
Development
Scotland



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

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

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



BUILDING CONFIDENCE
PRACTICAL OPPORTUNITIES
IMPROVING SKILLS
WORK FULFILMENT

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.



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 WATSON, 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

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

Where can a Foundation Apprenticeship lead?

Armed with new skills, more confidence, an industry-recognised qualification and a track record of practical experience, a young person will have excellent options on completing a Foundation Apprenticeship.

- **They could gain accelerated entry to a Modern Apprenticeship**, if it’s in the same subject area as their Foundation Apprenticeship. If it’s in a different subject, they’ll already have experience of learning on the job, which looks good to employers who are recruiting Modern Apprentices.
- **They could go on to study for a degree or a diploma**: Scottish universities and colleges view the Foundation Apprenticeship as the equivalent of a Higher.
- **They could start a Graduate Apprenticeship**, going to work for an employer while studying for a degree.
- **They could enter the jobs market**: their practical experience, work-readiness and new skills will make their CV stand out and give them an advantage over other candidates.

BUILDING CONFIDENCE
PRACTICAL OPPORTUNITIES
IMPROVING SKILLS
WORK FULFILMENT

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.

ANNA 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

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 go and the sky is the limit.

SAMANTHA CARRICK, FINANCIAL SERVICE APPRENTICE LLOYDS BANKING GROUP

76%
are more
enthusiastic
about learning

81%
say they now are
more
confident

74%
feel they have
better
long-term career
prospects

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

More information

Head to 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 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

My World of Work

www.myworldofwork.co.uk

Skills Development Scotland

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

enquiries@parentforumsScotland.org

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

[parentforumsScotland](https://www.linkedin.com/company/parentforumsScotland)

BLD0187

Column F: *‘Individualised Entitlements’*

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 now encompasses opportunities for pupils to experience wider achievement and leadership opportunities, vocational experiences or bespoke individual planning options that best suit their learner journey. This is achieved through our Column F package of 7 periods. This package looks different dependant on what year the individual is in.

S4

Column F in S4 will consist of 4 periods (60 mins each) of English, leading towards a National Qualification and 2 periods of core Physical Education. Pupils will access PSE and RME on a fortnightly basis. **S4 Pupils will choose a further 5 subjects which they will undertake 5 periods per week.**

S5

Column F in S5 consists of 1 period PSE, 1 period PE and 1 period Ethics. The remaining 4 periods will be used to engage S5 pupils in our integrated SCQF course which will provide opportunities for our young people to develop their skills for life and work while working towards various L6 Qualifications including Personal Development and Leadership.

All S5 pupils will also undertake a level 6 SCQF qualification in Emergency First Aid at Work.

S6

Column F in S6 consists of 1 period PSE and 4 periods of practical ways to further develop skills for Life, Learning and Work.

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.


The Scottish Credit and Qualifications Framework

[MainContents](#)

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 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 www.sqa.org.uk/readreckoner			Professional Apprenticeship
11				Professional Apprenticeship SVQ 5
10				Professional Apprenticeship
9			Professional Development Award	Technical Apprenticeship SVQ 4
8	Higher National Diploma		Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher Scottish Baccalaureate	Higher National Certificate		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

[MainContents](#)

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 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 (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 (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.

Course Available	Level of Study					
	AH	Higher	National 5	National 4	SfW/Other	Foundation Apprenticeship
Administration and IT		✓	✓	✓		
Art & Design		✓	✓	✓	✓	
Biology	✓	✓	✓	✓		
Business Management	✓	✓	✓	✓	✓	
Chemistry	✓	✓	✓	✓		
Computer Games Development					✓	
Computing Science	✓	✓	✓	✓		
Customer Services					✓	
Cyber Security					✓	
Design and Manufacture	✓	✓	✓	✓		
Drama	✓	✓	✓	✓		
Early Education and Childcare			✓	✓		
Employability (by invitation)						
Engineering Science	✓	✓	✓	✓		
English	✓	✓	✓	✓		
Engineering Skills			✓	✓		
Environmental studies			✓	✓		
Geography			✓	✓		
French	✓	✓	✓	✓		
Graphic Communication	✓	✓	✓	✓		
History	✓	✓	✓	✓		
Health and Food Technology		✓	✓	✓		
Hospitality: Practical Cake Craft			✓			
Hospitality: Practical Cookery			✓	✓		
Laboratory Science Skills			✓			

Course Available	Level of Study					
	AH	Higher	National 5	National 4	SfW/Other	Foundation Apprenticeship
Leadership (various)					✓	
Mathematics	✓	✓	✓	✓		
Media Studies		✓	✓	✓		
Modern Studies	✓	✓	✓	✓		
Music	✓	✓	✓	✓		
Music Technology		✓	✓	✓		
Personal Development		✓				
Physical Education		✓	✓	✓		
Physics	✓	✓	✓	✓		
Practical Electronics			✓	✓		
Practical Woodworking			✓	✓		
Religious, Moral & Philosophical Studies	✓	✓	✓	✓		
Retailing			✓			
Sport & Recreation			✓			
Spanish		✓	✓	✓		
Acting & Performing					✓	
West Lothian Campus **	✓	✓	✓	✓	✓	✓
Virtual Learning***	✓	✓				

** Courses undertaken within the West Lothian Campus are completed at West Lothian College.

*** Virtual Learning allows S6 Pupils to access AH courses as well as H Politics or H Psychology amongst other H opportunities via distance learning through the internet. [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

[English p.14](#)
[Media Studies p.15](#)
[French p.16](#)
[Spanish p.17](#)

Science

[Biology p.26](#)
[Chemistry p.27](#)
[Physics p.28](#)
[Practical Electronics p.29](#)
[Laboratory Science Skills p.30](#)

Expressive Arts

[Art & Design p.41](#)
[Photography p.42](#)
[Drama p.43](#)
[Music Performance p.43](#)
[Music Technology p.44](#)
[Acting & Performing p.45](#)

Mathematics

[Mathematics p.18](#)
[Application of Mathematics p.19](#)

Technologies

[Wood working p.31](#)
[Graphic Communication p.32](#)
[Design & Manufacture p.33](#)
[Engineering Science Skills p.34](#)
[Engineering Science p.35](#)

Health and Wellbeing

[Physical Education p.47](#)
[SFW: Sport and Recreation p.48](#)
[Hospitality: Practical Cake Craft p.49](#)
[Health & Food Technology p.50](#)
[Hospitality: Practical Cookery p.51](#)

Computing

[Computing Science p.20](#)
[Computer Games Development p.21](#)
[Cyber Security p.22](#)

Social Studies

[Geography p.36](#)
[History p.37](#)
[Modern Studies p.38](#)
[RMPS p.39](#)
[Environmental Science p.40](#)

Business

[Admin & IT p.23](#)
[Business p.24](#)
[Retailing p.25](#)

Religious and Moral Education

[Early Education and Childcare p.46](#)

[Employability programme p.52](#)



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)	Advanced Higher (SCQF Level 7)
Course Content	Course Content	Course Content	Course Content
<ul style="list-style-type: none"> Students will study different genres of literature and will develop the core skills of reading, writing, talking and listening The Added Value Unit (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 	<p>English: Analysis and Evaluation (National 5) 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>English: Creation and Production (National 5) 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>Spoken Language Unit: 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>English: Analysis and Evaluation (Higher) 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>English: Creation and Production / Creation and Production (Higher) 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>Spoken Language Unit: 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>English: Analysis and Evaluation (Advanced Higher) 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>English: Creation and Production (Advanced Higher) 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>
Course Assessment			
<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>Possible career path</p> <p>Click here for more information on career options</p>			



National 5 (SCQF Level 5)	Higher (SCQF Level 6)
Course Content	Course Content
<p>The National 5 Media course provides candidates with opportunities to develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work. Candidates think critically about the media and its role in everyday life and develop an appreciation of media content in a cultural context and in the context of the media industry. Through analysing and creating media content, candidates develop skills that enable them to engage more fully in society and in learning.</p> <p>This course is for learners who are interested in film, television, advertising, the press and/or other media and creating their own media content. It combines theory with practice. This allows the learner to be analytical and creative and provides opportunities for personalisation and choice. This course also provides opportunities for learners to build on prior learning experienced in the broad general education or in media qualifications at a lower SCQF level.</p>	<p>This course enables candidates to analyse and create media content and to think critically about the media and its role in everyday life. Through analysing and creating media content, candidates develop skills that enable them to engage more fully in society and in learning. The course provides candidates with the opportunity to develop knowledge of media contexts, roles and the key aspects of media literacy: categories, language, representation, narrative, audience, institutions and society. Candidates encounter different types of content in different media. The course enables candidates to communicate, to be critical thinkers, develop cultural awareness, and to be creative.</p> <p>The course is for candidates who are interested in film, television, advertising, the press and/or other media, and in creating their own media content. It combines theory with practice which enables candidates to be analytical and creative, and provides opportunities for personalisation and choice.</p> <p>The course is designed for candidates who are ready to develop their skills of analysis and production at Higher level. They are likely to have gained an award in National 5 Media and/or National 5 English. The course provides a pathway for candidates who aim to go on to study media and/or film in a higher or further education context.</p>
Course Assessment	Course Assessment
<p>Course assessment structure: question paper/exam (60 marks)</p> <p>The purpose of the question paper is to assess the candidate's ability to apply knowledge and understanding by analysing media content.</p> <p>Assignment: (48 marks)</p> <p>In the assignment, candidates plan and develop media content in response to a negotiated brief.</p>	<p>Course assessment structure: question paper/exam (60 marks)</p> <p>The purpose of the question paper 1 is to assess candidates' ability to apply knowledge and understanding by analysing media content in context. The purpose of the question paper 2 is to assess candidates' ability to apply knowledge and understanding by analysing the role of media in society.</p> <p>Assignment: (50 marks)</p> <p>In the assignment, candidates plan and develop media content in response to a negotiated brief.</p>
<p align="center">Possible career path</p> <p align="center">Click here for more information on career options</p>	



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)	Advanced Higher (SCQF Level 7)
Course Content	Course Content	Course Content	Course Content
<ul style="list-style-type: none"> 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. The Added Value Unit (AVU) combines different elements of a course into overall assessment which learners are required to pass in order to achieve a pass at National 4 	<p>Understanding Language (N5) 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>Using Language : 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>Understanding Language (Higher) 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>Using Language (Higher) 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>	<p>Understanding Language (Advanced Higher)</p> <p>The purpose of this Unit is to provide learners with the opportunity to develop and extend reading and listening skills in the modern language, and to develop their knowledge and understanding of complex and sophisticated language in the contexts of society, learning, employability and culture.</p> <p>Using Language (Advanced Higher)</p> <p>The purpose of this Unit is to provide learners with the opportunity to develop and extend talking and writing skills in the modern language, and to develop their knowledge and understanding of complex and sophisticated language in the contexts of society, learning, employability and culture.</p> <p>Specialist Study (Advanced Higher)</p> <ul style="list-style-type: none"> The purpose of this Unit is to provide learners with the opportunity to develop and extend planning, research and analytical skills in order to undertake an independent specialist study based on literature or media or language in work.
Course Assessment			
<p>Courses from National 4 to Advanced Higher include assessment of added value1. 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			
Click here for more information on the career options below			
Air Cabin Crew Airline or Airport Passenger Service Assistant Broadcast Journalist Call Centre Agent Children’s Holiday Representative Conference Producer Cruise Ship Worker Diplomatic Service Operational Officer	Export Sales Manager Freight Forwarder Games Tester Government Intelligence Officer or Analyst Hotel General Manager Hotel Receptionist Immigration Officer and Assistant Officer Interpreter	Investment Banker Literary Agent Patent Attorney Patent Examiner Researcher – Broadcasting Resort Representative Retail Buyer Stockbroker	Teacher - Primary or Nursery School Teacher - Secondary School - Modern Foreign Languages Teacher of English as a Foreign Language Tour Guide Tour Leader or Manager Tourist Information Centre Assistant Translator



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)	Advanced Higher (SCQF Level 7)
Course Content	Course Content	Course Content	Minimum Requirements
<ul style="list-style-type: none"> Through your National 4 you will study the key concepts of the target language and will have begun to develop the core skills of reading, writing, talking and listening in a variety of contexts. The Added Value Unit (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 	<p>Understanding Language 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> <ul style="list-style-type: none"> Using Language: 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 	<p>Understanding Language (Higher) 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>Using Language (Higher) 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>	N/A
Course Assessment			
Courses from National 4 to Advanced Higher include assessment of added value ¹ . 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.			
Possible career path			
Click here for more information on the career options below			
Air Cabin Crew Airline or Airport Passenger Service Assistant Broadcast Journalist Call Centre Agent Children’s Holiday Representative Conference Producer Cruise Ship Worker Diplomatic Service Operational Officer	Export Sales Manager Freight Forwarder Games Tester Government Intelligence Officer or Analyst Hotel General Manager Hotel Receptionist Immigration Officer and Assistant Officer Interpreter	Investment Banker Literary Agent Patent Attorney Patent Examiner Researcher – Broadcasting Resort Representative Retail Buyer Stockbroker	Teacher - Primary or Nursery School Teacher - Secondary School - Modern Foreign Languages Teacher of English as a Foreign Language Tour Guide Tour Leader or Manager Tourist Information Centre Assistant Translator



