



# COURSES FOR SCHOOL PUPILS

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## 2023/24

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# Senior Phase 2023/24 Booklet

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## Administration and Leisure Industries

### National Progression Award: Events Level 6

Course Title	NPA in Events
Level	SCQF 6
Campus	Kingsway
Days	<b>Kingsway:</b> Monday and Wednesday 2-4pm

#### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 6 study.

#### Units to be Completed

<b>Mandatory Units</b>
Event Organisation
Events Costing: An Introduction
Corporate Events: An Introduction
Marketing: Basic Principles and Applications

#### Progression Pathways

On successful completion of the NPA, entry to HNC Events.

#### Course Description

The NPA Events is an ideal pathway to HNC Events. Dundee and Angus College work with many partners in an industry that's worth an estimated £3.7 billion to the Scottish economy.

Completing the NPA Events SCQF 6, will allow for progression to HNC Events at SCQF level 7. After completing the HNC, an opportunity to seamlessly articulate through the SCQF towards degree level qualifications. The award would also provide the pupil with a range of specific skills which would enhance their opportunities in pursuing an entry level employment opportunity in the events industry.

#### Unit Contents

Unit	Description
<b>Event Organisation</b>	<p>Develop knowledge and understanding of event organisation. In this practical Unit the pupil will develop an understanding of the requirements of event planning; the methods involved in implementation of events and will work with others to apply these concepts in the planning and organisation of, and participation in, a specific event.</p> <p>Pupils who complete this unit will be able to:</p> <ul style="list-style-type: none"><li>• Produce an agreed plan for a specific event.</li><li>• Implement an agreed plan for a specific event.</li><li>• Evaluate the implementation of the event in relation to the agreed plan.</li></ul>

<b>Events Costing: An Introduction</b>	<p>To provide pupils with the knowledge and skills to carry out a range of costings and calculations, including breakeven point in relation to events, and to operate a petty cash system.</p> <p>Pupils who complete this unit will be able to:</p> <ul style="list-style-type: none"> <li>• Prepare a job cost statement for an event.</li> <li>• Calculate the break-even point for an event.</li> <li>• Operate a petty cash system.</li> </ul>
<b>Corporate Events: An Introduction</b>	<p>Provide pupils with an introduction to corporate events. It will provide pupils with the skills and knowledge required to organise a corporate event from a venue perspective, from initial enquiry through to the closedown of the event.</p> <p>Pupils who complete this unit will be able to:</p> <ul style="list-style-type: none"> <li>• Describe different corporate events.</li> <li>• Explain the selection and use of different venues for corporate events.</li> <li>• Plan and organise the running of a corporate event at a selected venue.</li> </ul>
<b>Marketing: Basic Principles and Applications</b>	<p>Describe the basic principles of marketing in relation to a specific product or service. Apply basic marketing concepts to a new product or service.</p> <p>Pupils who complete this unit will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the basic principles of marketing in relation to a specific product or service.</li> <li>• Apply basic marketing concepts to a new product or service.</li> </ul>

### Assessment Method

Each unit is assessed using the continuous assessment approach.

## National Progression Award: Legal Studies Level 6

Course Title	NPA in Legal Studies
Level	SCQF 6
Campus	Gardyne
Days	<b>Gardyne:</b> Monday and Wednesday 2-4pm

### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 6 study.

### Units to be completed

<b>Mandatory Units</b>
Crime in Society
Scots Law: An Introduction

### Progression Pathways

On successful completion of the NPA, pupils can apply for HNC Administration & IT which includes Business Contractual Relationships, Employment Relations and Business Law.

Successful completion of this NPA, plus one relevant Higher, can also secure progression to HNC Social Sciences or HNC Police Studies.

### Course Description

The National Progression Award (NPA) in Legal Studies has been developed with the purpose of providing candidates with the basic legal skills and knowledge required for further study and/or employment where a basic understanding of the law may enhance career prospects.

### Unit Contents

Unit	Description
<b>Crime in Society</b>	Pupils who complete this unit will be able to: <ul style="list-style-type: none"><li>• Explain the concepts of criminal behaviour in Scotland.</li><li>• Explain how criminal behaviour may affect the individual and the community.</li><li>• Explain the measures which may be taken to prevent crime.</li></ul>
<b>Scots Law: An Introduction</b>	Pupils who complete this unit will be able to: <ul style="list-style-type: none"><li>• Explain the legal problems typically encountered in society today.</li><li>• Explain the formal sources of Scots law.</li><li>• Explain the roles performed by key legal personnel.</li><li>• Explain the nature and role of a tribunal/lay-tribunal.</li><li>• Explain the system of the Scottish civil courts and the main principles of negligence.</li><li>• Explain the system of the Scottish criminal courts and the system of criminal prosecution in Scotland.</li></ul>

### Assessment Method

Each unit is assessed using the continuous assessment approach.

## National Progression Award: Travel and Tourism Level 6

Course Title	NPA in Travel and Tourism
Level	SCQF 6
Campus	Kingsway
Days	<b>Kingsway:</b> Monday and Wednesday 2-4pm

### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 6 study.

### Units to be completed

<b>Mandatory Units</b>
Travel and Tourism in the UK
Tour Guiding: An Introduction
Travel Products and Services
Working as Air Cabin Crew: An Introduction

### Progression Pathways

On successful completion of the NPA, entry to the HNC in Travel and Tourism.

### Course Description

The NPA Travel and Tourism is an ideal pathway to HNC Travel and Tourism. Dundee and Angus College have strong employment pathways with the airline industry and the local tourism sector. Other employment after HNC is:

◆ airports ◆ airlines ◆ shipping, ferry and cruise companies ◆ car rental firms, coach companies ◆ tourist boards, tourist information centres ◆ visitor attractions ◆ guiding ◆ accommodation providers ◆ travel agencies ◆ tour operating firms (domestic, inbound and outbound)

### Unit Contents

Unit	Description
<b>Travel and Tourism in the UK</b>	<p>Knowledge and understanding of the concept and terminology of the travel and tourism industry.</p> <p>Pupils who complete this unit will be able to:</p> <ul style="list-style-type: none"><li>• Explain the concept of travel and tourism and associated industry terms.</li><li>• Describe the role of organisations involved in the regulation and promotion of the UK Travel and Tourism industry.</li><li>• Demonstrate knowledge of the scale of the UK Travel and Tourism industry.</li></ul>

<b>Tour Guiding: An Introduction</b>	<p>Introduce pupils to the basic knowledge and skills involved in tour guiding. Whilst being given an insight into the nature of different types of tour work, the pupil will also plan and produce a coach or walking tour itinerary.</p> <p>Pupils who complete this unit will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the types of tour guides and their roles.</li> <li>• Plan an itinerary for a short, guided tour.</li> <li>• Conduct a short tour</li> </ul>
<b>Travel Products and Services</b>	<p>Introduce basic knowledge and skills required to identify and select appropriate travel products and services to meet customer requirements.</p> <p>Pupils who complete this unit will be able to:</p> <ul style="list-style-type: none"> <li>• Process customer requirements for dynamic package travel arrangements and recommend ancillary products and/or services for a Mass Market European destination.</li> <li>• Process customer requirements for flight-only seat arrangements and recommend ancillary products and/or services suitable for a popular long-haul destination.</li> <li>• Process customer requirements for sea travel arrangements and recommend ancillary products and/or services.</li> </ul>
<b>Working as Air Cabin Crew: An Introduction</b>	<p>To enable pupils to develop knowledge of the aviation industry relating to a career as air cabin crew.</p> <p>Pupils who complete this unit will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the aviation industry relevant to the role of air cabin crew.</li> <li>• Communicate effectively with passengers in a simulated aircraft environment.</li> <li>• Contribute effectively to the service of meals or light refreshments in a simulated aircraft environment.</li> </ul>

### Assessment Method

Each unit is assessed using the continuous assessment approach.

## Professional Development Award: Information Technology in Business Level 7

Course Title	PDA Information Technology in Business
Level	SCQF 7
Campus	Arbroath and Gardyne
Days	<b>Arbroath:</b> Tuesday 9-4pm <b>Gardyne:</b> Monday and Wednesday 2-5pm

### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 7 study.

### Units to be completed

<b>Mandatory Units</b>
IT in Business — Word Processing and Presentation Applications
IT in Business — Databases
IT in Business — Spreadsheets

### Progression Pathways

Pupils who successfully complete this award may also complete further units from the HNC Business award and build their qualification into a full HNC.

### Course Description

The PDA in Information Technology in Business at SCQF level 7 offers you the opportunity to develop knowledge and skills for employment within an administration role. The award will provide you with the skills required to undertake a variety of administration functions using IT in an organisation.

Pupils will develop their knowledge and skills in the use of office and information technology to carry out administrative tasks.

- You will produce a variety of documents using word processing and presentation software. The production of accurate, well-laid documents aids business communication.
- You will develop skills in the use and manipulation of databases in order to present information for use in decision making.
- You will use your skills in the use of spreadsheets to help solve business problems.

### Unit Contents

Unit	Description
<b>IT in Business — Word Processing and Presentation Applications</b>	<p>This unit is designed to develop skills and knowledge in word processing and presentation packages to aid business communication. This unit will be relevant to pupils who are interested in a career in administration with a particular focus on document production and presentation.</p> <p>On successful completion of the unit the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Produce business documents using word processing software.</li> <li>2. Perform a mail merge.</li> <li>3. Evaluate the impact of current legislation in relation to information and equipment.</li> <li>4. Create a business presentation using presentation software.</li> </ol>

<b>IT in Business — Databases</b>	<p>This unit introduces the fundamental principles of database design and the use of database management software to aid decision-making in business.</p> <p>On completion of the unit pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Design a relational database structure from source documents.</li> <li>2. Modify and store data using a relational database.</li> <li>3. Query and present information to aid decision-making.</li> </ol>
<b>IT in Business — Spreadsheets</b>	<p>This unit is designed to allow pupils to develop an understanding of spreadsheet design and how to use spreadsheet features and functions for practical and effective use in a business environment.</p> <p>Pupils will develop knowledge and skills to allow them to create customised solutions to common business problems and scenarios.</p> <p>On completion of the unit pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Design and create a spreadsheet to meet the needs of a business.</li> <li>2. Apply statistical functions and present information in an appropriate format.</li> <li>3. Present spreadsheet data in graphical format and evaluate information.</li> </ol>

#### Assessment Method

There is no final exam. Each unit is assessed using the continuous assessment approach.

## Art and Design

### National Progression Award: Digital Media Level 5

Course Title	NPA: Digital Media
Level	SCQF 5
Campus	Gardyne
Days	<b>Gardyne:</b> Monday and Wednesday 2-4pm

#### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study.

#### Units to be Completed

<b>Mandatory Units</b>
Art and Design: Web Content
Art and Design: Digital Video Skills
Art and Design: Animation Skills

#### Progression Pathways

The destination and progression route for pupils completing this award is the Certificate Computer Art and Design.

#### Course Description

These National Progression Awards are designed for individuals who are currently working in or desire to work in the art and design based creative industries sector or pupils who want to develop applied skills in the contemporary uses and applications of digital media in art and design.

#### Unit Contents

Unit	Description
<b>Art and Design: Web Content</b>	Pupils begin studying the Art and Design: Animation Skills unit to provide them with an overview of the development of animation in the production of basic animation sequences using traditional and computer techniques.
<b>Art and Design: Digital Video Skills</b>	The next unit to be delivered is Art and Design: Digital Video Skills that requires the pupils to research the use, storage and creative process behind the development of digital video content for art and design. Pupils can plan and create a video sequence, developing applied understanding of camera and filming techniques and basic editing and storage processes.
<b>Art and Design: Animation Skills</b>	Finally, pupils undertake the Art and Design: Web Content unit that allows pupils to develop and extend their applied understanding of creating web content for art and/or design contexts. This provides them with the chance to reinforce earlier research skills in the identification of a variety of web-based content usage.

#### Assessment Method

Continuous internal/external assessment with the focus on portfolio production and submission.

## National Progression Award: Photography Level 5

Course Title	NPA: Photography
Level	SCQF 5
Campus	Gardyne
Days	<b>Gardyne:</b> Monday and Wednesday 2-4pm

### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study.

### Units to be Completed

<b>Mandatory Units</b>
J4GA45 Understanding Photography
J4GB45 Photographing People
J4GC45 Photographing Places
J4GD45 Working with Photographs

### Progression Pathways

On successful completion of the NPA Photography course, and through the production of a strong portfolio of work, students may progress on to full time study on the level 6 – Certificate in Photography course at the Gardyne Campus.

### Course Description

This course is aimed at pupils with an interest in photography but no formal qualification or portfolio of work. The course will allow students to explore hands on photography and gain introductory knowledge in this field before progression on to full time study.

### Unit Contents

Unit	Description
<b>Understanding Photography</b>	This unit provides pupils with the knowledge and skills to develop their understanding of different aspects of photography. The unit includes photographic terminology, simple evaluation of technical and creative aspects and prepares pupils for further study. This is a mandatory unit in the National Progression Award in Photography at SCQF level 5 but is also suitable for use as a free-standing Unit.
<b>Photographing People</b>	The purpose of this unit is to broaden the pupils' skills and experience in photography, specifically developing understanding of how to photograph people. Pupils will review a range of photographs of people and different styles and approaches. Building on this, they will then plan a series of sessions where they can develop their skills in directing and posing people for photographic assignments. Pupils will select the best images from their work and present them. The unit has been developed as part of the National Progression Award in Photography at SCQF level 5 and is a mandatory unit but may be delivered as a free-standing unit. No previous experience of photography is required, and it may facilitate progression to further photographic studies.

<b>Photographing Places</b>	This unit develops and broadens skills in photography/creative media. Pupils will select examples of photographs of places/locations both interior and location photographs. Based on this research they will plan a series of sessions where they can develop their skills in framing and creating interesting and dynamic viewpoints for photographic images. Pupils will select the best images from their work and present them. This is a mandatory unit and has been developed as part of the National Progression Award in Photography at SCQF level 5 but may also be delivered as a free-standing unit. No previous experience of photography is required, and it may facilitate progression to further photographic studies.
<b>Working with Photographs</b>	This unit develops understanding of what makes a good image. Pupils will initially gather and select images to enhance. They will decide how best to enhance them, and the images will be named, filed and stored for easy retrieval. Pupils will then present the images for a given purpose. This unit has been developed as part of the National Progression Award in Photography at SCQF level 5. It is a mandatory unit within the NPA but may also be delivered as a free-standing unit. No previous experience of photography is required, and it may facilitate progression to further photographic studies.

#### Assessment Method

Ongoing assessment of work throughout the year with final submission of completed work and portfolio images.

## Building Services and the Built Environment

### Preparation for Electrical Programme National 4

Course Title	Preparation for Electrical Programme
Level	National 4
Campus	Kingsway
Days	<b>Kingsway:</b> Monday and Wednesday 2-4pm or Tuesday 2-4pm and Thursday 1.15-3.15pm

#### Entry Requirements

Pupils should be looking to complete minimum Level 4 Maths during year of studying this programme and should be capable of achieving Level 5 Maths for progression through to further studies.

#### Units to be Completed

Mandatory Units	
J13L 74	Building Services Engineering: Employability Skills
D374 09	Practical Electricity
J14E 74	Construction Crafts: Electrical Installation
J16G 74	Engineering Skills: Electrical/Electronic

#### Progression Pathways

- Pre-Apprenticeship - NPA Electrical Skills (Level 5)
- NC Electrical Engineering (Level 6)
- Building Trades Fast Track (Incorporating NPA in Construction Craft & Technician)

#### Course Description

The National 4 Skills for Work Building Services Engineering course has been designed as the starting point of a Building Services Engineering (BSE) career pathway. The course can lead directly on to the National Progression Award: Building Services Engineering at SCQF level 5 (Pre-Apprenticeship - NPA Electrical Skills), and then to the NC Electrical Engineering at SCQF level 6, which will be delivered in the college environment. Successful completion of the course would allow pupils to apply for employment within the sector, as appropriate.

The course includes practical electrical units where pupils will learn a variety of skills required for the electrical industry through these specific units. In addition, they will develop skills and attitudes that enhance employability, not just in the construction industry, but in employment generally. In the mandatory section, the Employability Skills unit addresses a number of practical and employability skills, these can be practised and developed across all the units in the course.

#### Unit Contents

Unit	Description
Introduction to Safe Working Practices	Pupils will identify the fundamental Health and Safety requirements of the electrical industry, and how to recognise and respond appropriately to common hazards and accidents. Pupils will also learn how to apply safe working practices relevant to the electrical industry.

Building Services Engineering: Employability Skills	Pupils are required to develop work practices and attitudes that enhance their employability. They will have opportunities to review the skills they have developed.
Practical Electricity	This unit seeks to develop the pupil's knowledge and understanding of simple concepts and facts related to electricity. It also provides an opportunity for developing the ability to apply this knowledge and understanding in the handling and analysis of information related to electricity.
Construction Crafts: Electrical Installation	Pupils will become familiar with a range of basic hand -tools and accessories commonly used in the installation of electrical systems and will work with an introductory range of cable types and sizes. The unit is based on practical workshop activities and pupils will develop the skills to complete a range of activities, including connecting a range of lighting and power fitting
Engineering Skills: Electrical/Electronic	Pupils will select and safely use the correct tools and components required to construct a basic extra low voltage functional circuit.
Additional Skill: Electrical	Providing opportunities to candidates to experience further learning to aid progression within the curriculum are or to industry.

### Assessment Method

Assessment in this course will be based on a range of practical workshop activities, supported by assessor observation checklists and pupil self-checking of quality. Closed book supervised assessments will be carried out for the electrical theoretical work. In the Employability Skills unit, pupils will carry out self-evaluation on a range of skills, review their progress and identify action points. They will also demonstrate that they can put action points into practice.

There is no external assessment for this course. Pupils must successfully complete each unit to achieve the course.

### Preparation for Plumbing Programme National 4

Course Title	Preparation for Plumbing Programme
Level	National 4
Campus	Kingsway
Days	<b>Kingsway:</b> Monday and Wednesday 2-4pm or Tuesday 2-4pm and Thursday 1.15-3.15pm

### Entry Requirements

Pupils should be looking to complete minimum Level 4 Maths during year of studying this programme and should be capable of achieving Level 5 Maths for progression through to further studies.

### Units to be Completed

Mandatory Units	
J13G 74	Building Services Engineering: Introduction to Safe Working Practices
J13L 74	Building Services Engineering: Employability Skills
F1L6 10	Plumbing Services: An Introduction

J14F 74	Construction Crafts: Practical Copper Pipework
J148 74	Construction Crafts: Plumbing

### Progression Pathways

- Pre-Apprenticeship - NPA Plumbing Skills (Level 5)
- Certificate Renewable Technologies (Level 6)
- Building Trades Fast Track (Incorporating NPA in Construction Craft & Technician)

### Course Description

The National 4 Skills for Work Building Services Engineering course has been designed as the starting point of a Building Services Engineering (BSE) career pathway. The course can lead directly on to the National Progression Award: Building Services Engineering at SCQF level 5 (Pre-Apprenticeship - NPA Plumbing Skills), and then to the Certificate Renewable Technologies at SCQF level 6, which will be delivered in the college environment. Successful completion of the course would allow pupils to apply for employment within the sector, as appropriate.