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)	Advanced Higher (SCQF Level 7)
Course Content	Course Content	Course Content	Course Content
<p>Skills, knowledge and understanding for the course include:</p> <ul style="list-style-type: none"> understand and use straightforward mathematical concepts and relationships select and apply straightforward operational skills in algebra, geometry, trigonometry and statistics within familiar mathematical contexts select and apply straightforward skills in numeracy use straightforward mathematical models use mathematical reasoning skills to interpret information presented in straightforward ways, to select a strategy to solve a problem, and to communicate solutions 	<p>Skills, knowledge and understanding for the course include:</p> <ul style="list-style-type: none"> understanding and using mathematical concepts and relationships selecting and applying numerical skills selecting and applying skills in algebra, geometry, trigonometry and statistics using mathematical models using mathematical reasoning skills to interpret information, to select a strategy to solve a problem, and to communicate solutions 	<p>Skills, knowledge and understanding for the course include:</p> <ul style="list-style-type: none"> understand and use a range of complex mathematical concepts and relationships select and apply operational skills in algebra, geometry, trigonometry, calculus and statistics within mathematical contexts select and apply skills in numeracy use mathematical reasoning skills to extract and interpret information and to use complex mathematical models use mathematical reasoning skills to think logically, provide justification or proof, and solve problems communicate mathematical information with complex features 	<p>Skills, knowledge and understanding for the course include:</p> <ul style="list-style-type: none"> using mathematical reasoning skills to think logically, provide justification, and solve problems knowledge and understanding of a range of complex concepts selecting and applying complex operational skills using reasoning skills to interpret information and complex mathematical models effectively communicating solutions in a variety of contexts explaining and justifying concepts through the idea of rigorous proof thinking creatively
Additional Information	Additional Information	Additional Information	Additional Information
National 3 or National 4 Lifeskills Mathematics may be offered as an alternative to some.	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.
<p>Possible career path</p> <p>Click here for more information on the career options below</p>			
Accountant - Industry and Commerce Actuary Aerospace Engineer Air Traffic Controller Airline Pilot Architect Architectural Technologist Bank or Building Society Customer Branch Adviser Broadcast Engineer Building Standards Surveyor Civil Engineer Clinical or Biomedical Engineer	Credit Manager Data Scientist Diplomatic Service Operational Officer Economist Financial Adviser Forensic Scientist Games Designer Games Programmer Geologist Geophysicist Helicopter Pilot Insurance Account Manager	Investment Banker Investment Operations Administrator IT Security Co-ordinator or Specialist Market Research Executive Materials Scientist or Engineer Medical Physicist Meteorologist Mudlogger Nanotechnologist Naval Architect Network Engineer Nuclear Engineer	Risk Manager Software Engineer or Developer Statistician Stockbroker Structural Engineer Structural Engineering Technician Subsea Engineer Surveyor Systems Analyst Teacher Technical Surveyor Web Developer

**National 5****(SCQF Level 5)****Minimum Requirements**

This is a suitable course for learners who have achieved the fourth level of learning across the mathematics experiences and outcomes in the broad general education, or who have attained the National 4 Applications of Mathematics course, or who have equivalent qualifications or experience.

This course is particularly suitable for learners who wish to develop the mathematical reasoning and numerical skills which are useful in other curriculum areas and workplaces.

Progression

Currently there is no upwards progression for N5 Applications although a Higher progression route is in development. Pupils choosing this option would likely broaden their Qualification portfolio in other subject areas.

Course Content

The N5 Applications course is an SQA course with the same weighting as N5 Maths.

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.

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ◆ analyse real-life situations and problems involving mathematics
- ◆ identify valid mathematical operational skills to tackle real-life situations or problems
- ◆ select and apply numeracy skills
- ◆ select and apply skills in finance, statistics, measurement, geometry, graphical data and probability
- ◆ use mathematical reasoning skills to draw conclusions or justify decisions
- ◆ communicate mathematical information in an appropriate way

The course allows pupils whose numerical skills are reasonably secure to progress in a course where the algebraic and more complex mathematical content is minimised.



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)	Advanced Higher (SCQF Level 7)
Course Content			
<ul style="list-style-type: none"> • Software Design and Development • Information System Design and Development Added Value Unit	<ul style="list-style-type: none"> • Software Design and Development • Information System Design and Development 	<ul style="list-style-type: none"> • Information Systems Design and Development • Software Design and Development 	<ul style="list-style-type: none"> • Information Systems Design and Development • Software Design and Development
Course Assessment			
Internally assessed	This course has a 'final' externally assessed written SQA exam and SQA Assignment.	This course has a 'final' externally assessed written SQA exam and SQA Assignment.	This course has a 'final' externally assessed written SQA exam and SQA Assignment.
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 Database Administrator Forensic Scientist Front End Developer	Games Designer Games Programmer Games Tester Geophysicist Government Intelligence Officer or Analyst Helicopter Pilot Illustrator IT Helpdesk Analyst IT Security Co-ordinator or Specialist IT Support Engineer IT Trainer	Management Consultant Manufacturing Systems Engineer Mathematician Nanotechnologist Network Architect Network Engineer Nuclear Engineer Operational Research Officer Patent Attorney Patent Examiner Physicist	Project Manager SEO Specialist Signaller Software Engineer or Developer Software Tester Systems Analyst Teacher - Secondary School - Computing Telecommunications Engineer User Experience (UX) Designer Web Designer Web Developer



SCQF Level 4	SCQF Level 5	SCQF Level 6	
Prior Requirements	Minimum Requirements	Minimum Requirements	
<ul style="list-style-type: none"> An interest in Computer Games Development 	<ul style="list-style-type: none"> Pass in National 5 Computing OR Currently studying towards Higher Computing Science Keen Interest in Computer Games Development 	<ul style="list-style-type: none"> Pass in Higher Computing OR Currently studying towards Higher Computing Science Keen interest in Computer Games Development 	
Course Content	Course Content	Course Content	
<ul style="list-style-type: none"> Game Design Media Assets Game Development 	<ul style="list-style-type: none"> Game Design Media Assets Game Development 	<ul style="list-style-type: none"> Game Design Media Assets Game Development 	
Additional Information	Additional Information	Additional Information	
	<ul style="list-style-type: none"> Should be able to produce detailed reports based on independent analysis and evaluation An understanding of computer programming is beneficial An interest in graphics and/or sound creation is beneficial 	<ul style="list-style-type: none"> Should be able to produce detailed reports based on independent analysis and evaluation An understanding of computer programming is beneficial An interest in graphics and/or sound creation is beneficial 	
Course Assessment			
Assessment of this NC is through a series of theoretical and practical assessments or tasks. Some assessments will be carried out under supervised open-book conditions.			
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 Database Administrator Forensic Scientist	Front End Developer Games Designer Games Programmer Games Tester Geophysicist Government Intelligence Officer or Analyst Helicopter Pilot Illustrator IT Helpdesk Analyst IT Security Co-ordinator or Specialist IT Support Engineer IT Trainer Management Consultant	Manufacturing Systems Engineer Mathematician Nanotechnologist Network Architect Network Engineer Nuclear Engineer Operational Research Officer Patent Attorney Patent Examiner Physicist Project Manager	SEO Specialist Signaller Software Engineer or Developer Software Tester Systems Analyst Teacher - Secondary School - Computing Telecommunications Engineer User Experience (UX) Designer Web Designer Web Developer



National Progression Award SCQF Level 4	National Progression Award SCQF Level 5	National Progression Award SCQF Level 6	
Prior Requirements	Minimum Requirements	Minimum Requirements	
An interest in Cyber Security	A Pass in National 5 Computing OR · Currently studying towards Higher Computing Science · Keen Interest in Computer Games Development	A Pass in Higher Computing OR · Currently studying towards Higher Computing Science · Keen interest in Computer Games Development	
Course Content	Course Content	Course Content	
<p>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?</p> <p>This course covers 3 main units:</p> <ul style="list-style-type: none"> -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 	<p>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?</p> <p>This course covers 3 main units:</p> <ul style="list-style-type: none"> -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 	<p>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?</p> <p>This course covers 3 main units:</p> <ul style="list-style-type: none"> -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			
<ul style="list-style-type: none"> Air Traffic Controller Airline Pilot Astronomer or Astrophysicist CAD Technician Character Artist Civil Service Administrator - Fast Stream Computer Forensic Analyst Data Analyst Data Scientist 	<ul style="list-style-type: none"> Front End Developer Games Designer Games Programmer Games Tester Geophysicist Government Intelligence Officer or Analyst Helicopter Pilot Illustrator IT Helpdesk Analyst 	<ul style="list-style-type: none"> IT Trainer Management Consultant Manufacturing Systems Engineer Mathematician Nanotechnologist Network Architect Network Engineer Nuclear Engineer Operational Research Officer Patent Attorney 	<ul style="list-style-type: none"> SEO Specialist Signaller Software Engineer or Developer Software Tester Systems Analyst Teacher - Secondary School - Computing Telecommunications Engineer User Experience (UX) Designer Web Designer



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



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)	Advanced Higher (SCQF Level 7)
Course Content			
<ul style="list-style-type: none"> Enterprise Business start up Business Survival Organising Business Stakeholders Internal Factors that affect businesses External Factors that affect businesses 	<ul style="list-style-type: none"> Business Types Business Influences Marketing Operations Human Resource Management Finance 	<ul style="list-style-type: none"> Business Types Business Influences Marketing Operations Human Resource Management Finance 	<ul style="list-style-type: none"> Multinational Companies EU Business Issues Role of Management Management Thought Motivation to Work Teams Leadership Personal effectiveness of managers Factors causing change Stages of change Business details Stakeholders Decision making Strategy for future development
Course Assessment			
Internally assessed	This course has a 'final' externally assessed written SQA exam and SQA Assignment.	This course has a 'final' externally assessed written SQA exam and SQA Assignment.	The course includes an investigation of an organisation chosen by the student, presenting an opportunity to apply skills and knowledge gained at Higher level to a real situation and to recognise at first hand the importance of enterprising behaviour in the modern business environment.
Possible career path			
Click here for more information on the career options below			
Advocates' Clerk Charity Fundraiser Civil Service Administrative Assistant and Officer Clerical or Administrative Assistant Credit Manager Customer Service Administrator Digital Marketer Document Controller	Estate Agent Export Sales Manager Farm Manager Financial Adviser Fish Farm Manager Freight Forwarder Funeral Director Health Records Staff	Housekeeping Manager Insurance Account Manager Insurance Broker Insurance Claims Handler Insurance Underwriter Investment Operations Administrator Local Government Revenues Officer Medical Secretary	Office Manager Printing Administrator Procurement Administrator Quality Control Technician Receptionist Registrar of Births, Deaths, Marriages and Civil Partnerships Transport Manager Warden or Housing Support Officer - Sheltered Housing

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

The Skills for Work: Retailing Course at National 5 has been designed to provide an introductory qualification in retail that reflects employability skills identified as being important by employers in retail and many other sectors. The course provides opportunities for learners to develop general and practical skills as well as knowledge and understanding of the key aspects of retailing. The course offers a qualification at an introductory level that meets needs identified by the retailing industry and the knowledge and experience that learners will acquire are transferable skills that can be used in a wide range of situations as well as in retailing.

Additional Information

The specific aims of the course are to: " help learners to develop a good work ethic through developing a positive and responsible attitude to work " develop team working and problem solving skills " develop communication skills " develop customer care skills " encourage learners in the setting of personal goals, and develop skills of reviewing and evaluating experiences " prepare learners for further learning, study and training opportunities within the retail industry or other areas of employment Information about typical learners who might do the course.



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (Human) (SCQF Level 6)	Advanced Higher (SCQF Level 7)	
Course Content	Course Content	Course Content	Course Content	
<ul style="list-style-type: none"> Unit 1 Cell Biology Unit 2 Multicellular Organisms Unit 3 Life on Earth Assignment – Learners will be expected to extend and apply their knowledge and understanding in unfamiliar contexts and complete an assessed assignment.	<ul style="list-style-type: none"> Unit 1 Cell Biology Unit 2 Multicellular Organisms Unit 3 Life on Earth Assignment – Learners will be expected to extend and apply their knowledge and understanding in unfamiliar contexts and complete an assessed assignment.	<ul style="list-style-type: none"> Unit 1 Human Cells Unit 2 Physiology and Health Unit 3 Neurobiology and Immunology Assignment – Learners will be expected to extend and apply their knowledge and understanding in unfamiliar contexts and complete an assessed assignment.	<ul style="list-style-type: none"> Unit 1 Cells and Proteins Unit 2 Organisms and Evolution Unit 3 Investigative Unit Assignment – Learners will be expected complete an assessed assignment which is worth 25% of the candidate’s grade.	
Additional Information				
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 Higher Human Biology course builds on the National Biology course looking at the topics of Human Cells, Physiology & Health and Neurobiology & Immunology. In addition, you will complete an assignment based on practical work and a research based task worth 20% of the course assessment.	The Advanced Higher course builds on the Higher Human Biology course looking at the topics of Cells and Proteins, Organisms and Evolution and Investigative biology. In addition, you will individually carry out an in-depth project on a biology topic of your choice and produce a report worth 25% of the course assessment.	
Course Assessment				
Internally assessed	This course has a ‘final’ externally assessed SQA exam.	This course has a ‘final’ externally assessed SQA exam.	This course has a ‘final’ externally assessed SQA exam.	
Possible career path				
Click here for more information on the career options below				
Acupuncturist Agricultural Consultant Agricultural or Horticultural Scientist Air Quality Consultant Ambulance Care Assistant Anatomical Pathology Technologist Animal Technician Arborist Aromatherapist Audiologist Beauty Therapist Biochemist Biologist Biomedical Scientist Biotechnologist	Crime Scene Examiner Dental Hygienist or Therapist Dental Nurse Dental Technician Dentist Dietetic Support Worker Dietitian Dispensing Optician Doctor – General Practitioner Doctor – Hospital Embalmer Emergency Call Handler Environmental Consultant Environmental Health Officer Ergonomist	Geologist Health Improvement Officer Health Visitor or Public Health Nurse Homeopath Laboratory Technician Landscaper Marine Biologist Maternity Support Worker Medical Pathologist Medical Representative Microbiologist Midwife Nanotechnologist Nature Conservationist Naturopath	Nurse - Mental Health Nursing Support Worker Occupational Therapist Oceanographer Optical Assistant Optometrist Orthodontist Orthoptist Osteopath Paramedic Personal Trainer Pharmacist Pharmacologist Pharmacy Assistant	Prosthetist or Orthotist Radiographer - Diagnostic Radiographer - Therapeutic Radiography Support Worker Reflexologist Scottish SPCA Animal Rescue Officer Scottish SPCA Inspector Speech and Language Therapist Speech and Language Therapy Support Worker Sport and Exercise Scientist Sports Therapist Sterile Services Technician Surgeon Teacher - Secondary School - Biology with Science



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)	Advanced Higher (SCQF Level 7)
Course Content	Course Content	Course Content	Course Content
<ul style="list-style-type: none"> Unit 1 Chemical Changes and Structure Unit 2 Nature's Chemistry Unit 3 Chemistry in Society Assignment – Learners will be expected to extend and apply their knowledge and understanding in unfamiliar contexts and complete an assessed assignment.	<ul style="list-style-type: none"> Unit 1 Chemical Changes and Structure Unit 2 Nature's Chemistry Unit 3 Chemistry in Society Assignment – Learners will be expected to extend and apply their knowledge and understanding in unfamiliar contexts and complete an assessed assignment.	<ul style="list-style-type: none"> Unit 1 Chemical Changes and Structure Unit 2 Researching Chemistry Unit 3 Nature's Chemistry Unit 4 Chemistry in society Assignment – Learners will be expected to extend and apply their knowledge and understanding in unfamiliar contexts and complete an assessed assignment	<ul style="list-style-type: none"> Unit 1 Inorganic and Physical Chemistry Unit 2 Organic Chemistry and instrumental analysis Unit 3 Researching chemistry Assignment – Learners will be expected to extend and apply their knowledge and understanding in unfamiliar contexts and complete an assessed assignment
Additional Information			
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.	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. These skills will all be combined when carrying out a practical assignment and during the SQA examination at the end of the year.	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. These skills will all be combined when carrying out a practical assignment and during the SQA examination at the end of the year.	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 when carrying out an assessed project and during the SQA examination.
Course Assessment			
Internally assessed	This course has a 'final' externally assessed SQA exam.	This course has a 'final' externally assessed SQA exam.	This course has a 'final' externally assessed SQA exam.
Possible career path			
Click here for more information on career options			



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)	Advanced Higher (SCQF Level 7)
Course Content			
<ul style="list-style-type: none"> Unit 1 Electricity and Energy Unit 2 Waves and Radiation Unit 3 Dynamics and Space Assignment – Learners will be expected to extend and apply their knowledge and understanding in unfamiliar contexts and complete an assessed assignment.	<ul style="list-style-type: none"> Unit 1 Electricity and Energy Unit 2 Waves and Radiation Unit 3 Dynamics and Space Assignment – Learners will be expected to extend and apply their knowledge and understanding in unfamiliar contexts and complete an assessed assignment.	<ul style="list-style-type: none"> Unit 1 Our Dynamic Universe Unit 2 Particles and Waves Unit 3 Electricity Unit 4 Researching Physics Assignment – Learners will be expected to extend and apply their knowledge and understanding in unfamiliar contexts and complete an assessed assignment	<ul style="list-style-type: none"> Unit 1 Rotational Motion and Astrophysics Unit 2 Quanta and Waves Unit 3 Electromagnetism Unit 4 Investigating Physics Assignment – Learners will be expected to extend and apply their knowledge and understanding in unfamiliar contexts and complete an assessed assignment
Additional Information			
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.	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; <ul style="list-style-type: none"> -How do rockets take off and land? -Why do F1 cars travel at such high speeds? -Why is radioactivity dangerous? The course focuses on the following topics; Waves, radioactivity, Dynamics, Energy, Space and Electricity.	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; <ul style="list-style-type: none"> -Time travel is possible but how can it happen? -What will happen to our Universe in the future? -Why do particle accelerators explain how the Universe began? The course focuses on the following topics; Dynamics, Space, Electricity, Particles and Waves.	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; <ul style="list-style-type: none"> -Why quantum Physics the future of digital technology? -How do the Northern lights appear in our atmosphere? -What is Space-time and how do we use it? The course focuses on the following topics; Rotational motion, Astrophysics, Quantum Physics, Waves and Electromagnetism.
Course Assessment			
Internally assessed	This course has a 'final' externally assessed SQA exam.	This course has a 'final' externally assessed SQA exam.	This course has a 'final' externally assessed SQA exam.
Possible career path Click here for more information on career options			



National 4 (SCQF Level 4)		National 5 (SCQF Level 5)		
Course Content		Course Content		
<ul style="list-style-type: none"> Unit 1 Circuit Design Unit 2 Circuit Simulation Unit 3 Circuit Construction <p>Added Value Unit – Developing an Electronic solution: Learners will be expected to extend and apply their knowledge and understanding in unfamiliar contexts and complete an assessed assignment.</p>		<ul style="list-style-type: none"> Unit 1 Circuit Design Unit 2 Circuit Simulation Unit 3 Circuit Construction <p>Assignment – assessed through a practical activity requiring application of knowledge and skills from the Units to solve an appropriately challenging electronics problem.</p>		
Additional Information				
<p>National 5 Electronics allows learners to develop the practical skills necessary to be successful in a world increasingly dependent on engineering and pioneering technology. Throughout the course of the year learners will engage with programs used to simulate solutions to electrical engineering problems, develop practical wiring techniques and perfect their circuit construction and soldering skills through a range of different activities. All culminating in a project that forms the backbone of the course assessment.</p>				
Course Assessment				
Internally assessed		This course has a 'final' externally assessed SQA exam.		
Possible career path				
Click here for more information on the career options below				
Aerospace Engineer Air Traffic Controller Aircraft Mechanic or Engineer Airline Pilot Architect Architectural Technologist Astronomer or Astrophysicist Automotive Engineer BIM Technician Broadcast Engineer CAD Technician Cardiac Physiologist Chemical Engineer Chemical Engineering Technician Civil Service Administrator - Fast Stream Clinical or Biomedical Engineer Clinical Perfusionist Control and Instrument Engineer Crime Scene Examiner	Data Scientist Dental Technician Dentist Design Engineer Dispensing Optician Doctor – General Practitioner Doctor – Hospital Drilling Engineer Electrical Engineer Electrical or Electronic Engineering Technician Electronics Engineer Field Service Technician Games Programmer Gas Service Engineer Geologist Geophysicist Helicopter Pilot Laboratory Technician Lighting Technician	Lightning Conductor Engineer Manufacturing Systems Engineer Marine Engineer Materials Scientist or Engineer Mathematician Mechanical Engineer Mechanical Engineering Technician Medical Field Service Engineer Medical Pathologist Medical Physicist Merchant Navy Engineering Officer Meteorologist Mining Engineer Mudlogger Nanotechnologist Naval Architect Neurophysiologist Nuclear Engineer Oceanographer	Offshore Service Technician Operational Research Officer Optometrist Orthodontist Petroleum or Reservoir Engineer Physicist Plant Fitter Product Designer Radiographer - Diagnostic Radiographer - Therapeutic Railway Maintenance Engineering Technician - Electrification and Plant Railway Maintenance Engineering Technician - Overhead Line Railway Maintenance Engineering Technician - Signalling	Renewable Energy Engineer Respiratory Physiologist ROV Pilot Technician Security Systems Installer Software Engineer or Developer Sound Technician Sport and Exercise Scientist Structural Engineer Structural Engineering Technician Subsea Engineer Surgeon Teacher - Secondary School - Physics with Science Telecommunications Engineer Toolmaker Toolpusher Train Maintenance Technician Veterinary Nurse Veterinary Surgeon Waste Energy Engineer

**National 5****(SCQF Level 5)****Course Content****Mandatory units:**

- Careers Using Laboratory Science
- Working in a Laboratory
- Practical Skills
- Practical Investigation

Additional Information

The National 5 Laboratory Science Course allows learners to develop basic practical laboratory skills such as preparing chemical solutions, chemical analysis, microbiology, and radioactivity. The course also focuses on Science based careers, enhancing employability skills and attitudes valued by employers and helping to prepare learners for the workplace.

Course Assessment

Internally assessed

Possible Career Paths

- National Certificate group awards in Applied Science
- Suitable training/employment in science laboratories
- Further/Higher Education



National 4 (SCQF Level 4)		National 5 (SCQF Level 5)		
Course Content		Course Content		
<p>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.</p> <ul style="list-style-type: none"> • 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		Additional Information		
Course Assessment				
Internally assessed		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 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)	Advanced Higher (SCQF Level 7)
Course Content	Course Content	Course Content	Course Content
<ul style="list-style-type: none"> 2D Graphic Communication 3D and Pictorial Graphic Communication Develop skills in graphic communication techniques, including the use of equipment, materials and software Extend and apply knowledge and understanding of graphic communication standards, protocols and conventions. Develop an understanding of the impact of graphic communication technologies on our environment and society <p>Added Value Unit: Graphic Communication Assignment</p>	<ul style="list-style-type: none"> 2D Graphic Communication 3D and Pictorial Graphic Communication Develop skills in graphic communication techniques, including the use of equipment, materials and software Extend and apply knowledge and understanding of graphic communication standards, protocols and conventions. Develop an understanding of the impact of graphic communication technologies on our environment and society <p>Added Value Unit: Graphic Communication Assignment</p>	<ul style="list-style-type: none"> 2D Graphic Communication 3D and Pictorial Graphic Communication Replicating familiar and some new graphic forms with some complex features in 2D, 3D and pictorial representations Applying recognised graphic communication standards, protocols and conventions in straightforward but unfamiliar contexts Initiating, planning and producing preliminary, production, promotional, and informational graphics in both familiar and new contexts, with some complex features Applying graphic design skills, including creativity, when developing solutions to graphics tasks with some complex features Understanding the application of colour, illustration and presentation techniques in a broad range of graphics contexts Critically reviewing graphics work as it progresses and evaluating completed task work suggesting strategies for improvement Extending visual literacy by interpreting unfamiliar graphic communications – some with complex features or combinations of views Extending graphic spatial awareness in unfamiliar 2D, 3D and pictorial graphic situations including those with complex features Selecting, managing, and using graphic communication equipment, software and materials effectively across tasks Understanding a broad range of computer-aided graphics techniques including commercial/industrial practice An informed understanding of the impact of graphic communication technologies on our environment and society and their likely impact in the future Added Value Unit: Graphic Communication Assignment 	<p>Technical Graphics</p> <ul style="list-style-type: none"> Commercial and Visual Media Graphics Enquiry, research and evaluation in the commercial contexts of graphic communication Critical understanding of the impact of advanced graphic communication technologies and activities on our environment and society Skills in applying graphic communication design principles and techniques in the various contexts of commercial activity Skills in the use of software applications in producing creative, meaningful and effective graphic items and solutions to contextualised problems and challenges Skills in creatively applying graphic presentation work and animation techniques to satisfy the needs of commercial activities and those of their audiences
Course Assessment			
Internally assessed	This course has a 'final' externally assessed written SQA exam and SQA Assignment.	This course has a 'final' externally assessed written SQA exam and SQA Assignment.	This course has a 'final' externally assessed written SQA exam and SQA Assignment.
Possible career path Click here for more information on the career options below			
Animator Architect Architectural Technologist BIM Technician Building Services Engineer Building Standards Surveyor Building Technician Cabinet Maker CAD Technician Cartographer	Civil Engineer Civil Engineering Technician Clinical or Biomedical Engineer Construction Manager or Site Manager Craft Designer or Worker Design Engineer Digital Imaging Specialist Ergonomist Exhibition Designer Film Media Technician	Fine Artist Floor Manager – Television Front End Developer Games Designer Games Programmer Games Tester Graphic Designer Illustrator Interior Designer Landscape Architect	Medical Physicist Model Maker Naval Architect Picture Researcher Pre-press Operator Product Designer Prop Maker Rehabilitation Engineer Scientific or Technical Illustrator Set Designer
			Special Effects Technician Storyboard Artist Structural Engineer Teacher - Secondary School - Art and Design Teacher - Secondary School - Technological Education Technical Author Technical Surveyor Town Planning Assistant or Technician