The course includes practical plumbing units where pupils will learn a variety of skills required for the plumbing industry through these specific units. In addition, they will develop skills and attitudes that enhance employability, not just in the construction industry, but in employment generally. In the mandatory section, the Employability Skills unit addresses several practical and employability skills, these can be practised and developed across all the units in the course.

### Unit Contents

Unit	Description
Building Services Engineering: Introduction to Safe Working Practices	Pupils will identify the fundamental Health and Safety requirements of the Building Services Engineering (BSE) sector, and how to recognise and respond appropriately to common hazards and accidents in the BSE environment. Pupils will also learn how to apply safe working practices relevant to the BSE sector.
Building Services Engineering: Employability Skills	Pupils are required to develop work practices and attitudes that enhance their employability. They will have opportunities to review the skills they have developed
Plumbing Services: An Introduction	This unit requires pupils to select the correct tools and materials used within the plumbing industry.
Construction Crafts: Practical Copper Pipework	The unit is based on practical workshop activities in plumbing work such as cutting, fitting and connecting and assembling copper pipework. Learners will also develop safe working practices and general skills which will enhance employability.
Construction Crafts: Plumbing	The unit is based on practical workshop activities which involve the selection and use of a range of relevant tools and materials in plumbing work. The unit involves cutting, fitting and connecting plastic pipework
Practical Skills: Plumbing Skills	This unit will build on the skills learned in other practical units and help them see the practical applications of these skills.

### Assessment Method

Assessment in this course will be based on a range of practical workshop activities, supported by assessor observation checklists and pupil self-checking of quality. Closed book supervised assessments will be carried out for the electrical theoretical work. In the Employability Skills unit,

pupils will carry out self-evaluation on a range of skills, review their progress and identify action points. They will also demonstrate that they can put action points into practice.

There is no external assessment for this course. Pupils must successfully complete each unit to achieve the course.

## National Progression Award: Built Environment Level 5

Course Title	NPA in Built Environment
Level	National 5
Campus	Arbroath and Kingsway
Days	<b>Arbroath:</b> Friday 9-1pm <b>Kingsway:</b> Monday and Wednesday 2-4pm or Tuesday 2-4pm and Thursday 1.15-3.15pm

### Entry Requirements

Learners are likely to benefit more readily from study of the award if they enter with a general and broad academic ability showing an aptitude at SCQF level 4 or above for English, Mathematics and other related Technical, Graphical, Engineering and Science subjects.

### Units to be Completed

Mandatory Units	
J1P7 45	The Construction Industry and Principles of Building Design
J1P8 45	Built Environment Design Project
J1PB 45	3D Modelling for the Built Environment
J1P9 45	Sustainability in the Built Environment
Z02441	Practical Skills: Site Surveying

### Progression Pathways

This award will provide an opportunity for progression to higher level 'technician' courses. For example, the National Certificate (NC) Built Environment at SCQF level 6. Learners who successfully complete this award may seek employment in the Built Environment sector, as a trainee technician working towards a Modern Apprenticeship, or another relevant professional accreditation.

### Course Description

The NPA in the Built Environment at SCQF level 5 introduces learners to techniques that are important in the construction sector. It develops knowledge and understanding through project-based learning and introduces transferable skills — such as planning, communication and employability. The areas covered include principles of building design, 3D modelling for the built environment, construction methods, and sustainability.

This qualification is designed to inspire and enthuse learners to consider a career in the Built Environment, Architecture, Construction Management and Civil Engineering. The project design and content reflect a real-life design brief encouraging the learner to consider design concepts and planning and presentation requirements, whilst also developing the general skills, technical knowledge and understanding and employability skills needed within the sector.

## Unit Contents

Unit	Description
<b>The Construction Industry and Principles of Building Design</b>	This unit provides learners with a basic knowledge of different types of work carried out in the construction industry, including who is involved and how they contribute to sustainable building design.
<b>Built Environment Design Project</b>	This unit looks at how designs are influenced by a client's requirements and external constraints. It introduces a variety of digital tools and processes to enable the learner to produce a final design solution, using straightforward planning
<b>3D Modelling for the Built Environment</b>	This unit aims to introduce simple conceptual structural behaviour and provides some basic knowledge and skills required to create a simple 3D model. This can be achieved via a suitable digital format and/or by using a more practical approach. By creating a data rich model, the learner should also be able to connect technical, pictorial and functional information and recognise the significance of this within current industry practices.
<b>Sustainability in the Built Environment</b>	This unit provides some simple ideas covering the concept of sustainability in the Built Environment. It also describes the basic techniques and methods that are commonly adopted in the design and construction of buildings to work towards ensuring sustainability
<b>Practical Skills: Site Surveying</b>	This unit aims to develop a basic understanding and Practical Skills associated with methods of site surveying.

## Assessment Method

Project based Portfolio of work with clearly defined performance criteria: A contextualised approach to assessment, where many areas of the curriculum are connected and integrated within a context. This form of assessment enables coursework to be presented as evidence and judged collectively against holistic assessment performance criteria, underpinning the learning outcomes for each unit in the award.

## Business and Accounting

### National Progression Award: Business and Marketing Level 5

Course Title	NPA Business and Marketing
Level	SCQF 5
Campus	Gardyne
Days	<b>Gardyne:</b> Monday and Wednesday 2-4pm

#### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study.

#### Units to be completed

<b>Mandatory Units</b>
Management of Marketing and Operations
Marketing: Basic Principles
Understanding Business
Skills for Customer Care
Promoting a Business

#### Progression Pathways

On successful completion of the NPA, it is envisaged that employment could be gained in the business sector in one of the following areas:

- Marketing Assistant
- Customer Service Assistant
- Sales Assistant

#### ***In addition, D&A offers the following progression routes:***

- Foundation Apprenticeship in Business Skills
- Advanced Certificate in Business

#### Course Description

The NPA in Business and Marketing at SCQF level 5 has been designed to give you the practical skills and theoretical knowledge required to work in a modern Business environment.

In order to gain this award, you must successfully complete all five credits. There are no specific entry requirements. However, it is beneficial if you have completed National Qualifications or relevant SCQF level 4 Units.

The units in the NPA will equip you with skills such as:

- practical ICT skills
- working with internal and external customers
- employability skills
- adaptability/flexibility
- working with others
- customer care skills
- communication

## Unit Contents

Unit	Description
<b>Management of Marketing and Operations</b>	<p>The general aim of this unit is to develop pupils' understanding of the management of marketing and operations for small and medium businesses.</p> <p>The unit will develop the skills, knowledge and understanding required to make decisions about how to manage these activities effectively.</p> <p>Pupils who complete this unit will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply knowledge and understanding of how the marketing function contributes to the success of small and medium sized organisations</li> <li>2. Apply knowledge and understanding of how the operations function contributes to the success of small and medium sized organisations</li> </ol>
<b>Marketing: Basic Principles</b>	<p>This is an introductory unit designed to enable pupils to develop a practical knowledge and understanding of the application of marketing concepts and techniques. Pupils will be introduced to the fundamental marketing concepts of the marketing mix, market segmentation and market research.</p> <p>Pupils who complete this unit will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply the marketing mix to the marketing of a specific product or service.</li> <li>2. Apply the concept of market segmentation to the marketing of a specific product or service.</li> <li>3. Apply methods of market research to a specific product or service.</li> </ol>
<b>Understanding Business</b>	<p>The general aim of this unit is to develop pupils' understanding of the business environment. The unit will develop skills, knowledge and understanding by carrying out activities relating to the role of business organisations and entrepreneurship in society.</p> <p>It introduces pupils to the main roles, activities and functions associated with businesses and other organisations. The unit will allow pupils to explore issues relating to the external environment in which organisations operate and the effect this can have on organisational activity.</p> <p>Pupils who complete this unit will be able to:</p> <ol style="list-style-type: none"> <li>1. Give an account of the key objectives and activities of small and medium-sized business organisations.</li> <li>2. Apply knowledge and understanding of factors that impact on the activities of small and medium-sized business organisations.</li> </ol>

<p><b>Skills for Customer Care</b></p>	<p>The unit is intended to develop knowledge and understanding of customer care. Pupils will consider the key principles of good customer care and how this affects the success of an organisation.</p> <p>The importance of developing relationships with customers, various communication techniques and ways of establishing a rapport with customers are considered. The unit also allows pupils to consider the importance of gathering, recording and acting upon customer feedback.</p> <p>Pupils who complete this unit will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the key principles of customer care in an organisation.</li> <li>2. Demonstrate customer care skills in routine interactions.</li> <li>3. Demonstrate customer care skills when dealing with dissatisfied customers.</li> <li>4. Explain the importance of feedback from customers to improving customer care in an organisation.</li> </ol>
<p><b>Promoting a Business</b></p>	<p>The purpose of this unit is to introduce the promotional element of the marketing mix and how this is used in business. Pupils will develop their knowledge of the promotional mix elements. On completion of this unit pupils will be able to explain the purpose of promotion in business, identify the key aspects of the promotional mix and put together a campaign for a promotional business campaign.</p> <p>Pupils who complete this unit will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the role of promotion in business.</li> <li>2. Describe the key elements of the promotional mix.</li> <li>3. Plan a promotional campaign for a business.</li> </ol>

### Assessment Method

There is no final exam. Each unit is assessed using the continuous assessment approach.

## Foundation Apprenticeship: Accountancy Level 6

Course Title	FA in Accountancy
Level	SCQF 6
Campus	Arbroath and Gardyne
Days	<p><b>Arbroath:</b>            Year 1 of 2 – Tuesday 9-4pm            Year 2 of 2 – Friday 9-4pm            Year 1 of 1 – Tuesday and Friday 9-4 pm</p> <p><b>Gardyne:</b>            Year 1 of 2 – Monday and Wednesday 2-5pm            Year 2 of 2 – Monday and Wednesday 2-5pm            Year 1 of 1 – Monday, Tuesday, Wednesday 2-5 pm and Thursday 1.15-4.15 pm (<i>S6 only</i>)</p>

### Entry Requirements

- Mathematics at National 5 level

### Units to be completed

<b>Mandatory Units – Year 1</b>
Preparing Management Accounting Information
Analysing Accounting Information
Preparing Financial Accounting Information
Recording Transactions in the Ledger
Professional Ethics for Accountants

<b>Mandatory Units – Year 2</b>
Work Based Challenge
Association of Accounting Technicians (AAT) Introduction to Book-Keeping
Association of Accounting Technicians (AAT) Principles of Book-Keeping Control

### Progression Pathways

On successful completion of the FA, it is envisaged that employment could be gained in the accountancy sector in one of the following areas:

- Accounts Assistant
- Purchase/Sales Ledger Assistant
- Trainee Accountant
- Financial Services (Banking/Insurance)

#### ***In addition, D&A offers the following progression routes:***

- Accounting Academy
- Association of Accounting Technicians (AAT) Certificate in Accounting
- Association of Accounting Technicians (AAT) Diploma in Accounting
- HNC Accounting
- Modern Apprenticeship (MA) in Accounting

## Course Description

The Foundation Apprenticeship in Accountancy is designed to provide Senior Year 5 (S5) and Senior Year 6 (S6) pupils opportunities to develop skills and knowledge for entry into a career in the Accountancy sector.

In order to gain this award, you must successfully complete all five credits. There are no specific entry requirements. However, it is beneficial if you have completed National Qualifications or relevant SCQF level 5 Units.

The units in the FA will equip you with skills such as:

- employability skills
- adaptability/flexibility
- working with others
- time management skills
- communication
- decision making
- interpersonal skills
- skills and competencies within an accountancy environment.

2<sup>nd</sup> year of FA or if studying this qualification over 1 year, this is the second part of your qualification.

By studying both bookkeeping units you will gain an AAT Level 2 Certificate in Bookkeeping qualification.

The purpose of this qualification is to ensure that students have the solid bookkeeping skills necessary for most finance roles. Students wishing to progress to the AAT Level 2 Certificate in Accounting will be able to directly transfer their results to the Certificate qualification for the 2 bookkeeping units.

## Unit Contents

Unit	Description
<b>Preparing Management Accounting Information</b>	The purpose of this unit is to allow pupils to develop the knowledge and understanding of internal accounting information and the ability to prepare such information using a range of routine and complex accounting techniques. Pupils will carry out learning activities that extend their understanding of the significant impact that management accounting information has on making decisions about the future planning, control and success of the organisation.
<b>Analysing Accounting Information</b>	The purpose of this unit is to allow pupils to develop the knowledge and understanding of the interpretation and analysis of accounting information, and the ability to interpret and analyse such information using a range of routine and complex techniques. They will carry out learning activities that allow them to investigate, analyse and report on an organisation's current financial position and performance, and to offer financial solutions that can assist in future planning and decision-making. This will provide pupils with an understanding of financial analysis.
<b>Preparing Financial Accounting Information</b>	The general aim of this unit is to allow pupils to develop skills, knowledge and understanding relating to the preparation of routine

	and complex financial accounting information. Pupils will explore a range of business structures and gain understanding of the application of a range of current financial accounting regulations associated with these structures. This will provide pupils with an understanding of accounting standards and practices. The information will be used to establish the historical and current financial position and performance of the organisation.
<b>Recording Transactions in the Ledger</b>	The purpose of this unit is to provide pupils with basic knowledge and skills to record transactions from day books into a double-entry bookkeeping system, to extract a trial balance and complete a VAT return for one month.
<b>Professional Ethics for Accountants</b>	This unit is designed to give pupils an opportunity to develop skills to understand the ethical responsibilities of an accountant working within the profession. It will allow learners an opportunity to analyse problems in order to form judgements about appropriate and inappropriate behaviour in an accounting environment.

Unit	Description
<b>Work Based Challenge</b>	This unit requires learners to undertake a work-based challenge project on their own or working as part of a team to develop, apply and reflect on their Innovation, Self-management and Social Intelligence meta-skills.
<b>Introduction to Bookkeeping</b>	<p>This unit provides students with an understanding of manual and digital bookkeeping systems, including the associated documents and processes. Students will learn the basic principles that underpin the double-entry bookkeeping system and will learn that digital accounting systems are automating some of the stages in the process. Students will learn how to check the accuracy of invoices, credit notes, remittance advices, statements of account and petty cash vouchers.</p> <p>They will know how to use these documents to make entries in sales and purchases daybooks, sales and purchases returns daybooks, and discounts allowed and received daybooks using account codes, as well as how to transfer those totals to the sales, purchases and general ledgers. They will learn that entering these into a digital bookkeeping system is the same process as entering the transactions manually, although the way they are entered will vary from system to system.</p>
<b>Principles of Bookkeeping Controls</b>	<p>This unit builds on the knowledge and skills acquired from studying Introduction to Bookkeeping and explores control accounts, journals and reconciliations. It takes students through several processes used in bookkeeping that help verify and validate the entries made.</p> <p>These processes enable the student to understand the purpose of control accounts and associated reconciliations. Students will also understand the use of the journal, to the stage of redrafting the trial balance following initial adjustments. This unit covers procedures that are required to ensure bookkeeping is completed beyond purely entering or processing initial transactions, which will enable students</p>

	to develop their understanding of the relationship between the various accounting records and consolidate their knowledge of double-entry bookkeeping.
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### Assessment Method

These units are assessed by externally marked assessment. The assessments in this qualification are computer based, with a time restriction.

## Foundation Apprenticeship: Business Skills Level 6

Course Title	FA in Business Skills
Level	SCQF 6
Campus	Arbroath and Gardyne
Days	<p><b>Arbroath:</b>  Year 1 of 2 – Tuesday 9-4pm  Year 2 of 2 – Friday 9-4pm  Year 1 of 1 – Tuesday and Friday 9-4 pm (<i>S6 option only</i>)</p> <p><b>Gardyne:</b>  Year 1 of 2 – Monday and Wednesday 2-5pm  Year 2 of 2 – Monday and Wednesday 2-5pm  Year 1 of 1 – Monday, Tuesday, Wednesday 2-5pm, Thursday 1.15-4.15 pm (<i>S6 only</i>)</p>

### Entry Requirements

#### Entry requirements over 2 years (5th & 6th year):

- English and Mathematics at National 5 level
- A Business subject would be advantageous

#### Entry requirements over 1 year (6th year):

- English and Mathematics at National 5 level
- Higher Business

### Units to be completed

<b>Mandatory Units – Year 1</b>
Understanding Business
Management of People and Finance
Web Apps: Word Processing
Web Apps: Spreadsheets
Contemporary Business Issues
Work Based Challenge

<b>Mandatory Units – Year 2</b>
Work Placement

## Progression Pathways

- HNC/D Business
- Modern Apprenticeship
- Graduate Apprenticeship
- Progression to employment, non-apprenticeship route

## Course Description

### **(Work placement & SVQ in Business & Administration)**

The work placement component in S6 will provide the young person with the opportunity to have significant input to a long-term engagement with a business issue and gain valuable work-based learning. The tasks include:

- Producing business documents
- Contributing to the organisation of events
- Developing and delivering presentations
- Providing reception services
- Using and maintaining office equipment
- Taking responsibility for logistics e.g. travel and accommodation
- Providing administrative support for meetings
- Using a variety of software packages
- Presenting business documents and managing projects
- Applying problem-solving skills to resolve challenging or complex complaints

The young person will participate in job shadowing enabling interaction with customers or service users so they can further develop their skills. In addition, they will develop skills in personal reflection so that connections are made to previously gained knowledge.

The young person will gain experience of working with older adults, employability skills of timekeeping, attendance, team working, communication and demonstrating value-based practice including respect for self and others and equality and diversity principles. Certificate of work readiness may also be offered to the young people on this Foundation Apprenticeship where appropriate.

During the work placement, the young person will complete four SVQ units at SCQF level 6, which are assessed against work-based activities. The four SVQ units are:

- Plan to manage and improve own performance in a business environment
- Communicate in a business environment
- Support other people to work in a business environment
- Design and produce documents in a business environment

On successful completion of all the components of the Foundation Apprenticeship, the young person will achieve a Joint Qualification Certificate for the FA in Business Skills. They will also receive certification for the NPA in Business Skills and part of SVQ level 3 in Business Administration.