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"> Design and Manufacture: Design Design and Manufacture: Materials and Manufacturing Evaluating, with guidance, existing products Using, with guidance, a selected range of research techniques Applying, with guidance, a range of basic idea generation techniques Writing a simple specification Selecting and using, with guidance, a range of tools, equipment, software and materials in designing, making and testing models, prototypes and products Applying creative design skills, when refining and resolving simple product design tasks Using graphic techniques to visually represent design solutions in simple contexts Using simple modelling/manufacturing techniques to show ideas in three dimensions planning, with guidance, a simple manufacturing process Contributing to the evaluation of their own design proposals and associated manufacturing practicalities, and make suggestions for improvement Basic knowledge of the impact of design and manufacturing technologies on our environment and society Basic knowledge of the factors that influence the design and manufacture of artefacts and products Basic knowledge of manufacturing processes and the properties and uses of materials Added Value Unit : Design and Manufacture Assignment 		<ul style="list-style-type: none"> Design and Manufacture: Design Design and Manufacture: Materials and Manufacturing Researching and evaluating existing product types Selecting and using a range of research techniques and evaluating their usefulness Selecting and applying a range of idea generation techniques Writing a detailed specification based on function and performance Applying a range of creative design skills when refining and resolving product design tasks which encompass a range of key design factors Selecting and using graphic techniques to visually represent design solutions, justifying the chosen selection of techniques Selecting, using and evaluating a range of simple modelling and manufacturing techniques to represent design ideas in three dimensions Planning a manufacturing process and analysing its effectiveness Selecting and using a range of tools, equipment, software and materials in designing, making and testing models and prototypes Evaluating their own design proposals and associated manufacturing practicalities, and applying suggestions for improvement A broad understanding of the impact of a range of design and manufacturing technologies on our environment and society Critically evaluating a range of factors that influence the design and manufacture of products Understanding of a broad range of industrial and commercial manufacturing processes and the properties and uses of materials Added Value Unit : Design and Manufacture Assignment 			
Course assessment					
Internally assessed	This course has a 'final' externally assessed written SQA exam and SQA Assignment.	This course has a 'final' externally assessed written SQA exam and SQA Assignment.			
Possible career path					
Click here for more information on the career options below					
Aerospace Engineer	Construction Manager or Site Manager	Gas Service Engineer	Musical Instrument Technologist	Sheet Metal Worker	
Air Conditioning Engineer	Control and Instrument Engineer	Heat Treatment Operative	Naval Architect	Special Effects Technician	
Aircraft Mechanic or Engineer	Craft Designer or Worker	Interior Designer	Nuclear Engineer	Stagehand	
Architect	Dental Technician	Joiner or Carpenter	Offshore Service Technician	Structural Engineer	
Architectural Technologist	Design Engineer	Landbased Service Engineer	Patent Attorney	Structural Engineering Technician	
Automotive Engineer	Driller	Landscape Architect	Patent Examiner	Subsea Engineer	
BIM Technician	Drilling Engineer	Lightning Conductor Engineer	Pattern Cutter or Grader	Tailor or Dressmaker	
Blacksmith	Electrical Engineer	Locksmith	Petroleum or Reservoir Engineer	Teacher - Secondary School - Art and Design	
Broadcast Engineer	Electrical or Electronic	Manufacturing Systems Engineer	Plant Fitter	Teacher - Secondary School - Technological Education	
Building Services Engineer				Telecommunications Engineer	
Building Technician				Toolmaker	



<p align="center">National 4 (SCQF Level 4)</p>	<p align="center">National 5 (SCQF Level 5)</p>
<p align="center">Prior Requirements</p>	<p align="center">Minimum Requirements</p>
<p>A key feature of this course is the emphasis on experiential learning. This means learning through practical experience and learning by reflecting on experience. Candidates would normally be expected to have:</p> <ul style="list-style-type: none"> - an interest in engineering - an ability to work in numeracy and literacy at SCQF level 3 - some aptitude for graphical forms of communication 	<p>A key feature of this course is the emphasis on experiential learning. This means learning through practical experience and learning by reflecting on experience. It would be beneficial if candidates embarking on the Course demonstrated: - an interest in engineering - an ability to work in numeracy and literacy at SCQF level 4 - some aptitude for graphical forms of communication</p>
<p align="center">Progression</p>	<p align="center">Progression</p>
<ul style="list-style-type: none"> - Scottish Progression Award in Engineering (National 5) - SVQs and Modern Apprenticeships in Engineering areas - Relevant programmes in further education colleges - Suitable training/employment 	<ul style="list-style-type: none"> - SVQs and Modern Apprenticeships in Engineering areas - Relevant programmes in Further Education colleges - Suitable training/employment
<p align="center">Course Content</p>	<p align="center">Course Content</p>
<p>Compulsory units:</p> <p>Mechanical</p> <p>Electrical/Electronic</p> <p>Fabrication</p> <p>Manufacture and Assembly</p>	<p>Compulsory units:</p> <p>Mechanical and Fabrication</p> <p>Electrical and Electronic Maintenance</p> <p>Design and Manufacture</p> <p>Maintenance</p>
<p align="center">Course Assessment</p>	
<p>Assessment of this NC is through a series of theoretical and practical assessments or tasks. Some assessments will be carried out under supervised open-book conditions.</p>	



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"> Engineering Science: Engineering contexts and challenges Engineering Science: Electronics and control Engineering Science: Mechanisms and structures analysing engineering problems designing, developing, simulating, building, testing and evaluating solutions to engineering problems in a range of contexts investigating and evaluating existing and emerging technologies communicating engineering concepts clearly and concisely, using appropriate terminology knowledge of the many types of engineering knowledge of the wide role and impact of engineering on society and the environment knowledge of the workings of a range of engineered objects knowledge and understanding of key concepts related to electronic and microcontroller-based systems and their application knowledge and understanding of key concepts related to mechanical, structural and pneumatic systems and their application knowledge of the relevance of energy, efficiency and sustainability to engineering problems and solutions applying engineering knowledge and skills in a range of contexts Added Value Unit : Engineering Science Assignment 		<ul style="list-style-type: none"> Engineering Science: Engineering contexts and challenges Engineering Science: Electronics and control Engineering Science: Mechanisms and structures analysing engineering problems with some complex features designing, developing, simulating, building, testing and evaluating solutions to engineering problems in a range of contexts investigating and evaluating existing and emerging technologies communicating engineering concepts clearly and concisely, using appropriate terminology knowledge and understanding of: <ul style="list-style-type: none"> — the many types of engineering — the wide role and impact of engineering on society and the environment — the workings of a range of engineered objects — key concepts related to electronic and microcontroller-based systems, and their application — key concepts related to mechanical, structural and pneumatic systems, and their application — the relevance of energy, efficiency and sustainability to engineering problems and solutions applying engineering knowledge, understanding and skills in a range of contexts Added Value Unit : Engineering Science Assignment 		
Additional Information	Additional Information			
Internally assessed	This course has a 'final' externally assessed written SQA exam and SQA Assignment.	This course has a 'final' externally assessed written SQA exam and SQA Assignment.		
Possible career path				
Click here for more information on the career options below				
Aerospace Engineer Air Conditioning Engineer Aircraft Mechanic or Engineer Architect Architectural Technologist Automotive Engineer BIM Technician Broadcast Engineer Building Services Engineer Building Technician CAD Technician Chemical Engineer Chemical Engineering Technician Civil Engineer Civil Technician	Construction Manager or Site Manager Control and Instrument Engineer Design Engineer Driller Drilling Engineer Electrical Engineer Electrical or Electronic Engineering Technician Electrician Electricity Distribution Worker Electronics Engineer Engineering Machine Operator Ergonomist Gas Service Engineer Heat Treatment Operative	Interior Designer Landbased Service Engineer Landscape Architect Lightning Conductor Engineer Lighting Technician Manufacturing Systems Engineer Marine Engineer Mechanical Engineer Mechanical Engineering Technician Medical Field Service Engineer Medical Physicist Merchant Navy Engineering Officer Musical Instrument Technologist Naval Architect Nuclear Engineer	Offshore Service Technician Pattern Cutter or Grader Petroleum or Reservoir Engineer Plant Fitter Product Designer Refrigeration Engineer Rehabilitation Engineer Renewable Energy Engineer Sheet Metal Worker Special Effects Technician Stagehand Structural Engineer Structural Engineering Technician Subsea Engineer Teacher - Secondary School - Science	Teacher - Secondary School - Technological Education Telecommunications Engineer Toolmaker Waste Energy Engineer



National 4 (SCQF Level 4)		National 5 (SCQF Level 5)		Higher (SCQF Level 5)
Course Content		Course Content		Course Content
<p>In the physical environments 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>In Human environments you will study world population and development and discover how are cities and rural areas are changing in our modern world.</p> <p>In Global Issues you will investigate the causes, impacts and management strategies for diseases affecting both the developing and developed world including malaria and you will also study how earthquakes, volcanoes and tropical storms are caused and how they impact on people and the environment.</p> <p>Added value assignment- 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>In the physical environments 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. In Human environments you will study world population and development and discover how are cities and rural areas are changing in our modern world.</p> <p>In Global Issues you will investigate the causes, impacts and management strategies for diseases affecting both the developing and developed world including malaria and you will also study how earthquakes, volcanoes and tropical storms are caused and how they impact on people and the environment.</p> <p>Added value assignment- 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>In Physical environments you will study the Atmosphere, Hydrosphere, Lithosphere & 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>In Human environments you will examine the impact of changing population on a country's development, how cities are changing in our modern world, why people migrate including the impact of migration on different countries and the impact of global issues such as deforestation on people and the environment.</p> <p>In Global Issues you will study the causes and impacts of climate change and disease (malaria) and evaluate different ways of managing/preventing these global issues.</p> <p>Geographical Skills: You will develop skills in OS mapping and interpreting numerical and graphical information and you will apply these to an urban planning problem and you will complete an Added value assignment on a geographical topic of your choice allowing you to demonstrate your skills in geographical techniques</p>
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				
Click here for more information on the career options below				
Archaeologist Cartographer Countryside Ranger or Warden Drilling Engineer Economic Development Officer	Environmental Consultant Geologist Geophysicist Landscape Architect Marine Biologist Meteorologist	Mining Engineer Nature Conservationist Oceanographer Surveyor - Building Surveyor - Hydrographic Surveyor - Land or Geomatics	Surveyor - Minerals or Waste Management Surveyor - Planning and Development Surveyor - Quantity Surveyor - Rural Practice Surveyor - Valuation	Teacher - Secondary School - Geography Technical Surveyor Town Planner Town Planning Assistant or Technician