## Unit Contents

Unit	Description
<b>Understanding Business</b>	<p>The general aim of this unit is to develop pupils' understanding of the business environment. The unit will develop skills, knowledge and understanding by carrying out activities relating to the role of business organisations and entrepreneurship in society.</p> <p>It introduces pupils to the main roles, activities and functions associated with businesses and other organisations. The unit will allow pupils to explore issues relating to the external environment in which organisations operate and the effect this can have on organisational activity.</p> <p>Pupils who complete this unit will be able to:</p> <ol style="list-style-type: none"> <li>1. Give an account of the key objectives and activities of small and medium-sized business organisations.</li> <li>2. Apply knowledge and understanding of factors that impact on the activities of small and medium-sized business organisations.</li> </ol>
<b>Management of People and Finance</b>	<p>The general aim of this Unit is to enhance learners' understanding of the management of people and finance within large organisations. The Unit will develop the skills, knowledge and understanding required to make decisions about how to manage these resources effectively. In doing so, the Unit is designed to enhance the employability of learners by enabling them to carry out activities that will contribute to organisational success.</p> <p>Learners who complete this Unit will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply knowledge and understanding of how the management of people can meet the objectives of large organisations</li> <li>2. Analyse how the management of finance contributes to the effectiveness of large organisations</li> </ol>
<b>Web Apps: Word Processing</b>	<p>This Unit is designed to enable learners to develop complex word processing skills and use web applications to create, share and work collaboratively on documents.</p> <p>Learners will gain practical experience in the use of the complex features of web and desktop word processing applications. The learners will be able to use complex word processing application features to format and present documents for a given brief. They will also gain skills in using the collaborative and cloud features of contemporary word processing packages. The Unit has a particular emphasis on using web applications, although this is not exclusive and desktop apps can be used so long as learners can collaborate on documents within a cloud-based service.</p> <p>On successful completion of the Unit the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Use complex features of a word processing application to a given brief.</li> <li>2. Create a complex document.</li> </ol>

	3. Collaborate on a complex document
<b>Web Apps: Spreadsheets</b>	<p>The purpose of this Unit is to enhance learners' knowledge, understanding and practical problem-solving skills in using spreadsheet applications, through a range of complex practical and knowledge-based tasks. The Unit has a particular emphasis on using web applications, although this is not exclusive and desktop apps can be used so long as learners can collaborate on spreadsheets within a cloud-based service.</p> <p>On successful completion of the Unit the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the complex functions and features of a spreadsheet application.</li> <li>2. Create a complex spreadsheet to a given brief.</li> <li>3. Collaborate on the production of a complex spreadsheet.</li> </ol>
<b>Contemporary Business Issues</b>	<p>The purpose of this Unit is to develop learners' understanding of contemporary business issues through investigation of Small and Medium Enterprises (SMEs) and the business strategies appropriate for SMEs at different stages of the business life cycle. All businesses journey through a life cycle but may deal differently with the stages of the life cycle.</p> <p>This Unit will therefore examine the increasing complexity facing businesses at different stages of the life cycle and how priorities, objectives and functional activity may affect their operation</p> <p>On successful completion of the Unit the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the features and characteristics of Small and Medium Enterprises.</li> <li>2. Analyse business strategies of Small and Medium Enterprises.</li> </ol>
<b>Work Based Challenge</b>	<p>This unit requires learners to undertake a work-based challenge project on their own or working as part of a team to develop, apply and reflect on their Innovation, Self-management and Social Intelligence meta-skills.</p>

### Assessment Method

There is no final exam. Each unit is assessed using the continuous assessment approach.

## Professional Development Award: Team Leadership and Management Level 7

Course Title	PDA Team Leadership and Management
Level	SCQF 7
Campus	Gardyne
Days	<b>Gardyne:</b> Monday and Wednesday 2-5pm

### Entry Requirements

National 5 Business Management.

### Units to be completed

<b>Mandatory Units</b>
Marketing: An Introduction
Management: Leadership at Work

### Progression Pathways

Pupils who successfully complete this award may also complete further units from the HNC Business award and build their qualification into a full HNC, progression to SVQs management and other PDA awards.

### Course Description

The PDA consists of two units so that learners can develop management and leadership skills and achieve certification in a relatively short period of time.

### Unit Contents

Unit	Description
<b>Marketing: An Introduction</b>	This Unit is designed to provide candidates with a knowledge and understanding of marketing and its importance in organisations. This Unit is also designed to develop candidates' understanding of the marketing mix in the context of both products and services. This is an introductory Unit which can be used by candidates who may wish to progress to more specialised marketing units.
<b>Management: Leadership at Work</b>	The purpose of this Unit is to enable candidates to analyse approaches to leadership and apply them to leading a team within a functional area or department of an organisation. It emphasises the need to ensure that the leadership approach can motivate, support and direct people to achieve the vision and objectives for a team in each work area.

### Assessment Method

Each unit is assessed using the continuous assessment approach.

## Children and Young People

### Skills for Work: Early Learning and Childcare National 4

Course Title	SfW Early Learning and Childcare
Level	National 4
Campus	Arbroath and Gardyne
Days	<b>Arbroath:</b> Friday 9-1pm <b>Gardyne:</b> Monday and Wednesday 2-4 pm

#### Entry Requirements

There are no entry requirements for this course. However, as this course is a combination of practical activities and written assignments, school staff should ensure pupils are suitable for level 4 study and have an interest in studying childcare.

#### Units to be Completed

Mandatory Units	Optional Units
Child Development	Care of Children
Play in Early Learning and Childcare	
Working in Early Learning and Childcare	

#### Progression Pathways

- Early Learning and Childcare Course at National 5
- Further Education
- Training/Employment

#### Course Description

The primary target group for this course is school pupils in S4 and above.

The emphasis of this course is to help pupils begin to prepare for working in the early education and childcare sector and to develop employability skills. They will develop the knowledge and skills required in this vocational area. The course is designed as an introduction to early education and childcare at National 4 level and helps pupils begin to understand some of the demands and responsibilities of working in this sector.

Since the National 4 course is designed with progression to National 5 in mind, most of the units at the two levels have common titles and address similar content areas. At National 4 pupils will cover issues in each area and begin to develop relevant skills such as team working skills, helping to plan play experiences and self-evaluation skills.

The National 4 Course in Early Learning and Childcare offers a broad link to the care, learning and development of children aged 0–12 years.

#### Unit Contents

Unit	Description
<b>Child Development</b>	This unit is designed to introduce pupils to aspects of child development and the key milestones of development from pre-birth to 12 years. An investigation will build upon this knowledge through research of one particular aspect of child development. Presentation of

	these findings will be supported by an evaluation which will develop this skill as well as the skill of reflection.
<b>Play in Early Learning and Childcare</b>	This unit allows pupils to develop a basic understanding of a variety of types of play and how play contributes to the development of the child. It allows pupils to explore a variety of play types and describe a range of play experiences within different types of play. Pupils will demonstrate an understanding of the appropriateness and value of play opportunities for the learning and development of children. Pupils have the opportunity to plan practical play experiences.
<b>Working in Early Learning and Childcare</b>	This unit allows pupils to develop a basic understanding of different types of provision in the Early Learning and Childcare sector and to describe how the sector supports children and families. Pupils will discuss some of the main skills and qualities required to work with children aged 0–12 years.
<b>Care of Children</b>	This unit is designed to allow pupils to gain a basic understanding of how the needs of children can be met. Pupils are required to plan, demonstrate and review caring skills that meet these needs.

### Assessment Method

Pupils are expected to engage in written work to investigate resources and to work in teams to produce presentations. Pupils will also be involved in self-evaluation of these skills, seeking feedback from others, identifying areas of improvement, taking account of the feedback received and reviewing their progress throughout the course. Some practical elements are demonstrated later in the course in order for the pupils to improve technical and employability skills. There is a mixture of open and closed book assessments.

### Skills for Work: Early Learning and Childcare National 5

<b>Course Title</b>	<b>SfW Early Learning and Childcare</b>
<b>Level</b>	<b>National 5</b>
<b>Campus</b>	<b>Arbroath and Gardyne</b>
<b>Days</b>	<b>Arbroath: 9-1pm</b> <b>Gardyne: Monday and Wednesday 2-4 pm</b>

### Entry Requirements

There are no entry requirements for this course. However, as this course is a combination of practical activities and written assignments, school staff should ensure pupils are suitable for level 5 study and have an interest in studying childcare.

### Units to be Completed

<b>Mandatory Units</b>	<b>Optional Units</b>
Working in Early Learning and Childcare	Care and Feeding of Children and Young People
Play in Early Learning and Childcare	
Development and Well-being of Children and People	

### Progression Pathways

- National Certificate Group Award in Early Education and Childcare
- PDA, Education Support Assistance

- FA Social Services Children and Young People
- Further Education
- Training/Employment

## Course Description

The primary target group for this course is school pupils in S4 and above who have completed the National 4 Course in Early Learning and Childcare.

The emphasis of this course is to help pupils prepare for working in the early learning and childcare sector and to develop employability skills. They will develop a range of knowledge and skills required for this vocational area. The course is designed as an introduction to Early Learning and Childcare at National 5 level and gives pupils an understanding of the demands and responsibilities of working in the sector. It also provides suitable progression for pupils who have studied the National 4 Early Learning and Childcare course.

Since the National 5 course is designed with progression from National 4 in mind, most of the units at the two levels have common titles and address similar content areas. At National 5 pupils will cover a broader range of issues in each area and study these issues in more depth.

They will also develop a wider range of skills including research skills, the ability to evaluate their planning and preparation of play experiences and the ability to set realistic and achievable goals for personal development. Pupils will be expected to build on skills from National 4 and work proactively and independently.

The National 5 Course in Early Learning and Childcare offers a broad link to the care, learning and development of children aged 0–18 years.

## Unit Contents

Unit	Description
<b>Working in Early Learning and Childcare</b>	This unit allows pupils to develop an understanding of the Early Learning and Childcare sector and to explain ways in which the sector meets the care, learning and development needs of children and young people. Pupils will consider career options within the sector and the skills, values, knowledge and qualifications required to fulfil these roles. They will reflect on their own skills, qualities, attitudes and achievements in relation to these.
<b>Play in Early Learning and Childcare</b>	This unit allows pupils to develop an understanding of the benefits of play for children and young people. The pupils will demonstrate how children and young people benefit from a range of play experiences through planning, preparing and reviewing play experiences in a simulated context.
<b>Development and Well-being of Children and Young People</b>	This unit is designed to introduce pupils to the principles of development and wellbeing of children and young people. Pupils will learn what is meant by sequences and patterns in child development and the inter-relationship between all aspects of that development. Pupils will also learn about the wellbeing of children and young people and how a variety of factors may affect their development.
<b>Care and Feeding of Children and Young People</b>	This unit enables pupils to examine the specific needs of a baby and continuing needs of a child, and how meeting these needs contributes to the holistic development of the child. The unit also provides pupils with the opportunity to examine issues in relation to feeding of babies

	and the provision of food and drink to children and young people within Early Learning and Childcare settings. Pupils will also develop an awareness of appropriate practice in relation to provision of hygiene for children.
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### Assessment Method

Pupils are expected to engage in written work to investigate resources and to work in teams to produce presentations. Pupils will also be involved in self-evaluation of these skills, seeking feedback from others, identifying areas of improvement, taking account of the feedback received and reviewing their progress throughout the course. Some practical elements are demonstrated later in the course in order for pupils to improve technical and employability skills. There is a mixture of open and closed book assessments.

## Learning Outdoors – Working with Children & Young People Level 5

Course Title	Learning Outdoors – Working with Children & Young People
Level	5
Campus	Gardyne
Days	<b>Gardyne:</b> Monday and Wednesday 2-4 pm

### Entry Requirements

There are no entry requirements for this course. However, as this course is a combination of practical activities and written assignments, school staff should ensure pupils are suitable for level 5 study and have an interest in **working outdoors** with children

### Units to be Completed

<b>Mandatory Units</b>
NCFE Outdoor and Adventurous Activities
NCFE Working with Children
NCFE Confidence Building for the Young Child Through Play

### Progression Pathways

- Foundation Apprenticeship Children & Young People (SCQF Level 6)
- Certificate in Coaching Sport & Fitness (SCQF Level 5-6)
- Child Care Academy (SCQF Level 6)

### Course Description

This course will be delivered jointly between the Children & Young People team and the Sports & Fitness team. The course is aimed at young people who are interested in the great outdoors and may be keen to pursue a career in outdoor education or in a childcare setting working with children aged 3-18 years. The delivery of the curriculum will be mainly outdoors focusing on den building, fire building, mini beast hunting, orienteering, playing with loose parts, strength and conditioning. Although this is a very practical course learners must be aware that there are also written assignments which will be completed at SCQF level 5.

## Unit Contents

Unit	Description
<b>NCFE Outdoor and Adventurous Activities</b>	In this unit learners will consider the range of outdoor provision available to participate in and consider the health and safety requirements, environmental impact and risks associated with particular activities. Learners will be given the opportunity to participate in outdoor and adventurous activities, reviewing their own performance and the performance of others in a particular activity
<b>NCFE Working with Children</b>	This module supports learners to gain basic knowledge and understanding of the needs of children. It also helps learners understand their role in supporting children's development. The module covers: <ul style="list-style-type: none"> <li>• Healthy eating for children</li> <li>• Providing a safe learning environment for children</li> <li>• Designing a range of play activities for children</li> </ul>
<b>NCFE Confidence Building for the Young Child Through Play</b>	The aim of this unit is to enable the learner to understand how play can build a child's confidence, self-esteem and communication skills.

## Assessment Method

Pupils are expected to engage in written work to investigate resources and to work in teams to produce presentations. Pupils will also be involved in self-evaluation of these skills, seeking feedback from others, identifying areas of improvement, taking account of the feedback received and reviewing their progress throughout the course. Some practical elements are demonstrated later in the course in order for pupils to improve technical and employability skills. There is a mixture of open and closed book assessments.

## Foundation Apprenticeship: Social Services, Children and Young People Level 6

<b>Course Title</b>	<b>FA in Social Services, Children and Young People</b>
<b>Level</b>	SCQF 6
<b>Campus</b>	Arbroath and Gardyne
<b>Days</b>	<p><b>Arbroath:</b>  Year 1 of 2 – Tuesday 9-4pm  Year 2 of 2 – Tuesday 9-4pm  1 Year of 1 – Tuesday and Friday 9-4pm</p> <p><b>Gardyne:</b>  Year 1 of 2 – Monday and Wednesday 2-5pm  Year 2 of 2 – Monday and Wednesday 2-5pm  1 Year of 1 – Monday, Tuesday, Wednesday 2-5pm and Thursday 1.15-4.15pm</p>

This apprenticeship can be undertaken as either a 1 year programme (6<sup>th</sup> Year) or a 2 year programme (across 5<sup>th</sup> and 6<sup>th</sup> year).

**1 year programme (6<sup>th</sup> Year)** – pupils in Angus will attend college one day a week and attend a childcare placement one day a week. Pupils in Dundee will attend college two afternoons a week and attend placement two afternoons a week.

### Entry Requirements

A good level of English (National 5) is required. You must also demonstrate a genuine interest in working with children.

### Units to be Completed

Mandatory Units
Play for Children & Young People
Promoting the Wellbeing of Children & Young People
Communication
Development of Children & Young People
Safeguarding of Children & Young People

### Progression Pathways

- Modern Apprenticeship in Social Services (Children and Young People) at SCQF Level 7
- Employment: Support Work in a Childcare setting; - Out of School Care Assistant
- Further Study: National Certificate (NC) in Early Education and Childcare

### Course Description

While in college, pupils will study childcare SQA units, which make up a National Progression Award at SCQF Level 6. Pupils will learn about different childcare topics such as: Safeguarding, Play, Communicating with Children and Development and Wellbeing of Children. These childcare theory units provide underpinning knowledge required for completing 4 Scottish Vocational Qualifications (SVQ) units linked to their practice and experience while on placement. Therefore, in total, over the year, pupils will complete 8 SQA units which complete the full Foundation Apprenticeship award.

**2 year programme (5<sup>th</sup> & 6<sup>th</sup> Year)** – in 5<sup>th</sup> year pupils in Angus will attend college one day a week. In Dundee pupils will attend college two afternoons a week. Pupils will study childcare SQA units, which make up a National Progression Award at SCQF Level 6. Pupils will learn about different childcare topics such as: Safeguarding, Play, Communicating with Children and Development and Wellbeing of Children.

Then in 6<sup>th</sup> year pupils in Angus will undertake a placement in a childcare setting one day a week. Pupils in Dundee will undertake a placement two afternoons a week. While there, they will complete 4 Scottish Vocational Qualifications (SVQ) units linked to their practice and experience while on placement. Therefore, in total, over the two years, pupils will complete 8 SQA units which complete the full Foundation Apprenticeship award.

### Unit Contents

Unit	Description
<b>Play for Children &amp; Young People</b>	This unit supports pupils to gain an understanding of different types of play and the benefits of play to children's development. Pupils will also work on developing different play opportunities for children and reflect on the role of the adult in supporting play activities

<b>Promoting the Wellbeing of Children &amp; Young People</b>	In this unit pupils will explore the influences and circumstances that may have an impact on children’s wellbeing, explore risks to children’s wellbeing in an early years setting and explore the role of different adults in supporting children’s wellbeing.
<b>Communication</b>	In this unit pupils will explore different methods of communicating with children, investigate how children use play to communicate, explore how we can reduce barriers to communicating with children; Investigate ways to work with children and young people whose home language is different from the language of the setting and consider the importance of confidentiality.
<b>Development of Children &amp; Young People</b>	In this unit pupils will explore what is meant by “development” and investigate ways in which development is individual to each child (considering different theories); and investigate how a variety of influences and circumstances relate to the development of children and young people.
<b>Safeguarding of Children &amp; Young People</b>	In this unit pupils will explore the concept of “safeguarding” and the indicators of abuse, exploitation and neglect; investigate the concept of risk in terms of child protection; and investigate the legislation and policy which safeguards children and young people in Scotland

### Assessment Method

Pupils are expected to carry out research and plan, implement and evaluate age-appropriate play experiences showing knowledge of children and young people’s growth and development. Assessments will also consist of case studies, written reports, and producing presentations.

During the second year of the Foundation Apprenticeship pupils will produce work-based evidence, writing reflectively about their practice, demonstrating knowledge and understanding of their roles within their placement experience.

## Computing and Creative Media

### National Progression Award: Cybersecurity Level 5

Course Title	NPA: Cybersecurity
Level	SCQF 5
Campus	Arbroath and Gardyne
Days	<b>Arbroath:</b> Friday 9-1pm <b>Gardyne:</b> Monday and Wednesday 2-4pm

#### Entry Requirements

Computing Science at SCQF level 4 may be helpful for completion of this course.

#### Units to be Completed

<b>Mandatory Units</b>
Data Security
Digital Forensics
Ethical Hacking

#### Progression Pathways

- HNC in Cyber Security
- HNC Computing
- Foundation Apprenticeship in Hardware and Technical Support
- Certificate in Computing, Games and Technology
- Modern Apprenticeship in IT

#### Course Description

Cybersecurity is the protection of internet-connected systems, including hardware, software and data, from cyberattacks. This course is designed for young people who wish to gain the knowledge and skills required in the field of cyber security and ethical hacking. Pupils will learn techniques on how to perform information gathering, network & vulnerability scanning, and methods on how to recover hidden data. Pupils will be introduced to the creation of exploits and the steps performed during a penetration test, while also learning the basic skills needed to work in a computing role or to progress to study in the areas of cyber security and ethical hacking.

#### Unit Contents

Unit	Description
<b>Data Security</b>	Pupils will explore corporate data security and data security breaches and learn techniques for the development of a business security strategy.
<b>Digital Forensics</b>	Pupils will learn about the digital forensics process gaining knowledge of data acquisition, data analysis and the reporting of forensics examinations. Pupils will learn practical skills enabling them to report digital evidence and analyse and interpret data which is required to an enquiry under investigation.
<b>Ethical Hacking</b>	With this unit pupils will learn about the knowledge and skills used by ethical and malicious hackers. Pupils will be able to distinguish between methods used by ethical and malicious hackers to compromise individuals' and organisations' computer systems, as well as applying these skills to identify vulnerabilities.

## Assessment Method

Within all units' pupils will undertake a mixture of closed book assessment questions to demonstrate they understand the key theory and concepts of the unit and practical based assessment in which pupils will need to demonstrate the technical skills in the form of a small project.

## National Progression Award: Web Design Level 5

Course Title	NPA: Web Design
Level	SCQF 5
Campus	Arbroath and Gardyne
Days	<b>Arbroath:</b> Friday 9-1pm <b>Gardyne:</b> Monday and Wednesday 2-4pm

## Entry Requirements

Computing Science at SCQF level 4, NPA Software Development at SCQF level 4 or Experience of writing HTML, CSS and programming may be helpful for this course.

## Units to be Completed

<b>Mandatory Units</b>
Computing: Website Graphics
Computing: Website Design and Development
Computing: Interactive Multimedia

## Progression Pathways

- Foundation Apprenticeship in Creative & Digital Media
- Certificate in Computing, Games and Technology
- Modern Apprenticeship in Web Development/Digital Marketing/Creative & Digital Media

## Course Description

Web design is a process of planning and developing the colours, text styles, structure, graphics, images, and use of a website. This course is designed for pupils' who wish to gain the knowledge and skills required in the field of web design and development. Pupils will learn how to build their own website through HTML and CSS programming and use graphic design to create their own images. This course will provide pupils with the basic skills needed to work in the web or digital design industry or to study further in these areas.

## Unit Contents

Unit	Description
<b>Computing: Website Design and Development</b>	Pupils will learn the process of building a website using HTML and CSS by gathering requirements through a client brief. Pupils will learn to plan, design and test their own website.
<b>Computing: Website Graphics</b>	This unit focuses on website graphics. Pupils will capture, create and optimise their own graphics and develop an understanding of the usability and legal issues associated with using graphics on websites. Pupils will build a web page to incorporate their optimised images and graphics.

<b>Computing: Interactive Multimedia</b>	This unit will teach pupils how to add interactive elements to the website that they have designed and created. Elements such as Drop-down/fly-out menu — Photo gallery — News ticker or video file can be included and incorporated into their design.
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### Assessment Method

Within all units, pupils will undertake a mixture of closed book assessments to demonstrate they understand the key theory and concepts of the unit and practical based assessment in which pupils will need to demonstrate the technical skills in the form of a small project.

## Foundation Apprenticeship: Creative and Digital Media Level 6

<b>Course Title</b>	<b>FA in Creative and Digital Media</b>
<b>Level</b>	SCQF 6
<b>Campus</b>	Arbroath And Gardyne
<b>Days</b>	<p><b>Arbroath:</b>  Year 1 of 2 – Tuesday 9-4pm  Year 2 of 2 – Tuesday 9-4pm  1 Year of 1 – Tuesday and Friday 9-4pm</p> <p><b>Gardyne:</b>  Year 1 of 2 – Monday and Wednesday 2-5pm  Year 2 of 2 – Monday and Wednesday 2-5pm  1 Year of 1 – Monday, Tuesday, Wednesday 2-5pm and Thursday 1.15-4.15pm</p>

### Entry Requirements

A good level of English (National 5) or completion of Web/Graphic Design and Development Skills for Work class. Other relevant knowledge and experience will be considered and will be discussed with course leader.

### Units to be Completed

<b>Mandatory Units</b>
Creative Industries: An Introduction
Creative Industries: Understanding a Creative Brief
Scotland Media: Understanding the creative process
Work effectively with others in the Creative Industries
Ensure their Own Actions Reduce Risks to Health and Safety
Communicating Using Digital Marketing/Sales Channels
Use Digital and Social Media in Marketing Campaigns
Industry Challenge Project
Media Project

### Progression Pathways

- **A Modern Apprenticeship:** On completing the Foundation Apprenticeship, pupils will have already achieved core units of the Modern Apprenticeship in Creative and Digital Media.

Pupils will have the right skills and experience to choose to progress to a related Modern Apprenticeship, such as Creative and Cultural or Digital Applications.

- **Further Education:** Continue their studies at college, with an HNC or HND in a creative or digital subject. The pupil’s workplace experience will support their college application.
- **University:** Foundation Apprenticeships are recognised as equivalent to SQA Highers by all Scottish universities. Pupils will already have quality experience in the industry – this will make their UCAS stand out from the crowd. This apprenticeship also provides pupils with 42 UCAS tariff points. Find out more about points on the [UCAS website](#).
- **Straight to a job:** Use their qualification and work experience to find a job in the creative industries.

## Course Description

This is a Foundation Apprenticeship that lets pupils bring their ideas to life. There is a career for pupils in Scotland’s thriving creative industry – whatever their interests. It’s one of Scotland’s most diverse sectors, covering architecture, TV, radio, film, fashion and textiles, cultural heritage, design, journalism, publishing, music, visual arts, gaming and more.

Pupils could do roles such as:

- Broadcast journalist
- TV or film producer
- Lighting technician
- Dance teacher
- Actor
- Fashion designer
- Graphic designer
- Photographer

## Unit Contents

Unit	Description
<b>Creative Industries: An Introduction</b>	Creative Industries: An Introduction – Scotland is crucial in providing pupils with an understanding of the industry and allowing them to make informed choices of the sector in which they would like to pursue a career. The unit is intended to provide a basic introduction to the Creative Industries and the opportunities that exist within it. Pupils will carry out some research into a minimum of four different sectors, before selecting a sector of personal interest to focus on.
<b>Creative Industries: Understanding a Creative Brief</b>	This unit will allow pupils to investigate, analyse and evaluate the purpose, language and structure of creative briefs. Pupils will gain experience of ways in which they might interpret a brief in order to effectively and efficiently respond to its demands. Pupils will consider the range of interdependencies, the completion milestones, the impact of the process on the end product and how to respond to the client’s needs. Pupils will consolidate their understanding of a brief through a range of activities and will identify their strengths and interests individually and/or collaboratively
<b>Scotland Media: Understanding the creative process</b>	The purpose of this Unit is to introduce pupils to the creative nature of working in the area of media. Pupils will learn about the ‘creative process’ in media, which refers to the process of generating creative concepts and ideas and selecting appropriate media platforms to implement these ideas. Pupils will be introduced to the key elements

	within the creative process — media platforms, media commissioning, audience research and legal controls — and will learn about the key features of each. Pupils will have the opportunity to work individually or as part of a group to generate and develop their own creative concept
<b>Work effectively with others in the Creative Industries</b>	This unit assesses the ability to work professionally and effectively with others in the pupil's own and partner organisations, and to work towards common business functions, goals and visions.
<b>Ensure Pupils Own Actions Reduce Risks to Health and Safety</b>	This unit is designed to demonstrate competence in following the health and safety duties required in the workplace within the scope of the relevant Health and Safety legislation and organisational requirements. The unit requires pupils to have an appreciation of perceived risks in the workplace and know how to respond appropriately
<b>Communicating Using Digital Marketing/Sales Channels</b>	This unit assesses the ability to use digital media for marketing and communications. Pupils need to understand target audiences and best methods of reaching them, and how to use relevant software and systems, in line with the organisational objectives.
<b>Use Digital and Social Media in Marketing Campaigns</b>	This unit assesses understanding of planning requirements for the use of digital and social media, and how to market to targeted customers, using digital and social media.
<b>Media Project</b>	In this unit, pupils will learn how to prepare for, plan and produce a media production. Pupils will generate and develop media ideas to satisfy a project brief. They will produce a portfolio of all their research materials, a detailed project plan and a risk assessment. They will then produce a finished piece of media content and evaluate their experience throughout the process

### Assessment Method

Within all units, pupils will be required to gather a portfolio of evidence of the skills that they have learned in both the classroom and the workplace. They will also undertake a mixture of closed book assessment questions to demonstrate they understand the key theory and concepts of the unit and practical based assessment in which pupils will need to demonstrate the technical skills in the form of a small project.

## Foundation Apprenticeship: Networking and Cyber Security Level 6

Course Title	FA: Networking and Cybersecurity
Level	SCQF 6
Campus	Arbroath and Gardyne
Days	<p><b>Arbroath:</b>            Year 1 of 2 – Tuesday 9-4pm            Year 2 of 2 – Tuesday 9-4pm            1 Year of 1 – Tuesday and Friday 9-4pm</p> <p><b>Gardyne:</b>            Year 1 of 2 – Monday and Wednesday 2-5pm            Year 2 of 2 – Monday and Wednesday 2-5pm            1 Year of 1 – Monday, Tuesday, Wednesday 2-5pm and Thursday 1.15-4.15pm</p>

### Entry Requirements

A good level of English and some background in Computing or similar at SCQF level 5. Other relevant knowledge or experience will be considered and will be discussed with the D&A College course leader.

### Units to be Completed

<b>Mandatory Units</b>
Security Fundamentals
Network Fundamentals
Server Administration Fundamentals
Personal Effectiveness 2
Health and Safety in IT & Telecom
IT & Telecom System Operation 2
Testing IT & Telecom Systems 2
Working with IT & Telecoms Hardware and Equipment 1 Data Security

### Progression Pathways

- A Modern Apprenticeship: On completing pupils Foundation Apprenticeship, pupils will have already achieved core units of the Modern Apprenticeship in IT and Telecoms, giving pupils a head start.
- A Graduate Apprenticeship: Pupils will have the right skills and experience to progress to a Graduate Apprenticeship in IT.
- Further Education: Continue studies at college, with an HNC or HND in an ICT and digital subject. Pupils' workplace experience will support their college application.
- University: Foundation Apprenticeships are recognised as equivalent to SQA Highers by all Scottish universities. Pupils will already have quality experience in the industry – this will make pupils UCAS stand out from the crowd. This apprenticeship also provides pupils with 42 UCAS tariff points. Find out more about points on the UCAS website.
- Straight to a job: Use their qualification and work experience to find a job in the ICT and digital technologies industry.

### Course Description

ICT and digital technologies play a part in everything we do. In Scotland, over 90,000 people work in digital technology roles and the current average full-time salary for digital technology roles is £37,500, over 30% higher than the Scottish average.

There has never been a better time to start an ICT career.

**Hardware and System Support could lead to jobs like:**

- Cyber security analyst
- IT support technician
- Security administrator
- Network manager

As well as opportunities with technology employers, pupils will find ICT and digital technology jobs in many other sectors such as healthcare, financial services and the creative industries. Even if pupils haven't considered or studied digital technologies before, these jobs could offer pupils an alternative way to use maths, science and problem-solving skills.

**Unit Contents**

Unit	Description
<b>Security Fundamentals</b>	This unit introduces pupils to fundamental approaches to security in modern computing environments. The unit looks at layers of security and how to secure operating systems. The Unit also looks at methods of applying security in computer networks and using software to secure systems.
<b>Network Fundamentals</b>	This unit introduces pupils to the theory of modern computer networks. Pupils are introduced to the basic concepts of computer networking such as the different types of networks, network devices and network media. The unit also covers the theory which underpins the way data is transferred over a computer network and the use of the network protocols and network utilities in that data transfer
<b>Server Administration Fundamentals</b>	This unit introduces fundamental approaches to server administration in modern computing environments. It covers the role of servers and how they support users and computer management, server installations, storage solutions and performance and maintenance.
<b>Personal Effectiveness 2</b>	This unit allows pupils to develop their own personal and professional skills, looking at working as a member of a team to achieve defined goals, understand what is meant by professional practice, understand the ethical and legislative environment relating to IT activities, and improve organisational effectiveness.
<b>Health and Safety in IT &amp; Telecom</b>	This unit is designed to ensure pupils are aware of and follow the Health and Safety procedures that are in place within their workplace and applicable to their job role. Pupils will explore the various sources of information on Health and Safety available to them.
<b>IT &amp; Telecom System Operation 2</b>	This unit introduces the pupils to the technical architecture of an IT or Telecom system, how to operate the system and how to carry out maintenance.
<b>Testing IT &amp; Telecom Systems 2</b>	This unit introduces pupils to the principles of IT & Telecoms testing to plan and carry out the testing of system Components and interpret test results.
<b>Working With IT &amp; Telecoms Hardware</b>	This unit introduces pupils to know how to work with IT and Telecoms hardware and equipment and to carry out work activities on IT and Telecoms hardware and equipment.

## Assessment Method

Within all units, pupils will be required to gather a portfolio of evidence of the skills that they have learned in both the classroom and the workplace. They will also undertake a mixture of closed book assessment questions to demonstrate they understand the key theory and concepts of the unit and practical based assessment in which pupils will need to demonstrate the technical skills in the form of a small project.

## Foundation Apprenticeship: Software and Application Development Level 6

Course Title	FA in Software Development
Level	SCQF 6
Campus	Arbroath And Gardyne
Days	<b>Arbroath:</b> Year 1 of 2 – Tuesday 9-4pm Year 2 of 2 – Tuesday 9-4pm 1 Year of 1 – Tuesday and Friday 9-4pm  <b>Gardyne:</b> Year 1 of 2 – Monday and Wednesday 2-5pm Year 2 of 2 – Monday and Wednesday 2-5pm 1 Year of 1 – Monday, Tuesday, Wednesday 2-5pm and Thursday 1.15-4.15pm

## Entry Requirements

A good level of English and Mathematics (National 5) or completion of Web/Graphic Design and Development Skills for Work class. Other relevant knowledge and experience will be considered and will be discussed with course leader.

## Units to be Completed

<b>Mandatory Units</b>
Computing: Applications Development
Computing: Authoring a Website
Software Design and Development
Health and Safety in IT & Telecom 4
Personal Effectiveness 2
Investigating and Defining Customer Requirements for IT & Telecoms Systems 2
Data Modelling 1
Event Driven Computer Programming 2

## Progression Pathways

- A Modern Apprenticeship: On completing their Foundation Apprenticeship, pupils will have already achieved core units of the Modern Apprenticeship in IT and Telecoms, giving pupils a head start.
- A Graduate Apprenticeship: Pupils will have the right skills and experience to progress to a Graduate Apprenticeship in IT.
- Further Education: Continue their studies at college, with an HNC or HND in an ICT and digital subject. Their workplace experience will support their college application.

- University: Foundation Apprenticeships are recognised as equivalent to SQA Highers by all Scottish universities. Pupils will already have quality experience in the industry – this will make their UCAS stand out from the crowd. This apprenticeship also provides pupils with 42 UCAS tariff points. Find out more about points on the UCAS website.
- Straight to a job: Use their qualification and work experience to find a job in the ICT and digital technologies industry.

### Course Description

Gaming, virtual reality, cyber security – the digital world is changing fast. Pupils could help decide where it goes next.

In Scotland, over 90,000 people work in digital technology roles. The current average full-time salary for digital technology roles is £37,500, which is over 30% higher than the Scottish average of £28,000. With this Foundation Apprenticeship, pupils will be setting their self-up for roles that are in demand not just now, but in the future too. As a software or web developer, pupils can use their skills to create programs, robotic systems, apps and websites.

### Unit Contents

Unit	Description
<b>Computing: Applications Development</b>	The purpose of this unit is to enable pupils to develop skills in applications development. Pupils will learn how to design and create applications using their chosen development environment, before developing an application. In the process they will develop their programming, problem solving and computational thinking skills, as well as a knowledge and understanding of design concepts. Pupils will also develop knowledge and understanding of the different methodologies and approaches for testing and evaluation as they test their application and critically evaluate the process, their application and their own performance
<b>Computing: Authoring a Website</b>	This Unit is designed to give pupils experience in the planning and development of a small website to meet a client requirement. Pupils will be introduced to the main factors that can affect both the website performance and viewing experience for the website user. Pupils will gain the knowledge and skills required to take forward a brief for a website by planning and designing before producing the website. They will be introduced to HTML and CSS and learn how to use web authoring tools to produce a website. Finally, pupils will upload the website and perform functional and performance testing.
<b>Software Design and Development</b>	The general aim of this unit is to develop knowledge and understanding of advanced concepts and practical problem-solving skills in software design and development through appropriate software development environments. Pupils will develop their programming and computational thinking skills by designing, implementing, testing and evaluating practical solutions and explaining how these programs work. They will also develop an understanding of computer architecture and the concepts that underpin how programs work. Pupils will also gain an awareness of the impact of contemporary computing technologies.
<b>Health and Safety in IT &amp; Telecom 4</b>	This unit is designed to ensure pupils are aware of and follow the Health and Safety procedures that are in place within their workplace

	and applicable to their job role. Pupils will explore the various sources of information on Health and Safety available to them.
<b>Personal Effectiveness 2</b>	This unit allows pupils to develop their own personal and professional skills, looking at working as a member of a team to achieve defined goals, understand what is meant by professional practice, understand the ethical and legislative environment relating to IT activities, and improve organisational effectiveness.
<b>Investigating and Defining Customer Requirements for IT &amp; Telecoms Systems 2</b>	This unit will introduce pupils to how to investigate and define system requirements looking at functionality in terms of inputs, processes and outputs and capacity including numbers of users, throughput, and data storage.
<b>Data Modelling 1</b>	This unit will explore the concepts of logical data modelling and introduce pupils to use data modelling techniques to create logical data models.
<b>Event Driven Computer Programming 2</b>	This unit will introduce pupils how to implement refine and test a software design using event driven programming.

### Assessment Method

Within all units, pupils will be required to gather a portfolio of evidence of the skills that they have learned in both the classroom and the workplace. They will also undertake a mixture of closed book assessment questions to demonstrate they understand the key theory and concepts of the unit and practical based assessment in which pupils will need to demonstrate the technical skills in the form of a small project.

## Construction

### Foundation Apprenticeship: Construction Crafts and Technician Level 4

Course Title	FA in Construction Crafts and Technician
Level	National 4
Campus	Arbroath and Kingsway
Days	<b>Arbroath:</b> Friday 9-1pm <b>Kingsway:</b> Monday and Wednesday 2-4pm or Tuesday 2-4pm and Thursday 1.15-3.15pm

#### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 4 study.

#### Units to be Completed

Mandatory Units	Optional Units
Work Based Skills Challenge	Half Brick Walling
Understanding Industry	Carpentry and Bench Joinery: An Introduction
Personal Development: Self and Work	Carpentry and Joinery Techniques
	Site Carpentry and Bench Joinery
	Decorative Painting
	Decorative Finishing Using Water-borne Paints
	Brickwork: An Introduction
	Brickwork Techniques
	Employability Skills
	Roof Tiling: An Introduction

*Units are chosen to align with the practical project they will complete and/or pupil interest*

#### Progression Pathways

- National Progression Award in Construction Skills (Arbroath and Kingsway Campus)
- National Progression Award in Painting and Decorating (Arbroath and Kingsway Campus)
- National Progression Award in Carpentry and Joinery (Arbroath and Kingsway Campus)
- National Progression Award in Brickwork (Arbroath Campus)
- National Progression Award Multi-Trade (Kingsway Campus)
- NC Built Environment (Kingsway Campus)
- Modern Apprenticeship in the Construction Industry
- Building Trades Fast Track (Incorporating NPA in Construction Craft & Technician)

#### Course Description

The course contains practical Construction Crafts Units and a work-based skills project challenge within the delivery. It is especially suitable for pupils with an aptitude for and an interest in practical crafts work. Pupils will learn a variety of skills in the trades-specific units. In addition, they will develop skills and attitudes that enhance employability, not just in the construction industry, but in employment generally.

In the mandatory section, the Understanding Industry and Personal Development: Self and Work are knowledge and understanding units which covers all trades the construction industry has to offer, pupils individual journey/plan and understanding what is expected from people in the construction industry. These units are delivered through both classroom and workshop activities.

The optional section offers pupils the opportunity to learn skills in different crafts. They represent skills areas which are readily resourced within D&A construction courses. These craft-specific units are in trades with high levels of identified skill shortages and further develop pupil skills in these specific trades. Furthermore, they represent skills areas which are readily resourced at a higher level within D&A construction courses to further develop skills in these specific trades.