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)	Advanced Higher (SCQF Level 7)
Course Content	Course Content	Course Content	Course Content
<ul style="list-style-type: none"> Historical Study: Scottish Historical Study: British Historical Study: European and the World <p>+ Added Value Assessment (AVA)</p> <p>In this unit, learners will exercise choice in selecting a topic for personal study drawn from Scottish, British, or European and World contexts.</p> <p>Pupils studying National History study a wide range of topics. They will examine the Civil Rights Movement in America in the 20th Century covering topics such as protests led by Martin Luther King. In the Scottish Topic they will study the effects of WW1 on Scottish society, looking at the impact of the war on both civilians and soldiers. Lastly the British topic focuses on the era of the Industrial Revolution and charts the dramatic changes in British society across that time focusing on topics ranging from coal mining to the suffragettes. Through it all they will be developing their ability to analyse and evaluate historical sources. They will also develop their literacy skills and ability to transform detailed information into concise, clear pieces of writing. These highly valued skills are necessary for many modern careers.</p>	<ul style="list-style-type: none"> Historical Study: Scottish Historical Study: British Historical Study: European and the World <p>+ Added Value Assessment (AVA)</p> <p>In this unit, the assignment will require learners to extend and apply their knowledge and skills and will be sufficiently open and flexible to allow for personalization and choice.</p> <p>Pupils studying National History study a wide range of topics. They will examine the Civil Rights Movement in America in the 20th Century covering topics such as protests led by Martin Luther King. In the Scottish Topic they will study the effects of WW1 on Scottish society, looking at the impact of the war on both civilians and soldiers. Lastly the British topic focuses on the era of the Industrial Revolution and charts the dramatic changes in British society across that time focusing on topics ranging from coal mining to the suffragettes. Through it all they will be developing their ability to analyse and evaluate historical sources. They will also develop their literacy skills and ability to transform detailed information into concise, clear pieces of writing. These highly valued skills are necessary for many modern careers.</p>	<ul style="list-style-type: none"> Historical Study: Scottish Historical Study: British Historical Study: European and the World <p>+ Added Value Assessment (AVA)</p> <p>In this unit, the assignment will require learners to extend and apply their knowledge and skills and will be sufficiently open and flexible to allow for personalization and choice</p> <p>Pupils in Higher History are given the chance to study 3 dramatic periods in History. In the European and World topic they examine the collapse of the Russian Empire and the course and causes of the two Russian Revolutions that were to transform the 20th Century. The British topic covers the rapid change in British society from 1850-1928 and seeks to explain how Britain became a more democratic nation as well as understanding what led to the creation of key aspects of our society such as the National Health Service and the welfare system. Lastly, in the Scottish topic, students examine a period where Scotland was forever transformed by migration. We study the great shift from the countryside to the city and follow Scots overseas to discover the impact they had on countries across the Empire. Through the study of this diverse and engaging content pupils will develop critical skills such as source evaluation and essay writing.</p>	<ul style="list-style-type: none"> Scotland: from the Treaty of Union to the Enlightenment, 1707–1815. <p>+ Added Value Assessment (AVA)</p> <p>In this unit, the assignment will require learners to extend and apply their knowledge and skills and will be sufficiently open and flexible to allow for personalization and choice.</p> <p>Our highly successful Advanced Higher History course allows pupils to study one topic in great depth at a level that mirrors the first year of University study. Students have the chance to develop their academic research skills and are trained in how to produce high quality, well researched essays. The topic for study is Scotland: from the Treaty of Union to the Enlightenment, 1707–1815. This covers a dynamic and exciting period of Scottish History when Scotland led the world in terms of innovation and education. Students will study the Jacobite cause in depth and learn about why the 1700s brought such dramatic change in Scotland leading to the growth of new ideas.</p>
Course Assessment			
Internally assessed	This course has a 'final' externally assessed SQA exam.	This course has a 'final' externally assessed SQA exam.	This course has a 'final' externally assessed SQA exam.
Possible career path			
Click here for more information on the career options below			
Academic researcher Academic librarian Archaeologist Archivist Broadcast journalist Civil Service administrator Heritage Centre Manager	Historic buildings inspector/conservation officer Human resources officer Information officer Library or Information Assistant Library or Information Professional Marketing executive Museum Assistant or Visitor Centre Assistant	Museum Conservation Officer Museum education officer Museum or Art Gallery Curator Museum/gallery exhibitions officer Parliamentary Assistant Policy officer Political researcher	Teacher - Secondary School - History Teacher - Secondary School - Modern Studies Solicitor Talent agent Tour Guide Tour Leader or Manager



National 4 (SCQF Level 4)		National 5 (SCQF Level 5)		Higher (SCQF Level 6)		Adv Higher (SCQF Level 7)	
Course Content		Course Content		Course Content		Course Content	
<ul style="list-style-type: none"> International Issues – Terrorism Social Issues – Crime and the Law Democracy in Scotland Added Value Assignment – A research project on a Modern Studies related topic of your choice which makes up a percentage of your grade. 		<ul style="list-style-type: none"> International Issues – Terrorism Social Issues – Crime and the Law Democracy in Scotland Added Value Assignment – A research project on a Modern Studies related topic of your choice which makes up a percentage of your grade. 		<ul style="list-style-type: none"> Social Inequality in the UK World Power – The USA Democracy in Scotland and the UK Assignment 		<ul style="list-style-type: none"> Law and Order Social Science Research Methods and Issues Dissertation 	
Course Assessment							
Internally assessed		This course has a 'final' externally assessed SQA exam.		This course has a 'final' externally assessed SQA exam.		Both the exam and dissertation will be externally assessed by the SQA.	
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.		You will work examine in depth the psychological, physiological and sociological theories as to why people offend and the impact this has on society today. You will also evaluate the responses to crime such as prisons or restorative justice and the theories that relate to these approaches. You will also study what makes effective social science research and reliable sources of information which will also benefit you in completing your own social science research-based dissertation, similar to what you will be required to complete in a large number of university courses.	
Advice Worker Advocate Advocates' Clerk Archivist Broadcast Journalist Careers Adviser Community Education Officer Copy Editor		Economic Development Officer Government Intelligence Officer or Analyst Journalist or Reporter Judge or Sheriff Library or Information Assistant Library or Information Professional Local Government Officer Member of Parliament		Paralegal Parliamentary Assistant Police Officer Procurator Fiscal Producer – Radio Radio Broadcast Assistant Reporter to the Children's Panel Researcher – Broadcasting		Runner Social Worker Solicitor Sub-editor – Journalism Teacher - Secondary School - Modern Studies Trade Union Official TV or Radio Presenter	



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	
Course Content	Course Content	Course Content
<ul style="list-style-type: none"> Unit 1: World Religion Unit 2: Morality and Belief Unit 3: Religious and Philosophical questions Added Value Unit (AVU): Research project relating to a religious, moral or philosophical topic or issue. 	<ul style="list-style-type: none"> Unit 1: World Religion Unit 2: Morality and Belief Unit 3: Religious and Philosophical Questions Added Value Unit (AVU): Combines different elements of the course into overall assessment which learners are required to pass in order to achieve a course at National 5. 	
Additional Information	Additional Information	Additional Information
<p>Pupils studying National RMPS will engage in a wide range of topics that develop their critical thinking skills and provides them a breadth of knowledge applicable to a range of subjects and living in the modern world. Pupils will research, analyse and evaluate information to draw detailed, reasoned and well-structured conclusions when responding to different ideas and viewpoints.</p> <p>Unit 1: Our focus religion is Islam. Pupils will explore key Islamic beliefs and practices and gain knowledge and understanding of the impact and significance of religion today.</p> <p>Unit 2: Pupils will study Morality and Relationships. In this unit pupils will consider the following: gender roles: family, employment, religion; sexual relationships: purpose of sex, sexual consent, same sex; marriage: arranged marriages, co-habitation, same-sex marriages, divorce; equality and exploitation: religion, media.</p> <p>Unit 3: Problems of Evil and Suffering is our topic of study in this unit. Pupils will enquire philosophically into explanations for evil and suffering in the world and what problems these might present for beliefs about God. Pupils will develop their skills in analysis and evaluation of religious and non-religious beliefs and consider their own viewpoints about these big questions.</p>	<p>Pupils studying National RMPS will engage in a wide range of topics that develop their critical thinking skills and provides them a breadth of knowledge applicable to a range of subjects and living in the modern world. Pupils will evaluate and express well- structured views of contemporary moral questions and responses in detail, explaining relevant theoretical ideas.</p> <p>Unit 1: Our focus religion is Islam. Pupils will explore key Islamic beliefs and practices and gain knowledge and understanding of the impact and significance of religion today.</p> <p>Unit 2: Pupils will study Morality and Relationships. In this unit pupils will consider the following: gender roles: family, employment, religion; sexual relationships: purpose of sex, sexual consent, same sex; marriage: arranged marriages, co-habitation, same-sex marriages, divorce; equality and exploitation: religion, media.</p> <p>Unit 3: Problems of Evil and Suffering is our topic of study in this unit. Pupils will enquire philosophically into explanations for evil and suffering in the world and what problems these might present for beliefs about God. Pupils will develop their skills in analysis and evaluation of religious and non-religious beliefs and consider their own viewpoints about these big questions.</p>	
Course Assessment		
Internally assessed	This course has a 'final' externally assessed SQA exam.	
Possible career path		
Click here for more information on the career options below		
Advocate Advocates' Clerk Community Education Officer	Embalmer Judge or Sheriff Procurator Fiscal	Reporter to the Children's Panel Solicitor Teacher - Primary or Nursery School Teacher - Secondary School - Religious Education



National 4 (SCQF Level 4)		National 5 (SCQF Level 5)		Higher (SCQF Level 5)
Course Content		Course Content		Course Content
<p>This course has four mandatory units including the Added Value Unit. In all units, you will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of the unit.</p> <p>In the Living Environment unit, the key areas covered are: interdependence; adaptation for survival; the impact of population growth and natural hazards on biodiversity; and the nitrogen cycle and the environmental impact of fertilisers.</p> <p>In the Sustainability unit, the key areas covered are: the sustainability of key natural resources and possible implications for human activity; the interaction between humans and the environment and the impact of human activity on an area; the role of agriculture in the production of food and raw material and its environmental impacts and sustainability; society's energy needs and the impact of developments in transport infrastructure in a selected area; and development of sustainable systems.</p> <p>In the Earth's Resources unit, the key areas covered are: the responsible use and conservation of non-renewable and renewable resources; the formation and use of fossil fuels; the derivation and uses of materials derived from crude oil; the risks and benefits of different energy sources, including those produced from plants; the carbon cycle and processes involved in maintaining the balance of gases in the air, and the causes and implications of changes in the balance.</p> <p>Added Value Unit assignment</p>		<p>You will gain an understanding of environmental science through a variety of approaches, including practical activities such as field work and experiments. You will research topics, apply scientific skills and communicate information related to your findings, which develops skills of problem solving and scientific literacy. This course would particularly appeal to anyone with an interest in science subjects and/or geography/geology and/or Engineering science and/or environmental law</p> <p>The course content includes the following areas of environmental science:</p> <p>Living environment This unit will examine the fragile ecosystems we have on our planet, how they interact, how their survival can be threatened and how we can protect them.</p> <p>Earth's resources This unit will examine the earth systems of the geosphere (structure of the earth and rock as a resource), hydrosphere (use and management of earth's water resources), biosphere (ocean and freshwater resources) and atmosphere (uses of oxygen and nitrogen and harnessing wind for renewable energy)</p> <p>Sustainability This unit will consider the impact of a rapidly increasing world population on our resources and develop your understanding of how we can sustainably manage our food supplies (food security, GM & organic farming, intensive fishing and marine conservation), water supplies (contamination, overuse and conservation), energy (responsible use and conservation of renewable and non-renewable resources and impacts of climate change) and waste (reduce, reuse, recycle)</p>		N/A
Course Assessment				
Internally assessed		This course has a 'final' externally assessed SQA exam.		N/A
Possible career path				
<p>Click here for more information on the career options below</p>				
Commercial horticulturist	Environmental health practitioner	Minerals surveyor	Transport planner	Agriculture
Environmental consultant	Horticultural consultant	Nature conservation officer	Waste management officer	Aquaculture and fishing
Environmental education officer	Horticultural therapist	Recycling officer	Water engineer	Environmental and rural resource management
Environmental engineer	Landscape architect	Sustainability consultant	Water quality scientist	Environmental services
Amenity horticulturist	Surveying	Town planner	Civil engineering	Forestry
Conservation		Toxicologist	Construction	