### Unit Contents

Unit	Description
<b>Understanding Industry</b>	Pupils are required to understand all trades within the construction industry.
<b>Personal Development: Self and Work</b>	Pupils are required to write a personal development plan based on their goals and what industry/trade they see themselves working for in the future.
<b>Decorative Painting</b>	Pupils will carry out work with decorative finishes involving the use of brushes and rollers as well as stencilling.
<b>Site Carpentry and Bench Joinery</b>	Pupils are required to carry out small-scale tasks in both first fix and second-fix joinery. They will learn skills in measurement, cutting and fixing of timbers and sheet materials.
<b>Brickwork Techniques</b>	Pupils are required to set out and build extended sections of half -brick thick wall. This extended work will require the use of builders' line. Once again, the work will be carried out in accordance with given drawings and to prescribed tolerances.
<b>Employability Skills</b>	Pupils are required to develop work practices and attitudes that enhance their employability. They will have opportunities to review the skills they have developed. They will also develop skills in measurement and interpretation of drawings.
<b>Decorative Finishing Using Water-borne Paints</b>	Pupils are required to carry out additional paintwork tasks with purely water-borne paints. This will include a proprietary two-coat system.
<b>Roof Tiling: An Introduction</b>	Pupils are required to carry out introductory work in setting out a roofing area to incorporate single lap tiles with components.
<b>Carpentry and Joinery Techniques</b>	Pupils are required to erect a small-scale framed and panelled assembly and to fabricate and replace one panel to carefully match existing.
<b>Half Brick Walling</b>	Pupils are required to set out and build short sections of half-brick thick wall in accordance with given drawings and to prescribed tolerances.
<b>Brickwork: An Introduction</b>	Pupils are required to work on the basic fundamentals of brickwork. This will include setting out, measuring, and understanding brickwork terminology.
<b>Carpentry and Bench Joinery: An Introduction</b>	The unit is practical activities based and learners will produce carpentry and joinery items. Learners will be required to select, use and maintain a range of tools, materials and equipment.

	On successful completion of the unit the learner will be able to: Select, use and maintain tools, materials and equipment for carpentry and joinery, carry out tasks involving site carpentry and carry out tasks involving bench joinery.
<b>Work-Based Skills Challenge</b>	Pupils are set a challenge about working as part of a team on a real or simulated project for a real employer.

### Assessment Method

Assessment in this course is continuous and carried through the delivery of craft units and project work. Pupils will also have the opportunity to create a personal portfolio as they progress on the course. The assessment of pupils' work is a combination of self-review, peer review and assessor review which are recorded by observation checklists and review sheets.

## Foundation Apprenticeship: Construction Skills Level 5

Course Title	FA in Construction Skills
Level	National 5
Campus	Arbroath and Kingsway
Days	<b>Arbroath:</b> Friday 9-1pm <b>Kingsway:</b> Monday and Wednesday 2-4pm

### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study.

### Units to be Completed

<b>Mandatory Units: Technician section: Maximum 2 if required</b>
Employability and Behavioural Skills
The construction Industry and principles of design
Built Environment Design Project
3D modelling for the built environment
Work-Based Skills Challenge

<b>Mandatory Units: Craft section: minimum of 1, maximum of 3 required.</b>
Develop Bench Joinery Skills
Manufacture Joinery components
Develop Constructional Carpentry Skills
Develop Site Joinery Skills
Colour Practice: Painting and Decorating
Decorative Treatments
Decorative Painting
One Brick Walling: An Introduction
Construction Crafts: One Brick Walling
Block Walling: An Introduction
Single Lap Roofing Skills
Roofing: Regular Sized Natural Slates with Random Widths

Fixing Plasterboard and Applying Plastering Materials: An Introduction
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Applying External Cement Work: An Introduction
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Work-Based Skills Challenge
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*'Units are chosen to align with the practical project they will complete and/or pupil interest'*

### Progression Pathways

- National Progression Award in Painting and Decorating (Arbroath and Kingsway Campus)
- National Progression Award in Carpentry and Joinery (Arbroath and Kingsway Campus)
- National Progression Award in Brickwork (Arbroath Campus)
- National Progression Award Multi-Trade (Kingsway Campus)
- Modern Apprenticeship in the Construction Industry
- NC Built Environment (Kingsway Campus)
- Building Trades Fast Track (Incorporating NPA in Construction Craft & Technician)

### Course Description

The course includes Built Environment Technician knowledge and understanding units and practical construction craft units covering the main construction trades. Pupils will learn and develop a variety of skills within the construction industry. All pupils will play a part in the challenge project, from designing and constructing, to painting them. In addition, they will develop skills and attitudes that enhance employability, not just in the construction industry, but in employment generally.

In the mandatory section, there are the Work-Based Skills challenge unit, Employability, Behavioural Skills, Design Projects, & 3D Modelling knowledge and understanding units which addresses several practical and employability skills which can be practised, developed and integrated across all the units within the course. All other units cover specific construction crafts in trades and technician routes with high levels of identified skill shortages. Furthermore, they represent skills areas which are readily resourced at a higher level within D&A construction courses to further develop skills in these specific trades.

Throughout the whole course every pupil will work through the meta-skills needed to be successful in the world of work

### Unit Contents

Unit	Description
<b>Employability and Behavioural Skills</b>	Pupils are required to develop work practices and attitudes that enhance employability. They will review the skills they have developed and adapt their performance in subsequent activities. Pupils will carry out basic risk assessments and record their findings. They will also develop Skills in interpretation of drawings and in preparing basic materials schedules from drawing and specification information.
<b>The construction Industry and principles of design</b>	Pupils are required to explore the 6 basic principles of building design and the variety of work sectors and career opportunities in the construction industry
<b>Built Environment Design Project</b>	Pupils are required to produce a project plan and present a design influenced by a client's requirements.
<b>3D modelling for the built environment</b>	Pupils are required to produce a simple 3D model of a building.

<b>Develop Bench Joinery Skills</b>	Pupils will learn several joinery jointing techniques. They will learn skills in measurement as well as how to cut, assemble and fix timbers into a frame from a given drawing.
<b>Manufacture Joinery components</b>	Pupils are required to produce a workshop rod, compile a cutting list and manufacture a panel door.
<b>Develop Constructional Carpentry Skills</b>	Pupils will carry out work on a hollow ground floor and erect a timber stud partition.
<b>Develop Site Joinery Skills</b>	Pupils will carry out work to fix a door frame, hang a door and fix a range of finishes to the frame.
<b>Colour Practice: Painting and Decorating</b>	Pupils are required to select, mix, match and apply colours using secondary and primary colours.
<b>Decorative Treatments</b>	Pupils are required to select and prepare tools and materials, produce bands and lines and enlarge and paint given design using free brush techniques.
<b>Decorative Painting</b>	Pupils will carry out work in forming decorative bands and lines. They will work with moulded panels and gain skills in replicating given designs in freehand brushwork. Finally, pupils will learn how to mix different colours to match given paint samples.
<b>One Brick Walling: An Introduction</b>	Pupils will learn the knowledge and understanding required to build one brick wall thickness and erect a one brick wall to given specifications.
<b>Construction Crafts: One Brick Walling</b>	Pupils are required to set out and build short sections of one-brick wall in accordance with given drawings and to prescribed tolerances. This will give them experience of brick bonding techniques significantly beyond simple half-brick walls.
<b>Block Walling: An Introduction</b>	Pupils will learn knowledge and understanding on how to build block wall and how to build block wall to given specifications.
<b>Single Lap Roofing Skills</b>	Pupils are required to prepare a roof surface prior to tiling. Lay and fix tiles to roof surface with a wet verge and ridge finish.
<b>Roofing: Regular Sized Natural Slates with Random Widths</b>	Pupils will prepare a roof surface to install a slate finish.
<b>Fixing Plasterboard and Applying Plastering Materials: An Introduction</b>	Pupils are required to fix plasterboard to timber backgrounds and prepare surface for plastering materials.
<b>Applying External Cement Work: An Introduction</b>	Pupils will learn how to prepare the backgrounds and set out metal trims/beads for the application of external cement work. Pupils will apply cement work in two coats.
<b>Work-Based Skills Challenge</b>	Pupils are set a challenge about working as part of a team on a real or simulated project for a real employer.

### Assessment Method

Assessment in this course will be based on a range of practical workshop activities, supported by assessor observation checklists and pupil self-checking of quality. In the Employability Skills unit, pupils will carry out self-evaluation on a range of skills, review their progress and identify action points. They will also demonstrate that they can put action points into practice.

Pupils must successfully complete each unit to achieve the course.

## Engineering

### Foundation Apprenticeship: Automotive Skills National 4

Course Title	FA in Automotive Skills National 4
Level	National 4
Campus	Arbroath and Kingsway
Days	<b>Arbroath:</b> Friday 9-1pm <b>Kingsway:</b> Monday and Wednesday 2-4pm or Tuesday 2-4pm and Thursday 1.15-3.15pm

#### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 4 study.

#### Units to be Completed

Mandatory Units
The Garage
The Technician
The Car
The Vehicle Modification Project
Work based skills challenge

#### Progression Pathways

- SVQs and Modern Apprenticeships in Motor Vehicle Engineering – Day release
- Motor Vehicle Engineering – Full time course - Kingsway
- Scottish Progression Award in Engineering (National 5)
- Full time SVQ programmes and Modern Apprenticeships in Engineering areas such as Welding Fabrication, Mechanical Fitting, Machining, Motor Vehicle.
- National Certificate programmes such as Engineering Practice, Engineering Systems.
- Suitable Training/Employment

#### Course Description

The Automotive FA course has been designed to provide an introduction to the automotive industry and a progression route into further education or for moving directly into training or employment within the automotive industry. The overall purpose of the course is to ensure that pupils develop practical skills, knowledge and understanding and employability skills needed within the automotive industry as well as developing generic transferable employability skills.

#### Unit Contents

Unit	Description
<b>The Garage</b>	This unit introduces pupils to the structure and organisation of the retail automotive industry and the range of job roles and responsibilities within it. Pupils will use a range of research sources and activities to help develop their knowledge and understanding of the automotive industry, the businesses within it, and the diversity of job roles it offers. The Unit also provides a basic introduction to some of

	the health and safety legislation applicable to vehicle service and repair workshops.
<b>The Technician</b>	This unit has a practical focus and introduces pupils to some of the tools and techniques used by technicians in the automotive industry. Pupils will use a range of common hand tools as well as more specialised tools and equipment such as the torque wrench and trolley jack. Pupils will also learn the names, functions and serviceability of automotive components while engaging in practical activities and gain basic knowledge of working safely in an automotive engineering environment.
<b>The Car</b>	This unit introduces pupils to basic safety checks, wheel changing and valeting as carried out by technicians in the automotive industry. The pupil will use a range of common hand tools, as well as more specialised tools and equipment. To enrich the pupils understanding and range of associated skills, they will carry out engineering processes such as removing and refitting vehicle service items.
<b>The Vehicle Modification Project</b>	This unit comprises a practical project and is designed to be completed after the Units <i>Automotive Skills: The Technician</i> and <i>Automotive Skills: The Car</i> , consolidating the previous practical skills developed. Pupils select a modification project to carry out on a vehicle enabling them to put into practice and further develop some of the basic hand skills and problem-solving abilities that an Automotive Technician requires.
<b>Work Based Skills Challenge</b>	This Unit is designed to enable learners to develop their meta-skills through planning, completing and evaluating a work-based project which is designed and delivered with sector-specific employer involvement or simulation. It will incorporate technical skills that the learner is gaining from the linked Skills for Work/NPA course and will provide them with opportunities to reflect throughout on the meta-skills they are developing, and to set and review goals in relation to their performance and development. The meta-skills developed through the work-based skills challenge will support learners in their preparation for their working life, as well as their future work-based learning or study choices, by helping them to become more self-aware and continuous learners able to adapt more easily to change and challenge.

### Assessment Method

Assessment is by producing a practical component or assembly to a given standard and testing and documenting functionality as described in the unit contents. As well as this, pupils will be required to complete documentation which will demonstrate their awareness of the underlying employability skills that they have gained on the module. In order for the documentation to be accepted, pupils need to evaluate their own performance and identify the skills acquired. Tutor's will also contribute to this documentation and offer their own feedback on pupil work performance.

## Skills for Work: Energy National 5

Course Title	SfW Energy National 5
Level	National 5
Campus	Arbroath and Kingsway
Days	<b>Arbroath:</b> Friday 9-1pm <b>Kingsway:</b> Monday and Wednesday 2-4pm or Tuesday 2-4pm and Thursday 1.15-3.15pm

### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 4 study.

### Units to be Completed

<b>Mandatory Units</b>
J12W 75 Energy: An Introduction 6 SCQF credit points
J12Y 75 Energy: Domestic Wind Turbine Systems 6 SCQF credit points
J130 75 Energy: Domestic Solar Hot Water Systems 6 SCQF credit points
J12X 75 Energy: Employability and Careers
J131 75 Energy and the Individual

### Progression Pathways

- Full time SVQ programmes and Modern Apprenticeships in Engineering areas such as Welding Fabrication, Mechanical Fitting, Machining, Motor Vehicle
- National Certificate programmes such as Engineering Practice, Engineering Systems.
- HNC in Engineering Systems (dependent on core skills level)
- Suitable Training/Employment

### Course Description

Learners will explore a variety and range of industries and career opportunities which exist within the energy sector. Learners will become familiar with key words and terms used in the sector and will develop an awareness of the impact of the energy sector on the environment and individual lives. Personal development of employability skills will be the main focus across the course with each unit aiming to enhance such skills. The development of teamwork and practical skills and carrying out test procedures are also given high profile.

The mandatory units in this course introduce the various energy industries based in the UK; develop practical skills by building a small scale solar hot water system and wind turbine and learners will also review their employability skills and evaluate their strengths and weaknesses. There is an opportunity to specialise in one subject area by selecting one of the three optional units, i.e., analyse their own carbon footprint or develop a deeper knowledge of oil and gas production in the North Sea or develop further knowledge on the conventional energy generation systems used in the UK

## Unit Contents

Unit	Description
Energy: An Introduction J12W 75	The aim of the unit is to provide learners with an overview of where we get our energy from, the engineering systems that convert it into a more convenient form, and the energy conversion processes that take place from fuel being input to energy being generated. It gives a broad overview of traditional and renewable energy systems, energy conservation and includes an evaluation of an industrial or domestic energy generation facility. Investigation and presentation skills are developed in this unit.
Energy: Domestic Solar Hot Water Systems J12Y 75	The unit introduces a microgeneration system which generates heat from solar energy and transfers this heat energy to a heat exchanger and on to other appliances, e.g. hot water tank or under-floor heating system suitable for use in a domestic or small scale industrial building. This is a practical skills-based unit which gives students the practical skills to manufacture some of the parts and assemble a small solar hot water panel through team working which is seen as an essential element in this unit.
Energy: Domestic Wind Turbine Systems J12Y 75	This unit introduces residential or microgeneration wind turbine systems which generate electrical energy. This is a practical skills-based unit which will give students the ability to wire up an electrical circuit, manufacture parts, assemble, and test a small-scale wind turbine. The learners will use prepared components to build the turbine. Team working is seen as an essential element in this unit.
Energy: Employability and Careers J12X 75	Learners will review their performance in the employability skills undertaken in significant practical activities in the units throughout the course and evaluate their own strengths and weaknesses. It will also involve students investigating careers and job roles within the energy sector.
Energy and the Individual J131 75	Learners will investigate the energy they use over an average year. This will include producing their own carbon footprint. From the data gained, they will review and evaluate their lifestyles to try and reduce the energy they consume and thereby reduce the size of their carbon emissions/footprint. Presentation skills will also be developed in this unit.

## Assessment Method

The aim of the assessment in this course is to provide opportunities to gather evidence of development in:

- practical skills
- review and evaluation skills
- investigation skills
- knowledge and understanding

## Skills for Work: Engineering Skills National 5

Course Title	SfW Engineering Skills
Level	National 5
Campus	Arbroath and Kingsway
Days	<b>Arbroath:</b> Friday 9-1pm <b>Kingsway:</b> Monday and Wednesday 2-4pm

### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study.

### Units to be Completed

<b>Mandatory Units</b>
Mechanical and Fabrication
Electrical and Electronic
Maintenance
Design and Manufacture

### Progression Pathways

- Full time SVQ programmes and Modern Apprenticeships in Engineering areas such as Welding Fabrication, Mechanical Fitting, Machining, Motor Vehicle
- National Certificate programmes such as Engineering Practice, Engineering Systems.
- HNC in Engineering Systems (dependent on core skills level)
- Suitable Training/Employment

### Course Description

The National 5 Engineering Skills course has been designed to provide a basis for progression into further education or for moving directly into training or employment within an engineering sector. The overall purpose of the course is to ensure that pupils start to develop the generic and practical skills, knowledge and understanding and employability skills needed within an engineering sector. This course focuses on the broad areas of Mechanical, Fabrication, Electrical, Electronic, Maintenance and an element of Design and Manufacture. This will allow the pupils to gain basic transferable skills which can be applied to any of the above engineering area.

### Unit Contents

Unit	Description
<b>Mechanical and Fabrication</b>	<p>In this unit pupils will learn to select and use the correct tools, equipment, and materials required to manufacture an artefact. During the manufacture, pupils will read simple engineering drawings, measure and mark, select appropriate materials, and work to specified tolerances.</p> <p>The pupil will also develop and use basic engineering skills of cutting, shaping, drilling, tapping, forming, and joining. Embedded into the practical activities of this unit are the employability skills that</p>

	employer's value. Although it is envisaged that all employability skills will be developed in this unit, not all will be assessed.
<b>Electrical and Electronic</b>	In this unit pupils will select the correct tools and components required to construct a basic functional electrical circuit and an electronic circuit from a given diagram and specification. The unit is suitable for pupils with no previous electrical, electronic, or employment experience. Embedded into the practical activities of this unit are the employability skills that employer's value. Although it is envisaged that all employability skills will be developed in this unit, not all will be assessed.
<b>Maintenance</b>	In this unit pupils will select the correct tools, materials and equipment required to test, disassemble, repair, and assemble an engineering part. Embedded into the practical activities of this unit are the employability skills that employer's value. Although it is envisaged that all employability skills will be developed in this unit, not all will be assessed.
<b>Design and Manufacture</b>	In this unit pupils will develop Computer Aided Draughting (CAD) skills and select and use the correct tools and materials required to design, manufacture/construct, test, evaluate, and report their findings on the manufacture/construction of a project. This unit is designed to be attempted only after successful completion of the other mandatory skills units. Pupils will select and safely use the correct tools and materials to design, manufacture/construct, assemble and complete functionality tests on one project. Pupils will evaluate and report their findings on the design, manufacture/construction, assembly, and functionality tests of the selected project. Embedded into the practical activities of this unit are the employability skills that employer's value. Although it is envisaged that all employability skills will be developed in this unit, not all will be assessed.

### Assessment Method

Assessment is by producing a practical component or assembly to a given standard and testing and documenting functionality as described in the unit contents. As well as this, pupils will be required to complete documentation which will demonstrate their awareness of the underlying employability skills gained on the module. In order for the documentation to be accepted, pupils will evaluate their own performance and identify skills acquired. Tutor's will also contribute to this documentation and offer feedback on pupil's work performance.

## Hair, Beauty and Complementary Therapies

### VTCT: Extended Award in Hair and Beauty Skills (VRQ) Level 1

Course Title	VTCT: Extended Award in Hair and Beauty Skills
Level	Level 1 - equivalent to SCQF Level 4
Campus	Arbroath and Kingsway
Days	<b>Arbroath:</b> Friday 9-1pm <b>Kingsway:</b> Monday and Wednesday 2-4pm or Tuesday 2-4pm and Thursday 1.15-3.15pm

#### Entry Requirements

We are looking for people who have a genuine keen interest in hair and beauty industries and those who may see themselves following this as a chosen career path. There are no entry requirements for this course, it is designed to give you an introduction to most aspects of the hair and beauty industry and can allow you to progress into our diverse range of full-time courses or employment.

#### Units to be Completed

<b>Mandatory Units</b>
Create a Hair and Beauty image using colour
Hand and Nail Care
Make-up Application
Shampoo and Condition hair
Blow Dry Hair
Winding Skills
Colour hair using temporary hair colour

#### Progression Pathways

- VTCT Level 2 Extended Certificate in Hair and Beauty skills – Senior Phase programme
- VTCT Level 1 Diploma in Beauty Therapy
- Make Up Artistry
- VTCT Level 1 Diploma in Hairdressing
- VTCT Level 2 Diploma in Beauty Therapy Studies
- VTCT Level 2 Diploma in Barbering
- Employment in the industry, as a Salon Assistant or Modern Apprenticeship in Hairdressing

#### Course Description

By joining this industry recognised course, you are taking your first steps as a hairdresser or beauty therapist to learn and experience basic skills and knowledge that will prepare you well for the hair and beauty industry. This course will allow you to gain a VTCT Level 1 qualification in hair and beauty skills and will cover mandatory units listed along with practical experience in most aspects of hairdressing, beauty, make up and barbering.

All units in this qualification directly prepare you for further study in the hair and beauty industry and includes all the required elements to develop your practical hair and beauty skills including a mandatory unit in 'Create a Hair and Beauty image using colour' where you undertake a

photographic session to start to build a portfolio of your work. You can develop your knowledge and understanding of the importance of health and safety including skincare, eye treatments, hair removal, long hair work, cutting and Clipping hair within a salon environment.

## Unit Contents

Unit	Description
<b>Create a Hair and Beauty image using colour</b>	Through this unit you will create an image using colour. To achieve this, you will be using makeup, nail polish, temporary hair colour and accessories. You will design an image using a mood board to collect ideas. You will state the skills and techniques that are used to create the image and present your finished design.
<b>Hand and Nail Care</b>	Through this unit you will learn how to carry out a nail and hand treatment on a model whom they know. You will learn how to prepare yourselves, the model and your work area for the hand and nail care treatment. You will learn about the basic structure of the nail and will learn how to identify the reasons why the application may be stopped or changed. You will learn about the different products and skills used to apply nail and skin products to provide a professional finish.
<b>Make-up Application</b>	Through this unit you will learn how to apply make-up on a mask or model. You will learn how to prepare yourselves, your area and mask or model for the treatment. You will learn about the different products used during the make-up application and how to apply them. You will learn how to identify your model's skin type and face shape, which will help you to decide which products to use. You will learn how to apply the products to provide a professional finish.
<b>Blow Dry Hair</b>	Through this unit you will learn how to blow-dry one length hair sections, creating a smooth finish. You will identify the condition and the thickness of hair they are working on to be able to choose a product that will support the blow-dry. You will know what hair problems may occur and how to deal with them.
<b>Winding Skills</b>	Through this unit you will learn how to wind hair in a channel setting pattern using rollers and pins to secure. You will know how to select the correct tools and equipment to wind the hair, and how to achieve sections for the size of the roller. You will learn how to achieve a smooth and even curl result from root to tip and how to avoid buckled ends.
<b>Shampoo and Condition Hair</b>	Through this unit you will learn how to shampoo and apply a surface conditioner to hair. You will know what shampoo and conditioner to choose for the hair type you are working on and how to deal with any problems that may arise during or after the process. You will be able to provide aftercare advice for shampoo and conditioning hair.
<b>Colour hair using temporary hair colour</b>	Through this unit you will learn how to apply a temporary colour. You will learn which products are available as temporary colours and how they affect the hair. You will learn how to identify factors that help to choose temporary colour and the aftercare advice to give following the colouring process.

## Assessment Method

You will be taught practical skills and given underpinning knowledge for all the above units. Assessment opportunities will be given in a realistic salon environment where your performance of skills will be assessed. Research and short quizzes to assess your knowledge will be undertaken.

## VTCT: Extended Certificate in Hair and Beauty Skills (VRQ) Level 2

Course Title	VTCT: Extended Certificate in Hair and Beauty Skills
Level	Level 2 - equivalent to SCQF Level 5
Campus	Arbroath and Kingsway
Days	<b>Arbroath:</b> Friday 9-1pm <b>Kingsway:</b> Monday and Wednesday 2-4pm or Tuesday 2-4pm and Thursday 1.15-3.15pm

## Entry Requirements

You may have already studied and successfully completed the VTCT: Extended Award in Hair and Beauty Skills (VRQ) Level 1 course before taking the next level 2 course. You can also have a direct entry into this industry recognised Level 2 programme. We are looking for those who have a keen interest in the hair and beauty industry and those who may see themselves following this as a chosen career path. There are no entry requirements for this course however, it is designed to give you an introduction to most aspects of the hair and beauty industry and will allow you to progress into our diverse range of full-time courses

## Units to be Completed

<b>Mandatory Units</b>
Create an image based on a theme
Basic photographic make-up
Basic Face painting
Shampoo and treat hair
Blow dry and finish hair
Basic plaiting and twisting

## Progression Pathways

- VTCT Level 1 Diploma in Beauty Therapy
- Make Up Artistry
- VTCT Level 1 Diploma in Hairdressing at SCQF Level 4
- VTCT Level 2 Diploma in Beauty Therapy Studies
- VTCT Level 2 Diploma in Barbering
- Employment in the industry, as a salon assistant or Modern apprenticeship in hairdressing

## Course Description

By joining this industry recognised course, you are taking your first or next steps as a hairdresser or beauty therapist to learn and experience skills and knowledge that will prepare you well for the hair and beauty industry. This course will allow you to gain a VTCT Level 2 qualification in hair and beauty skills and will cover mandatory units along with practical experience in most aspects of hairdressing, beauty, make up and barbering.

All the units listed for this qualification directly prepares you for further study in the hair and beauty industry and includes all the required elements to develop your practical hair and beauty skills including a mandatory unit in 'Create a Hair and Beauty image based on a theme' where you can undertake a photographic session to start to or continue to build a portfolio of your work. You will also have the opportunity to develop your understanding and skills further including skincare, eye treatments, hair removal, creative long hair work, cutting and Barber skills with Clipping hair. You will develop your knowledge and understanding of personal care and appearance and the importance of health and safety within a salon environment.

## Unit Contents

Unit	Description
<b>Create an image based on a theme</b>	Through this unit, you will create a total look including hair, make-up and nails based on a theme. You will know how to research themes for their idea and create an action plan and mood board detailing all your ideas for the total look. You will have an understanding of why creating a mood board is important for developing your final look and you will be able to evaluate your finished image.
<b>Z01522 Basic Day Make Up</b>	Through this unit you will learn about being able to prepare for and carry out basic make-up application using foundation, concealers, powder, eye, cheek and lip products. You will be able to plan and prepare for make-up application by carrying out skin analysis and use consultation techniques for selecting suitable products and skills for a successful basic make up application. Practice and assessment can be achieved on yourselves and each other.
<b>Basic photographic make-up</b>	Through this unit, you will learn how to apply basic photographic make-up. you will learn how to carry out research using different media to create a mood board. You will learn how to identify the condition of a client's skin and their face shape, which will help them decide which products and tools to use. You will learn about a variety of products used during the treatment, as well as how to use tools to make shapes and designs. You will learn how to apply photographic make-up using precision techniques to achieve a professional finish.
<b>Z01523 Practical Skills: Personal care and Appearance</b>	Through this unit you will investigate factors which contribute to personal appearance for employment, develop skills and techniques for personal care and appearance and review your own personal care and presentation. You will evaluate and review your own personal care and appearance working through self- hairstyling, skincare, hand and nail care and make- up. In each of these areas you will identify your needs and make improvements to reach your personal goals
<b>Shampoo and treat hair</b>	Through this unit, you will learn how to shampoo and treat the hair. You will learn about a variety of products that are used during the service and how and when to use different massage techniques. You will learn how to identify the condition of a client's hair, which will help you to decide which products and massage techniques to use. You will learn how to avoid tangling the hair when shampooing and treating the hair, how to give your client advice on products to use at home and how to massage and comb your own hair correctly.
<b>Blow dry and finish hair</b>	Throughout this unit, you will learn how to blow-dry and finish hair below shoulder length hair, create root lift and curl the ends under. You will learn how to choose which products, tools and equipment to

	use to complete the look. You will learn how to use straighteners to finish the service. Part of this service is to provide your client with good aftercare advice on how to maintain the style at home or recreate it.
<b>Basic plaiting and twisting</b>	Through this unit, you will learn how to create a look using twists and a fishtail plait by using neat even sections and an even tension throughout. You will work hygienically and safely, identifying any problems that may affect or prevent the service being carried out. You will know how to use products to complete the look, give clients aftercare advice for the maintenance of the twist and plait and how to remove it.
<b>Basic Face Painting</b>	Through this unit you will learn how to perform basic face painting treatments. You will learn how to carry out research using different media to create a mood board. You will learn how to identify the condition of your client's skin, which will help you to decide which products and tools to use. You will learn about a variety of products used during the treatment, as well as how to use tools to make shapes and designs. You will learn how to apply face paint using precision techniques to achieve a professional finish.

### Assessment Method

You will be taught practical skills and given underpinning knowledge for all the above units.

Assessment opportunities will be given in a realistic salon where your performance of skills will be assessed. Research and short quizzes to assess your knowledge will be undertaken.

## Health and Social Care

### Skills for Work: Health Sector National 5

Course Title	SfW Health Sector
Level	National 5
Campus	Arbroath and Gardyne
Days	<b>Arbroath:</b> 9-1pm <b>Gardyne:</b> Monday and Wednesday 2-4 pm

#### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study and have a genuine interest in the health and social care sector.

#### Units to be Completed

<b>Mandatory Units</b>
Health Sector: Working in the Health Sector
Health Sector: Life Sciences Industry and the Health Sector
Health Sector: Improving Health and Well-being
Health Sector: Physiology of the Cardio-Vascular System
Health Sector: Working in Non-Clinical Roles

#### Progression Pathways

- SVQs in Health and Social Care
- National Courses or Units in Care
- Higher Level Courses in Health and Social Care
- NPA in Social Services and Health Care
- Employment

#### Course Description

The primary target group for this course is school pupils in S4 and above. The National 5 course provides a progression route for pupils who have successfully completed the Skills for Work: Health Sector National 4 course, although this is not a pre-requisite before entry to the National 5 course. The National 5 course will build on the skills and knowledge developed in the National 4 course and will introduce pupils to a range of more advanced skills.

In this course, it is important that pupils demonstrate their skills and knowledge by accessing real or simulated health sector environments and having visiting industry speakers or visits in the health sector. It is anticipated that the course will rely upon and build on partnerships between schools, further education colleges, higher education institutions, employers and other training organisations to demonstrate to the pupils the roles of health and social care in these settings: NHS, Social Work, Social Care, Life Sciences Industry, Complementary Therapies, Retail Pharmaceutical Industry, Independent Healthcare and Voluntary Sector.

The emphasis of this course is to prepare pupils for working in the health sector and develop employability skills valued by employers. Pupils will have the opportunity to investigate a range of job roles and career opportunities as well as participate in a job interview.

Since the National 5 course is designed with progression from National 4 in mind, the units of the National 5 course develop and expand on content introduced in the National 4. The National 5 course

covers a broader range of issues and studies these in more depth. Pupils will also develop a wide range of skills, including research and self-evaluation skills. Emphasis throughout all units is on the employability skills and attitudes which will help prepare pupils for the workplace. In National 5, pupils will build on the work in National 4 and demonstrate they can work proactively and independently towards assessment.

### Unit Contents

Unit	Description
<b>Working in the Health Sector</b>	This unit introduces pupils to the range of provision and the services provided by the Health Sector in their local area. Pupils will participate in an interview for a specific job role, which will help to develop knowledge and understanding of the world of work. The unit also focuses on the employability skills and attitudes identified as being those most valued by employers in the Health Sector. Pupils will be given the opportunity to reflect on and evaluate their own employability skills and record their progress throughout the unit.
<b>Life Sciences Industry and the Health Sector</b>	This unit is designed to introduce pupils to the contribution of the life sciences industry in the diagnosis and treatment of illness. Pupils will investigate the safety of pharmaceutical products made by the life sciences industry and the health and safety responsibilities of employers and employees in the life sciences industry. Pupils will also undertake a risk assessment in relation to production, storage or use of products made by the life sciences industry.
<b>Improving Health and Well-being</b>	This unit is designed to introduce pupils to the wide range of options available in the Health Sector that help tackle current health and lifestyle issues. It introduces pupils to the health and safety risks to workers in the Health Sector and the importance of a healthy lifestyle. Also, through team working, pupils will give advice in relation to the promotion of health.
<b>Physiology of the Cardio-Vascular System</b>	This unit will provide pupils with an introduction to the structure and function of the cardiovascular system. Pupils will apply this knowledge to investigate the effect of a specific disorder on the structure and function of the cardiovascular system. Pupils will participate in a practical activity which will help to develop knowledge and skills in taking physiological measurements at different activity levels. Pupils will also participate in a practical activity to demonstrate current first aid procedures to provide emergency life support.
<b>Working in Non-Clinical Roles</b>	This unit introduces pupils to the range and diversity of careers in non-clinical roles in the health sector. Pupils will undertake an investigation into the roles and responsibilities of non-clinical roles and the diversity of career opportunities available. Pupils will also participate in a practical activity which will enable them to demonstrate customer care skills in a non-clinical role.

### Assessment Method

Pupils are expected to engage in written work to investigate resources and to work in teams to produce presentations. Pupils will also be involved in self-evaluation of these skills, seeking feedback from others, identifying areas of improvement, taking account of the feedback received and reviewing their progress throughout the course. Some practical elements are demonstrated later in the course

in order for pupils to improve technical and employability skills. There is a mixture of open and closed book assessments.

## Foundation Apprenticeship: Social Services and Healthcare Level 6

Course Title	FA in Social Services and Health Care
Level	SCQF 6
Campus	Arbroath and Gardyne
Days	<p><b>Arbroath:</b>            Year 1 of 2 – Tuesday 9-4pm            Year 2 of 2 – Tuesday 9-4pm            1 Year of 1 – Tuesday and Friday 9-4pm</p> <p><b>Gardyne:</b>            Year 1 of 2 – Monday and Wednesday 2-5pm            Year 2 of 2 – Monday and Wednesday 2-5pm            1 Year of 1 – Monday, Tuesday, Wednesday 2-5pm and Thursday 1.15-4.15pm</p>

### Entry Requirements

A good level of English (National 5) is required. Must demonstrate a genuine interest in this vocational area.

### Progression Pathways

- Modern Apprenticeship in Social Services and Health at SCQF Level 7
- Employment: Health Care Assistant; Support Worker in a Care Setting
- Further Study: Access to Nursing, HNC Health Care

### Course Description

This apprenticeship can be undertaken as either a 1-year programme (6<sup>th</sup> Year) or a 2-year programme (across 5<sup>th</sup> and 6<sup>th</sup> year).

**1-year programme (6<sup>th</sup> Year)** – pupils in Angus will attend college one day a week and attend a placement one day a week. Pupils in Dundee will attend college two afternoons a week and attend placement two afternoons a week.

While in college, pupils will study health and social care SQA units, which make up a National Progression Award at SCQF Level 6. Pupils will learn about different topics such as: Effective Communication, Safeguarding, Human Development, Services for People. These theory units provide underpinning knowledge required for completing 4 Scottish Vocational Qualifications (SVQ) units linked to their practice and experience while on placement. Therefore, in total, over the year, pupils will complete 8 SQA units which complete the full Foundation Apprenticeship award.

**2-year programme (5<sup>th</sup> & 6<sup>th</sup> Year)** – in 5<sup>th</sup> year pupils in Angus will attend college one day a week. In Dundee, pupils will attend college two afternoons a week. Pupils will study health and social care SQA units, which make up a National Progression Award at SCQF Level 6. Pupils will learn about different topics such as, Effective Communication, Safeguarding, Human Development, Services for People.

Then in 6<sup>th</sup> year, pupils in Angus will undertake a placement one day a week. Pupils in Dundee will undertake a placement two afternoons a week. While there they will complete 4 Scottish Vocational Qualifications (SVQ) units linked to their practice and experience while on placement. Therefore, in total, over the two years, pupils will complete 8 SQA units which complete the full Foundation Apprenticeship award.

## Hospitality

### National Progression Award: Professional Cookery Level 4

Course Title	NPA: Professional Cookery
Level	SCQF 4
Campus	Arbroath
Days	<b>Arbroath:</b> Friday: 9-1pm

#### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 4 study with an interest in Hospitality.

#### Units to be Completed

Pupils are required to successfully complete 4 credits including 3 mandatory units and 1 optional unit.

Mandatory Units	Optional Units
Food Preparation Techniques – An Introduction	Craft Baking: An Introduction
Food Hygiene for the Hospitality Industry	
Cookery Processes: An Introduction	

#### Progression Pathways

Upon successful completion of this course pupils can choose to progress with their studies to complete a Skills for Work in Hospitality at level 5 as part of the Senior Phase programme.

On successful completion of the Senior Phase programme, pupils will be able to apply for a full-time course to study National Certificate in Hospitality Operations (Level 5) or Professional Cookery at Level 5 at college.

#### Course Description

This National Progression Award (NPA) at level 4 introduces pupils to techniques that are important in professional cookery. It develops practical, technical and transferable skills in food preparation and cooking, and provides bite-sized chunks of learning that are straightforward for learners to study.

#### Unit Contents

Unit	Description
<b>Food Preparation Techniques: An Introduction</b>	This unit will allow pupils to develop basic techniques utilising a range of preparation equipment.
<b>Food Hygiene for the Hospitality Industry</b>	Pupils will develop the knowledge, understanding and practical skills required to comply with food safety legislation in a professional work environment.
<b>Cookery Processes: An Introduction</b>	This unit will enable pupils to demonstrate underpinning knowledge associated with a range of cookery processes and carry out the cookery processes in a safe and hygienic manner.
<b>Craft Baking: An Introduction</b>	This unit will introduce pupils to craft baking. Pupils will learn about ingredient storage, equipment and terminology, while preparing, baking and finishing a range of bakery goods.

## Assessment Method

Ongoing practical observation, portfolio of evidence and online tests.

## Foundation Apprenticeship: Hospitality Level 5

Course Title	FA in Hospitality Level 5
Level	National 5
Campus	Arbroath
Days	<b>Arbroath:</b> Friday: 9-1pm

## Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study with an interest in Hospitality.