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)	Advanced Higher (SCQF Level 7)	
Course Content				
Portfolio: <ul style="list-style-type: none"> Expressive Activity Unit Design Activity Unit Added Value Unit: <ul style="list-style-type: none"> Candidates will develop works of Art and Design based on their portfolio units to achieve a course award at National 4 (dependent on quality) A critical activity component is also included	Portfolio: <ul style="list-style-type: none"> Expressive Activity Unit Design Activity Unit Added Value Unit: <ul style="list-style-type: none"> Candidates will develop works of Art and Design based on their portfolio units to achieve a course award at National 5 (dependent on quality) A critical activity component is also included 	<ul style="list-style-type: none"> Expressive Activity Design Activity 	Pupils will work to create and develop a portfolio of art work in a variety of media from a range of stimuli. This course is particularly suited for those wishing to pursue a career in Art & Design	
Course Assessment				
<ul style="list-style-type: none"> Assessment is based on the Portfolio and Critical elements. Students who do not reach National 4 standard may be assessed for an award at National 3 	<ul style="list-style-type: none"> Assessment is based on the Portfolio and QuestionPaper 	<ul style="list-style-type: none"> Course Assessment is based on a Portfolio of both Expressive and Design Activity work and a Question Paper. 		
Possible career path Click here for more information on the career options below				
Animator Architect Architectural Technologist Art Therapist Auctioneer BIM Technician Ceramic Designer Character Artist Clinical Photographer Community Arts Worker Costume Designer	Craft Designer or Worker Design Engineer Digital Imaging Specialist Ergonomist Exhibition Designer Fashion Designer Fine Artist Florist Front End Developer Furniture Designer Games Designer	Garment Technologist Glass Designer or Maker Graphic Designer Illustrator Interior Designer Jewellery Designer Landscape Architect Make-up Artist Model Maker Museum Conservation Officer Museum or Art Gallery Curator	Pattern Cutter or Grader Photographer Photographic Stylist Photographic Technician Picture Framer Picture Researcher Pre-press Operator Product Designer Prop Maker Scenic Artist Scientific or Technical Illustrator	Sculptor Set Designer Signwriter Special Effects Technician Storyboard Artist Tattooist Teacher - Secondary School - Art and Design Textile Designer Visual Merchandiser Wardrobe Assistant - Film, TV or Theatre Web Designer



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)	Advanced Higher (SCQF Level 7)
Course Content	Course Content	Course Content	Course Content
N/A	N/A	<p>Through this course students learn how to plan and carry out practical photographic work. They investigate selected photographers' work and practice and explain how external influences impact on these. They use this understanding of photographers and their work when developing their own personal approaches to photography. They learn and apply a range of image-making techniques. Students develop their creative problem-solving skills as they resolve visual and technical problems. They also reflect on and</p>	N/A
Course Assessment			
		<p>The course is assessed through a question paper where students are assessed in their ability to demonstrate knowledge and understanding of the photography techniques as well as analysing examples of photography</p> <p>They will also complete a project which will assess students' ability to integrate and apply their creative and technical skills and their knowledge and understanding of photographic practice and covers</p>	
Possible career path			
Click here for more information on the career options below			
<p>Medical illustrator Fashion Photographer Journalistic Photographer Advertising Photographer Magazine Photographer Photographic Stylist</p>	<p>Photographic technician Private Investigator Scenes of crimes Photographer TV or Film Camera Operator TV or Film Director Cinematographer</p>		



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)	Advanced Higher (SCQF Level 7)
Course Content	Course Content	Course Content	Course Content
<ul style="list-style-type: none"> Drama Skills Drama: Production Skills Added Value Unit : Drama: Performance	<ul style="list-style-type: none"> Drama Skills Drama: Production Skills Added Value Unit : <ul style="list-style-type: none"> Drama: Performance 	<ul style="list-style-type: none"> Drama Skills Drama: Production Skills 	<ul style="list-style-type: none"> Drama Skills Drama: Production Skills
Course Assessment			
Course is assessed through Performance evidence from the Units of the Course	Course is assessed by a Performance, a Question Paper and evidence from the Units of the Course	<ul style="list-style-type: none"> Course is assessed by a Question Paper and a Practical Examination. 	<ul style="list-style-type: none"> Course is assessed by a Project and a Practical Examination.
Possible career path			
Click here for more information on the career options below			
Actor Arts Administrator Camera Operator Choreographer Community Arts Worker Dancer	Dramatherapist Floor Manager – Television Holiday Centre Worker Lighting Technician Producer – TV or Film Production Assistant	Prop Maker Runner Set Designer Stage Manager Stagehand Stunt Performer	Teacher - Secondary School - Drama Teacher - Secondary School - English TV or Film Director TV or Radio Presenter Wardrobe Assistant - Film, TV or Theatre



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)	Advanced Higher (SCQF Level 7)
Course Content	Course Content	Course Content	Course Content
<u>Music:</u> <ul style="list-style-type: none"> Music: Performing Skills Music: Composing Skills Understanding Music 	<u>Music:</u> <ul style="list-style-type: none"> Music: Performing Skills Music: Composing Skills Understanding Music 	<u>Music:</u> <ul style="list-style-type: none"> Music: Composing Music: Listening Music: Performing 	<u>Music:</u> <ul style="list-style-type: none"> Music: Composing Music: Listening Music: Performing or Technology Folio
Course Assessment			
Added Value Unit: <ul style="list-style-type: none"> Performance on 2 instruments/voice 	Course assessment: Performance of 8 minutes on 2 instruments/voice and a Question Paper	<ul style="list-style-type: none"> Course is assessment: Performance of 12 minutes on 2 instruments/voice and a Question Paper 	Course is assessed through a Performance / Technology Folio and a Question Paper . Candidates will also produce an analytical project.
Possible career path			
Click here for more information on the career options below			
Arts Administrator Community Arts Worker	Music Promotions Manager Music Therapist	Musician - Popular Piano Tuner	Singer - Classical Singer - Popular



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)
Course Content		
Candidates must complete 3 units: <ul style="list-style-type: none"> • Music Technology Skills • Understanding 20th & 21st Century Music (pop & modern music) • Music Technology in context And an added Value unit: Music Technology project	Assignment 70 marks <ul style="list-style-type: none"> • Plan a music technology production • Create a master Audio recording using at least 2 mikes • Evaluate progress and outcome using a log and a report Question Paper 30 Marks Understanding 20th and 21st Century Music styles, genres and relevant technology concepts	Assignment 70 marks <ul style="list-style-type: none"> • Plan a music technology production • Create a master recoding using at least 2 genres of recording • Evaluate progress and outcome using a log and a report Question Paper 30 Marks Understanding 20th and 21st Century Music styles, genres and relevant technology concepts
Course Assessment		
<ul style="list-style-type: none"> • Course is assessed by a Technology assignment and evidence from the units of the Course. 	<ul style="list-style-type: none"> • Course is externally assessed by a Technology assignment, a Question Paper and evidence from the Units of the Course 	<ul style="list-style-type: none"> • Course is externally assessed by a Technology assignment, a Question Paper and evidence from the Units of the Course
Possible career path Click here for more information on the career options below		
Broadcast Engineer Community Arts Worker Composer or Songwriter Disc Jockey – DJ Film or Video Editor Music Promotions Manager	Music Therapist Musical Instrument Technologist Piano Tuner Producer – Radio Production Assistant Radio Broadcast Assistant	Roadie Runner Sound Technician Stage Manager Teacher - Secondary School - Music



**National Progression Award
(SCQF Level 6)**

Minimum Requirements

Successful completion of Drama BGE experiences and outcomes. Demonstrable Practical skills at an appropriate level. All candidates must be prepared to work independently, to attend rehearsals and engage with the coursework.

Progression

Higher Drama

Further National Progression Awards

Further study at FE college / university

Employment / training

Course Content

The course consists of two units, Theatre Skills in Performance and Professional Theatre in Context. The course aims to enable the learners to:

- | | |
|--|--|
| <ul style="list-style-type: none"> develop a range of appropriate skills in voice, movement, acting and stagecraft integrate voice, movement, acting and stagecraft in production work with text work in rehearsal and performance creatively and innovatively | <ul style="list-style-type: none"> work cooperatively in teams develop adaptability skills develop an understanding of theatre practice develop an ability to respond to direction explore and develop an awareness of the self |
|--|--|

Additional Information

These are highly practical courses requiring motivation and commitment. Assessment is based on a variety of practical experiences, projects and written reports.

The course is assessed through:

- | | |
|--|---|
| <ul style="list-style-type: none"> Restricted response questions. Practical exercises and practical assignment. Written and/or oral report. | <ul style="list-style-type: none"> Written/oral assignment. Written/oral extended response. |
|--|---|



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	
Course Content		
<p>Mandatory units</p> <ul style="list-style-type: none"> • Child Development • Play in Early Education and Childcare • Working in Early Education and Childcare <p>Optional units</p> <ul style="list-style-type: none"> • Parenting • First Aid <p>Care of Children</p>	<p>Mandatory units</p> <ul style="list-style-type: none"> • Child Development and Health • Play in Early Education and Childcare • Working in Early Education and Childcare <p>Optional units</p> <ul style="list-style-type: none"> • Parenting • First Aid • Care and Feeding of Children 	
Course Assessment		
<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>	
Possible career path		
Click here for more information on the career options below		
<p>Care Home Manager Childminder Children’s Holiday Representative Classroom Assistant - Primary or Nursery School</p>	<p>Community Education Officer Learning Support Assistant Lecturer - Further Education Nanny</p>	<p>Nursery Worker Play-worker or Play Assistant Teacher - Secondary School – Learning Support and Behaviour Support</p>



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)	Advanced Higher (SCQF Level 7)
Course Content	Course Content	Course Content	Course Content
<ul style="list-style-type: none"> Unit 1 Performance Skills Unit 2 Factors Impacting on Performance <p>Added Value Unit:</p> <ul style="list-style-type: none"> Performance 	<ul style="list-style-type: none"> Unit 1 Performance Skills Unit 2 Factors Impacting on Performance <p>Added Value Unit:</p> <ul style="list-style-type: none"> Performance 	<ul style="list-style-type: none"> Unit 1 Performance Skills Unit 2 Factors Impacting on Performance Course assessment 	N/A
Course Assessment			
Assessment is based on demonstration of performance skills and Portfolio showing knowledge of factors that impact on performance	Assessment is based on demonstration of performance skills and a Portfolio showing knowledge of factors that impact on performance	Assessment is based on an examination of Practical Performance and a Written Question Paper	
Possible career path			
Click here for more information on the career options below			
Army – Officer Army – Soldier Bodyguard Diver Firefighter Fitness Instructor Gym Instructor Lifeguard or Pool Attendant	Outdoor Activities Instructor or Leader Personal Trainer Physiotherapist Physiotherapy Support Worker Police Officer Psychologist - Sport and Exercise Royal Air Force Airman or Airwoman Royal Air Force Officer	Royal Marine Royal Marines Officer Royal Navy Officer Royal Navy Rating Sport and Exercise Scientist Sports Coach or Instructor Sports Development Officer Sports or Leisure Centre Assistant	Sports or Leisure Centre Manager Sports Professional Sports Therapist Stunt Performer Swimming Teacher Teacher - Secondary School - Physical Education Yoga Teacher



National 5

(SCQF Level 5)

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.

Additional Information



**National 5
(SCQF Level 5)**

Course Content

- To develop cake baking skills and techniques
- To develop creative cake finishing techniques
- To follow safe and hygienic working practices
- To develop knowledge and understanding of cake design and follow trends in cake production
- To acquire and use organizational skills in the context of managing time and resources

Course Assessment

There will also be a written assessment worth 25% of the final mark.

Possible career path

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

Baker or Confectioner	Chef or Cook	Health and Safety Inspector	Personal Trainer
Biochemist	Dietetic Support Worker	Health Improvement Officer	Sports Coach or Instructor
Biologist	Dietitian	Health Visitor or Public Health Nurse	Teacher - Secondary School - Home Economics
Biotechnologist	Distillery Worker	Laboratory Technician	Technical Brewer
Brewery Worker	Environmental Health Officer	Lecturer - Further Education	Technical Distiller
Butcher	Food Counter Assistant	Meat Process Worker	Trading Standards Officer
Catering Manager	Food Scientist or Technologist		



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)	Higher (SCQF Level 6)
Course Content	Course Content	Course Content
Three units <ol style="list-style-type: none"> Food for Health. To develop knowledge and understanding of the link between food, nutrition and health. Food Product Development To develop knowledge and understanding of the functional properties of ingredients in food and their use in developing new food products. Contemporary Food Issues To develop knowledge and understanding of factors which may affect consumer food choice. 	Three units <ol style="list-style-type: none"> Food for Health. To develop knowledge and understanding of the link between food, nutrition and health. Food Product Development To develop knowledge and understanding of the functional properties of ingredients in food and their use in developing new food products. 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. Two Units <ol style="list-style-type: none"> Consumer Studies Resource Management
Course Assessment		
Course assignment is a question paper and added value unit to produce a food product for a given brief.	Course assignment is a question paper and to produce a food product for a given brief.	Course assignment is a question a paper and technological project.
Possible career path Click here for more information on the career options below		
Baker or Confectioner Biochemist Biologist Biotechnologist Brewery Worker Butcher Catering Manager	Chef or Cook Dietetic Support Worker Dietitian Distillery Worker Environmental Health Officer Food Counter Assistant Food Scientist or Technologist	Health and Safety Inspector Health Improvement Officer Health Visitor or Public Health Nurse Laboratory Technician Lecturer - Further Education Meat Process Worker Personal Trainer Sports Coach or Instructor Teacher - Secondary School - Home Economics Technical Brewer Technical Distiller Trading Standards Officer



National 4 (SCQF Level 4)	National 5 (SCQF Level 5)		
Course Content	Course Content		
<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"> 1. Cookery Skills, Techniques and Processes 2. Understanding and Using Ingredients 3. Organisational Skills for Cooking <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"> 1. Cookery Skills, Techniques and Processes 2. Understanding and Using Ingredients 3. Organisational Skills for Cooking <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 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>		
Course Assessment			
Internally Assessed	There will also be a written assessment worth 25% of the final mark.		
Possible career path Click here for more information on the career options below			
Baker or Confectioner Biochemist Biologist Biotechnologist Brewery Worker Butcher Catering Manager	Chef or Cook Dietetic Support Worker Dietitian Distillery Worker Environmental Health Officer Food Counter Assistant Food Scientist or Technologist	Health and Safety Inspector Health Improvement Officer Health Visitor or Public Health Nurse Laboratory Technician Lecturer - Further Education Meat Process Worker	Personal Trainer Sports Coach or Instructor Teacher - Secondary School - Home Economics Technical Brewer Technical Distiller Trading Standards Officer



School Based Course

**Involvement in this course is by invitation only*

Minimum Requirements

Pupils will be invited to join this course by their House Head. This school based course will develop skills, knowledge, experience and attributes to assist learners move confidently into the next stage of their learning and ultimately on to the workplace.