## Units to be Completed

<b>Mandatory Units</b>
Skills for Work: Developing Skills for Working in Hospitality
Skills for Work: Front of House Operations
Skills for Work: Hospitality Events
Skills for Work: Developing Skills for Working in the Professional
Work Based Skills Challenge

## Progression Pathways

- NPA Hospitality Level 6 (Senior Phase)
- NC Hospitality Operations (Full time)
- Modern Apprenticeship Hospitality Services Level 5
- Professional cookery SVQ Level 2 (Full time)

## Course Description

Pupils will gain a Foundation Apprenticeship in Hospitality at SCQF 5.

This includes:

- A Skills for Work award (SfW) in Hospitality at SCQF level 5
- A Work Based Skills Challenge unit at SCQF Level 5

The course provides an introduction to the different commercial and non-commercial sectors of the hospitality industry and the types of provision they offer. Pupils will also learn about the organisational aims of hospitality establishments and the products and services they provide.

Pupils will develop vocational skills and knowledge and gain practical experience in menu planning; preparing, cooking and presenting a range of foods in a professional kitchen; serving food and drinks; undertaking reception duties and customer care; and planning, organising and running a small hospitality event.

This Foundation Apprenticeship will also help pupils to develop meta-skills. These skills are highly valued by employers. Meta-skills include:

- Self-management
- Social intelligence
- Innovation

These meta-skills are necessary and highly desirable for working in a range of other related jobs.

## Unit Contents

Unit	Description
<b>Developing Skills for Working in Hospitality</b>	In this unit pupils will investigate a range of hospitality provisions. They will identify the organisational aims of hospitality establishments, the products and services provided and the job roles of staff. Pupils will be involved in identifying the employability skills and attitudes relevant for employees in the hospitality industry. They will also demonstrate the skills involved in preparing for and participating in a simulated job interview. Pupils will review and evaluate their own employability skills. On completion of the unit they should be able to demonstrate a positive approach in a range of these skills.
<b>Developing Skills for Working in the Professional Kitchen</b>	In this unit pupils will learn about menu planning, food preparation techniques and cookery processes, food hygiene, health and safety procedures, equipment, terminology, safe knife handling and appropriate storage of finished dishes prior to service. Pupils will also prepare, cook, and present a range of commodities and evaluate finished dishes. Pupils will work as a team member and participate in a number of activities which will help them to develop the skills identified within this unit.
<b>Front of House Operations</b>	In this unit pupils will learn about the work undertaken by front of house staff, specifically reception and the associated customer care skills. They will also experience the skills needed to undertake food and drink service in a variety of styles and establishments. Pupils will participate in a number of activities which will help them to develop the skills identified within this unit.
<b>Hospitality Events</b>	In this unit pupils will be involved in planning, organising, running and evaluating a small-scale hospitality event. Pupils will work as part of a team and participate in all the activities involved. Pupils will have the opportunity to use existing skills such as contributing constructively to group discussions, contributing to the provision of food and food service, and following food hygiene and health and safety procedures. They will also develop new skills such as planning and publicising hospitality events.
<b>Work Based Skills Challenge</b>	Pupils will use the skills and knowledge developed in the Skills for Work award to design and deliver a project. Pupils will: <ul style="list-style-type: none"> <li>• Work closely with an employer</li> <li>• Deliver the project to a real-life client</li> <li>• Develop an understanding of the hospitality sector</li> </ul>

## Assessment Method

To achieve the course pupils must successfully complete all the units which make up the group award. Ongoing practical observation, short answer questions and portfolio of evidence will be used to assess competency.

## National Progression Award: Hospitality Level 5

Course Title	NPA Hospitality
Level	SCQF 5
Campus	Kingsway
Days	<b>Kingsway:</b> Monday and Wednesday 2-4pm

### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study with an interest in Hospitality.

### Units to be Completed

<b>Mandatory Units</b>
Working in the Hospitality Industry – 2 credits
Food and Beverage Operations – 2 credits

### Progression Pathways

- NPA Level 6 in Hospitality (Senior Phase)

### Course Description

The NPA in Hospitality at Level 5 introduces pupils to the hospitality industry and explores the scope of the industry, the career paths, job roles within it and the employability skills that underpin them. It involves a period of work experience. Pupils who successfully complete this course can progress to the NPA Level 6 in Hospitality as part of the Senior Phase programme or progress to NC Hospitality Level 5 on a fulltime basis at College.

### Unit Contents

Unit	Description
<b>Working in the Hospitality Industry</b>	This unit introduces pupils to the scope and breadth of the hospitality industry, including the wide variety of job roles and career pathways available. Pupils will research and explore a hospitality business in detail in order gain an appreciation of the diversity within the industry. Pupils will also undertake a work placement, which will help to develop both vocational and employability skills.
<b>Food and Beverage Operations</b>	This unit is designed to give pupils an understanding of food and beverage service operations in a variety of hospitality organisations. Pupils will develop the knowledge and practical skills needed to serve food and beverages in a casual dining environment. This will cover all aspects of a food and beverage service, from preparing for and delivering a professional food and beverage service, through to clearing and reinstating the service area.

### Assessment Method

Ongoing practical observation, portfolio of evidence and online tests.

## National Progression Award: Hospitality Level 6

Course Title	NPA Hospitality
Level	SCQF 6
Campus	Arbroath and Kingsway
Days	<b>Arbroath:</b> Friday 9-1pm <b>Kingsway:</b> Monday and Wednesday 2-4pm

### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 6 study with an interest in Hospitality.

### Units to be Completed

Mandatory Units	Optional Units
Customer Care Excellence in Hospitality – 1 credit	Leading a Team – 1 credit
	Food and Beverage Operations – 2 credits

### Progression Pathways

Upon successful completion of this course pupils can choose to progress with their studies to a full-time course to study Certificate in Hospitality Operations (Level 6) at college or apply for first line entry level employment within the Hospitality Industry.

### Course Description

This National Progression Award (NPA) at level 6 provides a more advanced study of the topics in the NPA at SCQF level 5. The key mandatory unit is about developing excellence in customer care, which lies at the heart of all successful hospitality businesses, it introduces pupils to the role of the team leader in hospitality and offers optional units covering specialist areas such as food and beverage service, reception and accommodation servicing. It provides a foundation for those interested in progressing to college programmes.

### Unit Contents

Unit	Description
<b>Customer Care Excellence in Hospitality</b>	This unit is designed to enable pupils to develop the knowledge and understanding of leading a team to provide excellent customer care and how this contributes to the success of hospitality organisations.
<b>Leading a Team</b>	This unit is designed to enable learners to develop knowledge and understanding of the interpersonal skills required to lead a team in the hospitality industry. It focuses on the need to provide direction, motivation and support to team members in order to achieve both team and personal work objectives. The unit is aimed at learners who are interested in pursuing a career in the hospitality industry and aspire to a leadership role in the future.
<b>Food and Beverage Operations</b>	This unit is designed to give learners an in-depth understanding of advanced food and beverage service operations. This unit will enable learners to develop the product knowledge and practical skills needed to lead a small team in the delivery of a variety of complex service styles. This will include preparing for and delivering a professional food and beverage service, providing excellence in customer care,

	processing payments, clearing and reinstating the service area, reconciling cash and closing a restaurant at the end of service.
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### Assessment Method

Ongoing practical observation, portfolio of evidence and online tests.

## Foundation Apprenticeship: Food and Drink Technologies Level 6

Course Title	FA in Food and Drink Technologies
Level	SCQF 6
Campus	Arbroath and Kingsway
Days	<p><b>Arbroath:</b> Year 1 of 2 – Tuesday 9-4pm Year 2 of 2 – Tuesday 9-4pm</p> <p><b>Kingsway:</b> Year 1 of 2 – Monday and Wednesday 2-5pm Year 2 of 2 – Monday and Wednesday 2-5pm</p>

### Entry Requirements

A good level of English (National 5). Taking a Science or Food Technology subject would be an advantage. **Year 2 of 2 requires successful completion of Year 1.**

### Units to be Completed

#### Year 1

<b>Mandatory Units</b>
Food Manufacture: Fundamentals of Food Science – 1 credit
Food Manufacturing: Food Production – 1 credit
Food Manufacturing: Commercial and Social Drivers – 1 credit
Food Manufacturing Sustainability – 1 credit
Elementary Food Hygiene – 1 credit
REHIS Elementary Health and Safety – 1 credit

#### Year 2

<b>Mandatory Units</b>
Develop a New Product in a Food Business – 1 credit
Develop Productive Working Relationships with Colleagues – 1 credit
Interpret and Communicate Information and Data in Food and Drink Operations – 1 credit
Promote and Support Creative Thinking in a Food Business – 1 credit

### Progression Pathways

Successful pupils can choose to progress with their studies, these may include the following:

- A Modern Apprenticeship - Food and Drink Operations at SCQF Level 6
- Higher National Certificate/Diploma - Food Science and Technology
- PDA Food Science and Technology at SCQF Level 7
- Higher Education Studies at University

## Course Description

Pupils complete the National Progression Award (NPA) in Food Manufacture at SCQF Level 6 and the Awards in Health and Safety and Food Hygiene at SCQF Level 5. They also complete 5 units from the SVQ in Food and Drink Operations at SCQF Level 6 and a work placement.

## Unit Contents

Unit	Description
<b>Food Manufacture: Fundamentals of Food Science</b>	The purpose of this unit is to give pupils an overview of the science and associated legislation underpinning the food and drink manufacturing industry. Pupils will develop a knowledge and understanding of the chemical composition and nutritional properties of various foods. Pupils will investigate the legislation that is associated with the food and drink manufacturing industry, including the relevant microbiology and food safety aspects.
<b>Food Manufacturing: Food Production</b>	The purpose of this unit is to give pupils an overview of the structure of the food and drink manufacturing industry, from field or sea to table. The content will introduce pupils to food production that is undertaken in a range of sectors.
<b>Food Manufacturing: Commercial and Social Drivers</b>	This unit is to give pupils an overview of the influence of the economic climate and social attitudes of the food and drink manufacturing industry. Pupils will develop knowledge and understanding of how consumers and retailers affect the economic and social trends in the food and drink manufacturing industry.
<b>Food Manufacturing Sustainability</b>	This unit is to enable pupils to research and make an informed evaluation of the sustainability of the agricultural procedures, primary processing and manufacturing processes involved in the food and drink industry. Pupils will research procedures for a specific food or drink product in order to evaluate whether the production processing and distribution is sustainable.
<b>Elementary Food Hygiene</b>	The Elementary course, offered by REHIS, is designed for all food workers in the food industry. The course provides pupils with knowledge and understanding of the need for high levels of hygiene in the preparation, storage and service of food in commercial environments to prevent contamination and food poisoning.
<b>REHIS Elementary Health and Safety</b>	The Elementary course, offered by REHIS, is designed for all workers. The course provides pupils with practical information and advice that will help them and employers (or those undertaking duties in a voluntary capacity) ensure that their work activities are carried out safely reducing any risk to themselves or others.

## Assessment Method

Reports, ongoing observation, portfolio of evidence, short answer questions and multiple-choice questions.

## Animals, Land and Environment

### Introduction to Horticulture, Agriculture and Estates (Incorporating Skills for Work -Rural Skills) Level 4

Course Title	Introduction to Horticulture, Agriculture and Estates (Incorporating Skills for Work -Rural Skills)
Level	SCQF level 4
Campus	Arbroath and Kingsway
Days	<b>Arbroath:</b> Friday 9-1pm <b>Kingsway:</b> Monday and Wednesday 2-4pm

#### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 4 study.

#### Units to be Completed

Mandatory Units
Estate Maintenance: An Introduction (National 4)
Land-based Industries: An Introduction (National 4)
Crop Production: An Introduction (National 4)
Soft Landscaping: An Introduction (National 4)

#### Progression Pathways

- Level 5 Landscaping and Horticulture or Level 4 Agriculture and Estates courses at Dundee and Angus College
- SVQs in Appropriate Land-based sector vocational areas
- Programmes in Further Education Colleges
- Other suitable Training or Employment

#### Course Description

National 4 Skills for Work: Rural Skills is an introductory qualification. It develops the skills, knowledge and attitudes, needed for work in the land-based industries.

This Rural Skills Course allows candidates to begin to develop some of the basic practical skills necessary to work in most of the land-based disciplines — areas such as horticulture, landscaping and agricultural crops. The Course also provides the opportunity to explore the very diverse employment prospects that exist in land-based industries.

#### Unit Contents

Unit	Description
<b>Estate Maintenance: An Introduction</b>	This unit will be suitable for learners who have limited or no knowledge of the craft practices in estate maintenance. The outcomes require the learner to identify and describe the use of a range of tools and equipment and then use these to undertake a range of estate maintenance tasks. The learner will have the opportunity to develop manual dexterity that will be useful for progression to higher levels of manual and machinery skills required in specific land-based industries. It should be noted that the word 'estate' can be interpreted in any

	manner referring to lands and this unit may be delivered in the context of any land relating to land-based industries including crofts, farms, town parks, etc.
<b>Land-based Industries: An Introduction</b>	This unit is designed to be integrated into practical tasks undertaken as part of this course. It is suitable for learners with no previous land-based or employment experience. The learner will have the opportunity to develop some of the employability skills that are valued by the land-based sector including good timekeeping, attendance, safe working and team working. They will have the opportunity to review and evaluate their progress in developing these skills. The third outcome allows learners to consider the examination of risk in a specific task allowing them to develop a greater understanding of the need to consider safety in all land-based industries.
<b>Crop Production: An Introduction</b>	This unit allows learners to develop some of the basic skills and knowledge required to contribute towards the production of plants in a work setting. Learners will have the opportunity to develop some of the basic skills relating to preparing the growing medium, establishing and maintaining the plant. Plants may be agricultural, forestry, within the context of a horticultural, edible or non-edible.
<b>Soft Landscaping: An Introduction</b>	This unit allows learners to develop some of the basic knowledge and skills required for soft landscaping. Learners will develop the basic skills and knowledge required to establish and maintain soft landscaping. The unit is appropriate for a range of contexts including agriculture, countryside management, and landscape horticulture.

### Assessment Method

Assessment is aimed at addressing the technical knowledge, skills and understanding associated with a range of land-based industries at National 4 level. Assessment will focus on practical vocational skills, skills for employment in a land-based industry context and safe working practice

### National Progression Award: Investigation of Modern Agriculture Level 5

Course Title	NPA Investigation of Modern Agriculture
Level	SCQF 5
Campus	Arbroath
Days	<b>Arbroath:</b> Friday 9-1pm

### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study.

### Units to be Completed

<b>Mandatory Units</b>
Investigation of Local Agriculture
Introduction to Agri-Tech and Precision Farming
Introduction to Agri-Tourism

## Progression Pathways

- Full time Introduction to Agriculture and Estates at Dundee and Angus College
- Programmes in Further Education Colleges
- Other suitable Training or Employment

## Course Description

This Agricultural programme is designed by Dundee & Angus College and validated by SQA. Much of the learning will be by experience gained from practical tasks, investigations and contact with partners from the agricultural sector.

Successful completion of this qualification can provide pupils with an opportunity to progress to a full-time course in the agricultural sector.

## Unit Contents

Unit	Description
<b>Investigation of Local Agriculture</b>	<p>This unit is designed to increase awareness of local agricultural provision and opportunities for employment. Completion of the unit will allow pupils to understand why local agriculture has developed in the way it has and, upon identifying potential areas of interest, will allow pupils to identify potential areas for development in order to embark on a career in agriculture.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• establish the relevance of climate, soil types and local infrastructure in the formation of local agricultural businesses.</li> <li>• make contact with a local agricultural business and understand its role in local provision.</li> <li>• understand the business model and employee structure of a local agricultural business.</li> <li>• identify skills, knowledge, qualifications and experience required for a desired role in a local agricultural business.</li> </ul>
<b>Introduction to Agri-Tech &amp; Precision Farming</b>	<p>This unit is designed to increase awareness of the use of agricultural technology and its role in precision farming. Completion of the unit will allow pupils to understand why gathering of quality data and meta-data is vital to success, how data are collected, interpreted and how data can be used to influence management decisions on farms. Pupils will gain an understanding of fundamental skills, knowledge, experience and necessary development to gain employment in agri-tech and precision farming.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Investigate uses of agri-tech both nationally and locally</li> <li>• Understand methods of data collection for precision farming</li> <li>• Understand how collected data is analysed and, ultimately, put to use</li> </ul>
<b>Introduction to Agri-Tourism</b>	<p>Agri-tourism is a broad description for businesses that provide services and products to tourists and visitors to rural areas. An Agri-tourism business has its roots in an agricultural or farm business. Pupils will:</p> <ul style="list-style-type: none"> <li>• investigate and make contact with a local Agri-tourism business</li> <li>• develop knowledge about the structure and strategy of a business</li> <li>• develop skills in entrepreneurship and sustainable Agri-tourism business models</li> </ul>

	<ul style="list-style-type: none"> <li>• investigate local Agri-tourism opportunities</li> <li>• develop Core Skills in communication, problem solving and working with others.</li> <li>• Create a portfolio on a local agritourism business and on agritourism opportunities locally.</li> <li>• be able to work in a group or individual capacity</li> </ul>
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### Assessment Method

The units offer diverse methods of assessment including production of flow charts, academic posters, PowerPoint (or other) presentations or recorded interviews. The Agri-Tourism unit will be assessed by completion of an open-book portfolio.

### National Progression Award: Rural Skills – Animal Care Level 5

Course Title	NPA Rural Skills – Animal Care
Level	SCQF 5
Campus	Arbroath
Days	<b>Arbroath:</b> Friday 9-1pm

### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study.

### Units to be Completed

<b>Mandatory Units</b>
Rural Business Investigation
Animal Care: Accommodation and Handling
Animal Care: Small Animal Feeding

### Progression Pathways

- Animal Care at Dundee and Angus College – courses from Access (SCQF 3) thru HND (SCQF 8)
- SVQs/ NVQs in Appropriate Land-based sector vocational areas
- Programmes in Further Education Colleges
- Other suitable Training or Employment

### Course Description

The qualification allows pupils the opportunity to develop skills and knowledge relating to one area of the land-based sector (Animal Care) and to develop knowledge and understanding of how a rural business operates.

Much of the learning will be by experience gained from undertaking practical tasks in an animal care setting although there will be some theoretical classroom sessions as well.

Successful completion of this qualification can provide pupils with an opportunity to progress to a full-time course in their chosen specialism.

## Unit Contents

Unit	Description
<b>Rural Business Investigation</b>	This unit allows pupils to develop some of the basic knowledge and understanding of the skills and operations in relation to a specific local rural business. The unit provides an opportunity for pupils to focus in on a specific enterprise of a local land-based business as well as considering the sustainability of the business and alternative enterprises available to it.
<b>Animal Care: Accommodation and Handling</b>	This unit will be suitable for pupils who have some basic knowledge of animal care. The aim is to provide appropriate theory and performance work that will allow the pupils to confidently care for and handle small animals.
<b>Care: Small Animal Feeding</b>	This unit may be suitable for pupils who have a basic knowledge of feeding small animals and wish to expand this knowledge to include the underpinning reasons for variations of diet for particular groups of small animals. The aim is to introduce the concepts of lifestage feeding and feeding according to the particular digestive ability of that animal.

## Assessment Method

The units require pupils to develop a portfolio of evidence and this unit may lend itself to the development of an e-portfolio which could be combined with some of the theoretical assessment components of the pupil's option specialist choice. In some of the option choices, there is scope for e-learning and e-assessment of theoretical components. However, in the case of practical activities, e-assessment is not appropriate.