Progression

This course will give invited pupils additional skills and capabilities to allow them to become work ready.

Course Content

Course content will include:

- Employability Award
- ASDAN Bronze award
- COPE Award
- Learning and resilience strategies
- Health & Wellbeing workshops
- Additional Literacy and Numeracy awards and time
- Local employer and College links
- Extended Work Experience opportunities

Additional Information

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
- **Glasgow Caledonian University**
• <http://www.gcu.ac.uk/study/undergraduate/howtoapply/curriculumforexcellence/>
- **Heriot-Watt University**
• http://www.hw.ac.uk/documents/Undergraduate_Admissions_Policy.pdf
- **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/study/ug/>
- **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/>

Courses in Other Establishments

[MainContents](#) [CourseChoices](#)

Opportunities offered by West Lothian College 2022-23

CREATIVE COURSES					
Course Title	DAYS/TIMES	SCQF LEVEL	TARGET MARKET	ENTRY CRITERIA	PROGRESSION
SCHOOLS PORTFOLIO BUILDING COURSE	TUESDAY 5 - 8PM	LEVEL 5/6	The course is most suitable for 5th and 6th year pupils who may be intending to apply to Art College or an HNC/D at an FE College; but it may also suit some 4th year pupils.	There is no formal exam; the course work is the assessment.	Preparation for Interview for Art College or Further study at West Lothian College.
SCHOOLS FRIDAY FOLIO	FRIDAY 1.15 - 3.15PM	LEVEL 4/5	This course is open to S3 to S6 pupils who enjoy art and being creative. You don't need to do art at school to take the course.	An interest in art and design.	You will produce artwork and may take part in the end of year exhibition and sale.
SCHOOLS CREATIVE INDUSTRIES AN INTRODUCTION	FRIDAY 1.15 - 3.15PM	LEVEL 4/5	This course is for 4th or 5th pupils who are interested in the creative industries including games or app development, social media, advertising, TV, film or the creative arts.	The course is for anyone interested in the creative industries. You don't need previous experience or knowledge.	Further study at West Lothian College, including our new NC in Creative Industries at level 5
FOUNDATION APPRENTICESHIP IN CREATIVE AND DIGITAL MEDIA (YEAR ONE)	TUES/THURS 1.30 - 4.30PM (year 1) Placement 1 day per week (year 2) Some Friday PM	LEVEL 6	SUITABLE FOR S5 PUPILS ONLY This course is for anyone interested in working in games or app development, social media, advertising, TV, film and the creative arts. Whatever your interest, you'll close the gap between the classroom and the workplace, and to find out more about the world of work.	Achieved National 5/level 5 in English or communication, and core skills IT Achieved National 4/level 4 in maths or numeracy Interest in learning about the creative industries Be capable of working at level 6 (Higher) Excellent school attendance record	Education: Modern Apprenticeship in creative and digital media at SCQF level 7 or further study within similar subject areas. Employment: games artist, movie art director, copywriter, script editor, commissioning editor, set builder, props creator, development executive, data analyst, broadcast engineer, camera operator, sound technician, app developer, creative technologist, account manager and more.

FOUNDATION APPRENTICESHIP IN CREATIVE AND DIGITAL MEDIA (YEAR ONE)	TUES/THURS 1.30 -4.30PM Placement 1 day per week Some Friday PM	LEVEL 6	SUITABLE FOR S5 PUPILS ONLY This course is for anyone interested in working in games or app development, social media, advertising, TV, film and the creative arts. Whatever your interest, you'll close the gap between the classroom and the workplace, and to find out more about the world of work.	Achieved National 5/level 5 in English or communication, and core skills IT Achieved National 4/level 4 in maths or numeracy Interest in learning about the creative industries Be capable of working at level 6 (Higher) Excellent school attendance record	Education: Modern Apprenticeship in creative and digital media at SCQF level 7 or further study within similar subject areas. Employment: games artist, movie art director, copywriter, script editor, commissioning editor, set builder, props creator, development executive, data analyst, broadcast engineer, camera operator, sound technician, app developer, creative technologist, account manager and more.
--	--	---------	---	--	---

HAIR & BEAUTY COURSES					
Course Title	DELIVERY DAYS/TIMES	SCQF LEVEL	TARGET MARKET	ENTRY CRITERIA	PROGRESSION
SCHOOLS SKILLS FOR WORK: HAIRDRESSING	TUES/THURS 1.30 -4.30PM	LEVEL 5	This course will introduce you to hairdressing, and is ideal if you are considering a career in the industry. You will learn the basics of hairdressing and about how to work safely and hygienically. It will also help you develop your work and vocational skills.	A keen interest in hairdressing	After completing this course, you may be able to progress to SVQ Level 2 Hairdressing.
SCHOOLS PRACTICAL BEAUTY SKILLS	FRIDAY 1.15 -3.15PM	LEVEL 4	Students who are interested in careers in Beauty, Nails or Make-up.	No specific qualification but a keen interest in Beauty.	After completing this course, you may be able to progress to SVQ Level 2
SCHOOLS INTRODUCTION TO MAKE-UP ARTISTRY	FRIDAY 1.15 -3.15PM	LEVEL 5	This course will introduce you to make-up skills, and is ideal if you are considering a career in the make-up industry. It will also help you to develop your employability and vocational skills.	A keen interest in make-up and creative or artistic flair	After completing this course, you may be able to progress onto SVQ Level 2 Beauty Therapy

SCHOOLS GLAM ME UP	FRIDAY 1.15 -3.15PM	LEVEL 5	This course will introduce you to the hairdressing and make up artistry. It is ideal if you are considering a career in the industry. You will learn the basics hair ups and make up skills, how to work safely and hygienically.	A keen interest in hairdressing and make up artistry. If English is not your first language, ESOL Level 5 is an entry requirement for this course.	Education: After completing this course, you may be able to progress to NC Level 5 Hairdressing.
-----------------------	------------------------	---------	---	---	--

ENGINEERING COURSES

Course Title	DELIVERY DAYS/TIMES	SCQF LEVEL	TARGET MARKET	ENTRY CRITERIA	PROGRESSION
FOUNDATION APPRENTICESHIP IN ENGINEERING (SINGLE YEAR DELIVERY)	TUES / THURS FULL DAYS Some Friday PM 4 week work placement during school holidays	LEVEL 6	SUITABLE FOR S6 PUPILS ONLY This course is for students who want to develop their skills and knowledge with a view to a career in engineering, the advanced manufacturing sector and engineering-related industries. You'll close the gap between the classroom and the workplace, and find out more about the world of work.	Achieved National 5, preferably in English, maths, craft design and technology and/or science In 5th year of school on starting the course Interested in learning about the industry Capable of working at level 6 (Higher) Excellent school attendance record	Education: Modern Apprenticeship (Fast Track), HNC or HND in engineering, or another related subject, articulation into university to study an engineering related subject Employment: within an engineering role across areas such as aerospace engineering, electrical engineering, mechanical engineering, fabrication and welding
FOUNDATION APPRENTICESHIP IN ENGINEERING (year 1)	TUES / THURS 1:30 – 4:30pm Some Friday PM 4 week work placement during school holidays		This course is for students who want to develop their skills and knowledge with a view to a career in engineering, the advanced manufacturing sector and engineering-related industries. You'll close the gap between the classroom and the workplace, and find out more about the world of work.	Achieved National 5, preferably in English, maths, craft design and technology and/or science In 5th year of school on starting the course Interested in learning about the industry Capable of working at level 6 (Higher) Excellent school attendance record	Education: Modern Apprenticeship (Fast Track), HNC or HND in engineering, or another related subject, articulation into university to study an engineering related subject Employment: within an engineering role across areas such as aerospace engineering, electrical engineering, mechanical engineering, fabrication and welding
SCHOOLS PREP FOR ENGINEERING FA (YEAR 1)	TUES/THURS 1.30 -4.30PM	Level 5	This course is for S4 students looking for a basic introduction to engineering. It also prepares you for the Foundation Apprenticeship in engineering which you can do in S5 and S6. Whatever your interest in the engineering sector, you'll close the gap between the classroom and the workplace, and find out more about the world of work.	An interest in mathematics and science Completing minimum of National 4 maths at school	You can progress to the Foundation Apprenticeship course, employment, or further study at level 6.

BUSINESS AND COMPUTING COURSES

Course Title	DELIVERY DAYS/TIMES	SCQF LEVEL	TARGET MARKET	ENTRY CRITERIA	PROGRESSION
--------------	---------------------	------------	---------------	----------------	-------------

FOUNDATION APPRENTICESHIP IN BUSINESS SKILLS (YEAR ONE)	TUES/THURS 1:30pm-4:15pm Duration: 2 years	LEVEL 6	<p>This course allows you to develop skills and knowledge in business administration relevant to all sectors: public, private and charitable sector. It's a great way to close the gap between the classroom and the workplace, and to find out more about the world of work.</p> <p>A qualification in business skills could lead to jobs such as administrative assistant, purchasing manager, management consultant, company secretary, human resources officer, local government officer, receptionist and project manager.</p>	National 5 maths and English and preferably a business subject	<p>Education: Modern Apprenticeship in business administration, HNC Business or HNC Accounting at West Lothian College, progression to degree-level study within similar subject areas.</p> <p>Employment: qualification and experience for relevant work and good insight into other business-related subjects, such as digital marketing, procurement, supply chain management and enterprise.</p>
FOUNDATION APPRENTICESHIP IN BUSINESS SKILLS (SINGLE YEAR DELIVERY)	TUES/THURS 1.30 -4.15PM Placement 1 day per week Some Friday pm attendance	LEVEL 6	<p>This course allows you to develop skills and knowledge in business administration relevant to all sectors: public, private and charitable sector. It's a great way to close the gap between the classroom and the workplace, and to find out more about the world of work.</p> <p>A qualification in business skills could lead to jobs such as administrative assistant, purchasing manager, management consultant, company secretary, human resources officer, local government officer, receptionist and project manager.</p>	National 5 maths and English and preferably a business subject	<p>Education: Modern Apprenticeship in business administration, HNC Business, HNC Accounting at West Lothian College, progression to degree-level study within similar subject areas.</p> <p>Employment: qualification and experience for relevant work and good insight into other business-related subjects, such as digital marketing, procurement, supply chain management and enterprise.</p>
FOUNDATION APPRENTICESHIP IN ICT: SOFTWARE DEVELOPMENT (YEAR ONE)	TUES/THURS 1.30 -4.30PM Duration: 2 years	LEVEL 6	<p>If you are interested in a career in software development, cyber security, or developing computer games, you can learn the skills that employers are looking for in the computing industry on this IT software development course. You'll close the gap between the classroom and the workplace, and find out more about the world of work.</p>	<p>Achieved National 5s</p> <p>Interested in learning about the industry</p> <p>Capable of working at level 6 (Higher) over S5 and S6.</p>	<p>Education: Modern Apprenticeship, HNC Cyber Security or Computing, or related field, university course in various computing subjects.</p> <p>Employment: roles such as IT software developer (including apps and games), web developer, database administrator, cyber security.</p>
FOUNDATION APPRENTICESHIP IN ICT: SOFTWARE DEVELOPMENT (SINGLE YEAR DELIVERY)	TUES/THURS 1.30 -4.30PM Placement 1 day per week Some Friday pm attendance	LEVEL 6	<p>SUITABLE FOR S6 PUPILS ONLY</p> <p>If you are interested in a career in software development, cyber security, or developing computer games, you can learn the skills that employers are looking for in the computing industry on this IT software development course. You'll close the gap between the classroom and the</p>	<p>Achieved National 5s</p> <p>Interested in learning about the industry</p> <p>Capable of working at level 6 (Higher) over S5 and S6</p>	<p>Education: Modern Apprenticeship, HNC in Software Development or related field, university course in various computing subjects.</p> <p>Employment: roles such as IT software developer (including apps and games), web developer, database administrator, cyber security.</p>

			workplace, and find out more about the world of work.		
SCHOOLS HNC COMPUTING YEAR 1	TUES/THURS 1.30 -4.30PM Duration: 2 years	LEVEL 7	If you are a 5th year student completing some Highers and planning to stay on for S6, the HNC computing course can be a good next step if you want to go into the computing industry.	Intermediate 2, National 5 or Credit in computing Working towards a Higher, preferably in computing We also expect you to gain at least one Higher, at C or above, at school during the two-year programme.	You can progress to the HND programme (with some extra home study to top up credits). This will support any application to university and could mean direct entry into second year.
CONSTRUCTION COURSES					
Course Title	DELIVERY DAYS/TIMES	SCQF LEVEL	TARGET MARKET	ENTRY CRITERIA	PROGRESSION
INTRODUCTION TO CONSTRUCTION - FRIDAY SCHOOLS SCQF 4	FRIDAY 1.15 - 3.15PM	LEVEL 4	The course is for senior phase students interested in a career within the construction industry. There is an emphasis on practical craft skills. It gives you the chance to learn about different trades before choosing what you might specialise in.	Working at SCQF level 4 or above Excellent school attendance record	Entry to the full-time introduction to construction skills or NPA construction course; opportunities to progress to higher-level courses or apprenticeship opportunities.
FA LEVEL 4 CONSTRUCTION TUES THURS SCHOOLS SCQF 4	TUES/THURS 1.30 - 4.30PM	LEVEL 4	This course is for S3 to S5 students keen to study the construction trade. The L4 Foundation Apprenticeship is designed for all types of learners across a range of abilities. It offers learners a route to working directly with an employer via a project-based learning experience and enables them to develop both technical and meta-skills via a work-based project.	Working at SCQF level 3 or above Excellent school attendance record	Progression to the Preparation for Construction course, other level 4/5 programme at college, or an apprenticeship in the construction industry.
SCHOOLS ENVIRONMENTAL CONSTRUCTION	FRIDAY 9:00 AM – 4:00 PM (TBC)	LEVEL 4	This course is for S3 to S5 students keen to study the construction trade. It offers learners a route to working directly with an employer via a project-based learning experience and enables them to develop both technical and meta-skills via a work-based project. The project is co-designed and agreed by our partner employer and they make a structured and regular contribution to the programme. Learners develop technical and meta-skills based on work	Working at SCQF level 3 or above Excellent school attendance record	Progression to the Preparation for Construction course, other level 4/5 programme at college, or an apprenticeship in the construction industry.

			situations within the project and an understanding of the construction industry.		
AUTOMOTIVE ENGINEERING COURSES					
Course Title	DELIVERY DAYS/TIMES	SCQF LEVEL	TARGET MARKET	ENTRY CRITERIA	PROGRESSION
LEVEL 4 FOUNDATION APPRENTICESHIP IN AUTOMOTIVE SKILLS	TUES / THURS 1.30 - 4.30PM	LEVEL 4	This course is aimed at S3 pupils and above and is an ideal starting point for anyone thinking about a career in the motor vehicle industry as an automotive engineer or mechanic. It runs over two years and offers a mix of theory and practice leading to an introductory qualification	Access 3 maths and English Working towards level 4 Interest in learning about motor vehicle studies Excellent school attendance record	Education: full-time automotive engineering programme; opportunity to progress to higher-level courses such as VRQ1, or to an Apprenticeship.
SCHOOLS - AUTOMOTIVE ENGINEERING	FRIDAY 1.30 – 3.15PM	LEVEL 4	This course is for S3, S4 and S5 pupils and above and is an ideal starting point for those still at school but considering a career in the motor vehicle industry. You will gain practical skills and knowledge and the chance to progress on to a full-time automotive engineering programme..	Access 3 maths and English Working towards level 4 Interest in learning about motor vehicle studies Excellent school attendance record	Education: full-time automotive engineering programme; opportunity to progress to higher-level courses such as Introduction to the Automotive Environment, or to an Apprenticeship
HEALTH AND CHILDCARE COURSES					
Course Title	DELIVERY DAYS/TIMES	SCQF LEVEL	TARGET MARKET	ENTRY CRITERIA	PROGRESSION
SCHOOLS HIGHER CHILDCARE AND DEVELOPMENT	TUES / THURS 1.30 - 4.30PM	LEVEL 6	If you are an S5 or S6 student with an interest in early learning and childcare, this course will give you the skills and knowledge to develop a career in the sector.	3 National 5 qualifications at grade C or above, one of which must be English	You can use this qualification to support your application for further study such as HNC Childhood Practice or teacher training.
FOUNDATION APPRENTICESHIP IN SOCIAL SERVICES: CHILDREN AND YOUNG PEOPLE (SINGLE YEAR DELIVERY)	Tuesday and Thursday 1:30pm-4:30pm Placement one day per week Some Friday pm commitment	LEVEL 6	SUITABLE FOR S6 PUPILS ONLY This course is ideal for anyone who sees themselves working with children and young people in a caring or education setting. It will give you the skills and knowledge to develop your career. You'll close the gap between the classroom	Three National 5 qualifications, one to be English In S5 or S6 at school on starting the course Be interested in learning about this sector Be capable of working at level 6 (Higher) in S5 and S6	Education: Modern Apprenticeship (fast-track); SVQ 3 as a practitioner or similar; progression to an HNC in childhood practice/healthcare; progression to degree-level study within childcare or social services, such as primary education.

			and the workplace, and find out more about the world of work.		Employment: work within a childcare/social services role or similar, for example in a nursery or playscheme.
SCHOOLS MENTAL HEALTH AND WELLBEING AWARD AT SCQF LEVEL 5	TUES / THURS 1.30 - 4.30PM	LEVEL 5	This course is suitable for students considering a future career within a health and social care environment.	4 National 5 qualifications (or be working towards them at the time of applying) In 4th, 5th or 6th year on starting the course.	Education Progression to a higher level course in health and social care, or an introduction to counselling course Employment This will help you to support your own and your colleagues wellbeing when you enter the workplace
FOUNDATION APPRENTICESHIP IN SOCIAL SERVICES AND HEALTHCARE (SINGLE YEAR DELIVERY)	Tuesday and Thursday 1:30pm-4:30pm Placement 1 day per week Some Friday pm attendance	LEVEL 6	SUITABLE FOR S6 PUPILS ONLY This course is for anyone thinking about a career in healthcare and social services. It gives you the chance to learn skills and gain practical experience valued by employers. You'll close the gap between the classroom and the workplace, and find out more about the world of work.	Four National 5s (including English) Interest in learning about the sector Capable of working at level 6 (Higher) Excellent school attendance record	Education: Modern Apprenticeship (fast-track); SVQ 3 in social care/similar; progression to HNC in social care or healthcare; and to degree-level study in health care/social services such as nursing. Employment: within healthcare or social services in areas such as occupational therapy, nursing or healthcare support.
HOSPITALITY COURSES					
Course Title	DELIVERY DAYS/TIMES	SCQF LEVEL	TARGET MARKET	ENTRY CRITERIA	PROGRESSION
SCHOOLS INTRODUCTION TO COOKERY	Friday 1:15pm-3:15pm Duration: 1 or 2 years	LEVEL 4	This course introduces you to hospitality and gives you the skills you need for progressing into employment in the industry, or further or higher study. It's for anyone thinking about a career in the hospitality industry or who wants to progress to travel and tourism, or professional cookery courses.	Show that you have an interest in food and the potential to offer excellent customer care within the hospitality sector.	It gives you the main skills for progressing on to a variety of courses. Most of the students who take this course consider further study in professional cookery or travel and tourism.
SPORT & FITNESS COURSES					
PREPARATION FOR SPORT & FITNESS	tbc	LEVEL 4	This course is an exciting combination of theory and practical classes providing a basic introduction to a range of sport and fitness subjects. Students will improve their communication and IT skills to help them progress to higher level courses in sport and fitness. Students will also get the	There are no formal entry requirements, however it is important that applicants have a genuine interest in participating in sport and fitness activities If English is not your first language, ESOL Level 5 is an entry requirement for this course.	Education: level 5 sport and fitness course

			chance to practice a range of sporting specialisms, such as basketball, tennis, volleyball and football.		
COMMUNITIES COURSES					
Course Title	DELIVERY DAYS/TIMES	SCQF LEVEL	TARGET MARKET	ENTRY CRITERIA	PROGRESSION
SCHOOLS ESOL	TBC	VARIOUS	This course will help you develop your English language and support your studies at school. Choosing ESOL for schools means you can achieve SQA units which will help you with your other subjects too. This course will be supported in your school by school staff and you will also have support from your ESOL college lecturer. You will study in school and may be required to attend college on some occasions for assessment. Your study at each level is expected to run for one year.	An interest in improving your English language skills. A Levelling assessment is required where we will assess your current level of English language. this will be arranged by your school	Achieving ESOL level 5 gives you more opportunities to progress into further study in a wide range of subjects.

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.

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

The following Foundation Apprenticeships are delivered by West Lothian College either in their Livingston Campus or on the School campuses identified below.

- **FOUNDATION APPRENTICESHIP IN BUSINESS SKILLS**
- **FOUNDATION APPRENTICESHIP IN CREATIVE AND DIGITAL MEDIA**
- **FOUNDATION APPRENTICESHIP IN ENGINEERING**
- **FOUNDATION APPRENTICESHIP IN ICT: SOFTWARE DEVELOPMENT**
- **FOUNDATION APPRENTICESHIP IN SOCIAL SERVICES AND HEALTHCARE**
- **FOUNDATION APPRENTICESHIP IN SOCIAL SERVICES: CHILDREN AND YOUNG PEOPLE**
- **FOUNDATION APPRENTICESHIP IN CONSTRUCTION LEVEL 4**
- **FOUNDATION APPRENTICESHIP IN AUTOMOTIVE SKILLS LEVEL 4**

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

<u>Qualification Level</u>	Courses Available				
SCQF Levels 4 and 5 including National (N4/N5) & NPA/SVQ (*)	Biology Chemistry Physics Lab Science Skills Electronics (Prac) Graph Com Design and Man Engineering Skills Woodwork Engineering Science	Maths Application of Mathematics Business Admin & IT Retailing Comp Science Cyber Security(S5/6 only) Comp Games Dev (S5/6only)	English (S5/6 only) Media Studies French Spanish History Geography Modern Studies Environmental Studies RMPS	Art & Design Drama Music(Performance) Music (Technology) Employability (by invite)	PE (S5/6 only) SFW: Sport and Recreation Hosp: Practical Cookery Hosp: Cake Craft Health & Food Tech Early Education and Childcare College course
SCQF Level 6 Higher & NPA/SVQ (*) (*) – S5/6 only	Biology (Human) Chemistry Physics Graph Com Design and Man Engineering Science PE	Maths Business Admin & IT Comp Science Comp Games Dev (S5/6only) Cyber Security (S5/6 only)	English Media Studies French Spanish Geography History Modern Studies Environmental Studies	Art & Design Act&Perf Photography Drama Music(Performance) Music(Technology) Health & Food Tech	College course (Tue & Thu pm options only) Foundation Modern Apprenticeship (WLC) (S5/6 only) Virtual Campus
SCQF Level 7 Adv. Higher & HNC (*) (*) – S5/6 only	Biology Chemistry Physics	Maths Computing History	English French Graphic Comm	Art & Design Drama Music	College course (1yr or 2yr delivery) Foundation Modern Apprenticeship (WLC) (1yr or 2yr delivery) Virtual Campus
Please indicate opposite the course you have applied for if you have selected one of the TRAVEL/COLLEGE/APPRENTICESHIP options.					

Column F
S4-6 Core Entitlements (see p.7 for more details)
S4 Pupils Only 6 subjects + 2 core periods Core: PE (2 pds) <i>S4 PSE/RME timetabled on alternate weeks throughout the year</i>
S5/6 Pathway Programme Class commitment consists of: S5: 5 Subjects + 3 core periods - Ethics/PSE/PE S6: 4 Subject minimum + 1 core period - PSE 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	5	S4
2.	5	S4
3.	5	S4
4.	5	S4
5.	5	S4
6.	5	S4
1.		S5
2.		S5
3.		S5
4.		S5
5.		S5
1.		S6
2.		S6
3.		S6
4.		S6
5.		S6