## National Progression Award: Rural Skills - Horticulture Level 5

Course Title	NPA Rural Skills - Horticulture
Level	SCQF 5
Campus	Arbroath and Kingsway
Days	<b>Arbroath:</b> Friday 9-1pm <b>Kingsway:</b> Monday and Wednesday 2-4pm

## Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study.

## Units to be Completed

<b>Mandatory Units</b>
Rural Business Investigation
Soft Landscaping: General Plantings
Horticultural Skills

## Progression Pathways

- Level 5 Horticulture courses at Dundee and Angus College
- SVQs/ NVQs in Appropriate Land-based sector vocational areas
- Programmes in Further Education Colleges
- Other suitable Training or Employment

## Course Description

The qualification allows pupils the opportunity to develop skills and knowledge relating to Horticulture and to develop knowledge and understanding of how a rural business operates.

Much of the learning will be by experience gained from undertaking practical tasks in an outdoor environment although there will be some theoretical classroom sessions as well.

Successful completion of this qualification can provide pupils with an opportunity to progress to a full-time course in their chosen specialism.

## Unit Contents

Unit	Description
<b>Rural Business Investigation</b>	This unit allows pupils to develop some of the basic knowledge and understanding of the skills and operations in relation to a specific local rural business. The unit provides an opportunity for pupils to focus in on a specific enterprise of a local land-based business as well as considering the sustainability of the business and alternative enterprises available to it.
<b>Soft Landscaping: General Plantings</b>	This unit will enable the pupil to select, use, establish and maintain a range of plants. The plant groups include ground cover plants; bulbs; annuals; seasonal bedding; wall shrubs and climbers; and mixed border plantings. The unit can be delivered in a variety of settings including parks, gardens and estates. The unit is designed to provide the pupil with a range of practical skills in planting and maintaining an area and to provide the knowledge and understanding which underpins these horticultural practices.
<b>Horticulture Skills</b>	This unit is designed to provide pupils with a range of practical skills in horticulture and to provide the knowledge and understanding which underpins these horticultural practices. Pupils will have an opportunity to carry out a range of garden maintenance tasks, plant propagation practices and turf maintenance operations.

## Assessment Method

The units require pupils to develop a portfolio of evidence and this unit may lend itself to the development of an e-portfolio which could be combined with some of the theoretical assessment components of the pupil's option specialist choice. In some of the option choices, there is scope for e-learning and e-assessment of theoretical components. However, in the case of practical activities, e-assessment is not appropriate.

## Performing Arts

### National Progression Award: Dance Level 5

Course Title	NPA Dance
Level	SCQF 5
Campus	Kingsway
Days	<b>Kingsway:</b> Monday and Wednesday 2-4pm

#### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study.

#### Units to be Completed

<b>Mandatory Units</b>
Dance: Choreography
Dance: Alternative
Dance: Contemporary

#### Progression Pathways

Pupils who successfully complete the course can audition for the one-year NC Dance programme or HNC Dance Artist at The Scottish School of Contemporary Dance based in The Space at Dundee and Angus College, Kingsway Campus. Upon completion there is potential to progress onto further training at HNC/HND and BA(Hons) level.

#### Course Description

The National Progression Award (NPA) in Dance at SCQF level 5 (Intermediate 2) is an introductory qualification in Dance in which pupils explore choreography and gain an appreciation of dance skills and techniques. It allows pupils to develop knowledge, understanding and skills in choreography and two different styles: Contemporary and alternative techniques such as Hip Hop and Street Dance. Pupils will also research and analyse dance styles and practitioners, putting their learning into context.

#### Unit Contents

Unit	Description
<b>Dance: Choreography</b>	This is a mandatory unit in which pupils will develop choreographic skills which will allow them to create movement, use stimuli and analyse a dance piece by an established choreographer. They will be introduced to choreographic devices and stimuli for creating movement and put these skills into practice through tutor-led tasks and workshops. Pupils will also have the opportunity to develop critical thinking skills within the context of analysing an established dance piece.
<b>Dance: Alternative</b>	This Unit is designed to introduce pupils to an alternative dance form and its particular technique (Hip hop/street dance) Pupils will have the opportunity to research and describe a chosen dance form. They will develop an understanding of the dance form and learn to develop and demonstrate relevant skills before performing in the chosen style.

	This unit is suitable for pupils who would like to develop general dance technique skills and for those who wish to continue to study at Higher level.
<b>Dance: Contemporary</b>	<p>In this unit pupils will be introduced to skills and techniques in the style of contemporary dance. They will develop the fundamentals of the technique, which will incorporate warm up, floor work, travelling and sequences. Pupils will also have the opportunity to contextualise their learning by recreating movement in the style of a choreographer. They will also undertake some research into the choreographer and dance repertoire.</p> <p>This unit is suitable for pupils who are interested in developing contemporary dance technique and for those who wish to continue to study contemporary dance at Higher level.</p>

### Assessment Method

Assessments are on-going throughout the course. Some will conclude in a short practical presentation along with short written reports/logbooks and or oral presentations.

## Science

### National Progression Award: Applied Science Level 5

Course Title	NPA Applied Science
Level	SCQF 5
Campus	Kingsway
Days	<b>Kingsway:</b> Monday and Wednesday 2-4pm

#### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study. Previous Chemistry and Maths would be advantageous.

#### Units to be Completed

Mandatory Units
HT8P 45 Introductory Biology
HT6P 45 Chemistry Fundamentals 1
HT8R 45 Introductory Physics
J45V 45 Forensic Science: Applications

#### Progression Pathways

Completion of these units will allow progression onto our Certificate in Applied Sciences course.

#### Course Description

This course provides a National Progression Award at Level 5 and allows you to develop good knowledge and understanding of biology, chemistry and physics. You will carry out a number of practical techniques in each unit and develop skills in good laboratory practice.

#### Unit Contents

Unit	Description
J45V45 Forensic Science: Applications	This unit is designed to introduce you to fundamental techniques of forensic science to develop your skills in biology, chemistry and physics in this context. The unit also enables you to develop basic research and information handling skills through case studies of real-life criminal cases.
HT8P 45 Introductory Biology	In this unit you will learn about the structure and function of living cells and be able to describe cellular biochemical processes such as enzyme activity, respiration and photosynthesis. You will also cover the structure and function of the digestive and cardiovascular systems and look at how they can impact health. Finally, you will cover the evolution of life on earth and how mutations and other factors can give rise to new adaptations.
HT6P 45 Chemistry Fundamentals 1	In this unit, you will look at the structure of an atom and how this relates to their position in the periodic table. You will then look at chemical reactions and how bonding affects how compounds react.
HT8R 45 Introductory Physics	This unit is designed to enable you to understand key aspects of physics and will introduce you to five areas of physics: principles of waves and lenses laws, radiation, heat, kinetics and electricity.

## Assessment Method

All units are assessed through the completion of practical work and a closed book assessment. The Forensic Science unit also requires the submission of a case report on the forensic science used in real life cases.

## Professional Development Award: Modern Biological Techniques Level 7

Course Title	PDA in Modern Biological Techniques
Level	7
Campus	Kingsway
Days	<b>Kingsway:</b> Monday and Wednesday 2-4pm

## Entry Requirements

Pupil should have a National 5 qualification in Biology **and** also be working towards a Higher in Biology or Human Biology.

## Units to be Completed

Mandatory Units
Microbiology: Theory and Laboratory Skills
Biotechnology: An Introduction
Cell Biology; Theory and Laboratory Skills

## Progression Pathways

Successful completion would allow progression to HNC Applied Science.

## Course Description

Our PDA in Modern Biological Techniques provides an opportunity for you to learn more in depth knowledge about cell biology, microbiology and biotechnology, providing an excellent opportunity for those who want to extend their knowledge in preparation for further study at university or college. These units also have a practical element and you will become competent in microbial techniques used in research laboratories and look at the applications of biotechnology in research through cloning, PCR and gel electrophoresis.

## Unit Contents

Unit	Description
Microbiology: Theory and Laboratory Skills	The Microbiology unit is designed to enable you to understand key aspects of micro-organisms, the different habitats they are found in, and their beneficial and detrimental effects. You will also develop practical skills in microbiological techniques and how different species can be studied in the laboratory.
Biotechnology: An Introduction	On completion of this unit you will be able to explain key aspects of biotechnology, including how genetically modified organisms are produced, the large scale synthesis of biotechnology products, and the traditional and novel applications of biotechnology. You will also develop awareness of ethical issues relevant to biotechnology while developing your practical skills in biotech techniques.
Cell Biology; Theory and Laboratory Skills	The cell biology unit will give you an in depth understanding of how cellular processes work. You will study the cell membrane structure and function, fate of proteins within the cell, how cellular

	communication works and the cell cycle. You will also complete some molecular biology practical's such as gel electrophoresis and cell staining.
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### Assessment Method

Each unit will be assessed through a closed book assessment. The practical element will be assessed through a checklist and the completion of a lab report or lab diary.

## Social Sciences

### National Progression Award: Criminology Level 5

Course Title	NPA Criminology
Level	Level 5
Campus	Arbroath and Gardyne
Days	<b>Arbroath:</b> Friday 9-1pm <b>Gardyne:</b> Monday and Wednesday 2-4pm

#### Entry Requirements

Communication and Numeracy at Level 4 and a proven interest in the subject area.

#### Units to be Completed

<b>Mandatory Units</b>
Criminology: Crime in the Community
The History and Development of Criminology
Criminology: Crime Scenes

#### Progression Pathways

- Higher/NPA Sociology (Level 6)
- Higher/NPA Psychology (Level 6)
- NPA Criminology (Level 6)
- Advanced Certificate in Social Sciences (along with other N5's)
- Advanced Certificate in Health and Social Care (along with other N5's)
- National Certificate level 6 Early Education and Childcare (along with other N5's)

#### Course Description

The course is suitable for anyone with an interest in developing their knowledge and understanding of human behaviour, either to pursue study and career options related to criminology, the criminal justice system and/or law. You may have little or no prior experience of studying criminology, but an interest in human behaviour and life experience provides a good foundation to progress to this qualification.

#### Unit Contents

Unit	Description
<b>Criminology: Crime in the Community</b>	Categorising of crime, by the police, will be examined and applied to your local community. An examination of the reporting of crime will also occur, with the emotive language used by the press, being scrutinised. Crime prevention in our local community will be analysed too.
<b>The History and Development of Criminology</b>	The learner will develop an understanding of the wide and varied development of theories and concepts concerning the nature of crime and the criminal throughout time. Key sociological and psychological approaches in twentieth century criminology will be examined and evaluated.
<b>Criminology: Crime Scenes</b>	During this unit, you will develop an understanding of the different types of physical evidence available at a crime scene, the importance

	of preserving evidence and how this evidence is utilised. You will also develop an understanding of psychological evidence available at a crime scene and how that information can be used to understand the scene.
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### Assessment Method

College based unit assessments for all three units will take place to allow for completion of the NPA award. No end exam is required.

## National 5 / National Progression Award: Psychology Level 5

Course Title	National 5 Psychology / NPA Psychology
Level	National 5 (or NPA Level 5)
Campus	Arbroath (National 5 and NPA Level 5) Gardyne (NPA Level 5)
Days	<b>Arbroath:</b> Friday 9-1pm <b>Gardyne:</b> Monday and Wednesday 2-4pm

### Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study.

### Units to be Completed

Mandatory Units
Research
Individual behaviour
Social behaviour
End Exam (if full National 5 group award is undertaken)

### Progression Pathways

- Higher Sociology
- Higher Psychology
- NPA Level 5 or 6 Criminology
- Advanced Certificate in Social Sciences (along with other N5's)
- Advanced Certificate in Health and Social Care (along with other N5's)
- National Certificate level 6 Early Education and Childcare (along with other N5's)

### Course Description

The course is suitable for anyone with an interest in developing their knowledge and understanding of human behaviour, either to pursue study and career options related to psychology or to broaden their learning experience. You may have little or no prior experience of studying psychology, but an interest in human behaviour and life experience provides a good foundation to progress to this qualification.

## Unit Contents

Unit	Description
<b>Research</b>	This unit introduces pupils to the research process, research methods and ethics used in psychology. Pupils will develop knowledge and understanding of factors to consider when planning and carrying out psychological research. Pupils will also develop numerical skills and an understanding of psychological terminology.
<b>Individual Behaviour</b>	This enables pupils to use psychology to explain individual behaviour. Pupils will investigate topics such as sleep and dreams and learn how these topics can be explained using psychological theories. Memory, phobias and happiness may also be examined during this unit. Learners also consider the strengths and weaknesses of different theories investigated.
<b>Social Behaviour</b>	This explains how interaction with others shapes social behaviour. You will investigate social psychological topics such as conformity, prejudice and non-verbal communications. Pupils will use relevant concepts and research evidence to explain how the thoughts, feelings and behaviours of individuals are developed through interaction within the social environment.

## Assessment Method

Your grade at National 5 Psychology is composed of a closed book exam in May/June and an assignment submitted to SQA in April. This assignment is open book and is equivalent to a third of your overall grade. College unit assessments and a prelim will be sat for this National 5 qualification.

*There is an option for an NPA in this level of Psychology to be awarded depending upon circumstances and achievement in internal assessments. The NPA follows the same units as the National 5 qualification. This option would be discussed with students during the academic year, depending on performance in the subject. There is no end exam for the NPA Group Award, just unit completion.*

## National Progression Award: Criminology Level 6

Course Title	NPA Criminology
Level	Level 6
Campus	Arbroath and Gardyne
Days	<b>Arbroath:</b> Friday 9-1pm <b>Gardyne:</b> Monday and Wednesday 2-4pm

## Entry Requirements

Existing evidence of National 5 study in relevant subjects.

## Units to be Completed

<b>Mandatory Units</b>
Criminology: Crime in Society
Criminology: Nature and Extent of Crime
Criminology: Forensic Psychology

## Progression Pathways

- Professional Development Award (PDA) in psychology, sociology and criminology.
- Higher Psychology
- Together with other Highers a range of HNC at D&A College.
- Together with other Highers, first year entry into University to study subject such as criminology, psychology, sociology, social science, social anthropology, history, law, management, human resources, marketing and other social sciences or humanities routes.
- Employment areas include criminal justice system, social work, health and care, housing, childhood practice, teaching, civil service, human resources, police force, marketing, Scottish Prison Service, journalism and many more.

## Course Description

Crime drama and documentaries are extremely popular: CSI, Mindhunters, Making of a Murderer, Killing Eve, The Sinner, Wire in the Blood, Sherlock Holmes to name but a few. But, what about real-life crime? In reality, we need to understand how crime scenes are investigated and used to elicit essential evidence. We look to theory and crime data to create a picture about the nature and extent of crime. This course takes three SQA units and combines them to provide you with a balanced mix of theory, data analysis, and provides an understanding of how physical and psychological evidence is gathered and used. These three units give you a recognised National Progression Award (NPA) in Criminology.

## Unit Contents

Unit	Description
<b>Crime in Society</b>	In this unit, we will examine criminal law in Scotland and develop an understanding of its purpose. We will also study the impact crime has on the victims and on wider society; one of the ways we do this is by examining the financial impact crime has on society. Crime prevention will be covered with an emphasis on local organisations involved in the prevention of crime.
<b>Nature and Extent</b>	The unit will illustrate the ways in which criminologists use data and examine material from the British Crime Survey, thereby establishing the link between criminological theory and the statistical evidence and research strategies. You will be introduced to the variety of criminological theories and the particular perspectives they give to the explanation of criminal behaviour.
<b>Forensic Psychology</b>	This unit introduces the work of forensic psychologists in the police, courts and the prison estate. You will develop an understanding of different psychological theories of criminal behaviour, including psychopathy. You will also have the opportunity to explore extraordinary criminal behaviour.

## Assessment Method

A combination of open and closed book assessments as required by the SQA.

## Higher/National Progression Award: Psychology Level 6

Course Title	Psychology Higher/NPA Psychology
Level	Higher Psychology (or NPA Psychology Level 6)
Campus	Arbroath (Higher and NPA) and Gardyne (NPA)
Days	<b>Arbroath:</b> Friday 9-1pm <b>Gardyne:</b> Monday and Wednesday 2-4pm

### Entry Requirements

- Social Studies or Social Sciences Courses at SCQF level 5 or relevant component units or Communication and Numeracy at Level 5
- National 5 Biology Course or relevant component units (recommended only)

### Units to be Completed

Mandatory Units
Research
Individual behaviour
Social behaviour
End Exam (if full National 5 group award is undertaken)

### Progression Pathways

- Professional Development Award (PDA) in psychology, sociology and criminology.
- Articulation to HNC Social Science with passes in Higher/NPA Psychology and one other relevant Higher along with a strong Curriculum and Quality Leader reference.
- Range of HNC's at D&A College with Higher/NPA Psychology and one other relevant Higher
- Together with other Highers, first year entry into University to study subject such as criminology, psychology, sociology, social science, social anthropology, history, law, management, human resources, marketing and other social sciences or humanities routes.
- Employment areas include criminal justice system, social work, health and care, childhood practice, teaching, civil service, housing, human resources, marketing, journalism and many more.

### Course Description

Psychology provides pupils with opportunities to find out about some of the ways that thoughts and emotions can affect how we feel and behave. Psychological knowledge of individual and social behaviour can support pupils in personal and professional relationships and can enable them to understand some of the factors that influence behaviour. The central theme of the course is to enable pupils to investigate psychological approaches and research, which will promote their understanding of individual and social behaviour. Pupils will analyse and evaluate concepts, theories and approaches, and will draw on research evidence to explain human behaviour.

### Unit Contents

Unit	Description
Research	This unit examines the research process, research methods and ethics used in psychology. You will develop knowledge and understanding of factors to consider when planning and carrying out psychological

	research. You will also develop numerical skills and an understanding of psychological terminology.
<b>Individual behaviour</b>	The general aim of this unit is to enable you to analyse individual behaviour. Pupils will investigate topics and learn how these topics can be explained, using psychological approaches and theories; one topic examined in this unit is sleep and dreams. Other topics that may be covered include Memory, Psychopathology and stress. You will evaluate approaches and theories and apply psychological knowledge to show how an understanding of psychology can be applied.
<b>Social behaviour</b>	The general aim of this unit is to enable you to analyse how interaction with others shapes behaviour. You will investigate psychological explanations for social behaviour and will use research evidence to analyse how the thoughts, feelings and behaviours of individuals are influenced by their social environment. Some topics that may be covered during this unit include Conformity and Obedience, Altruism and Aggression. You will apply psychological knowledge and understanding to explain examples of everyday social behaviour, one being conformity and obedience.

### Assessment Method

Your grade at Higher Psychology is composed of a closed book exam in May and an assignment submitted to SQA in April. This assignment is open book and is equivalent to a third of your overall grade. College unit assessments and a prelim will be sat for this Higher qualification.

If not sitting the end exam, an NPA in Psychology will be awarded upon successful completion of the unit assessments.

### Professional Development Award: Criminology Level 7

<b>Course Title</b>	<b>PDA Criminology</b>
<b>Level</b>	<b>Level 7</b>
<b>Campus</b>	<b>Arbroath and Gardyne</b>
<b>Days</b>	<b>Arbroath: Friday 9-1pm</b> <b>Gardyne: Monday and Wednesday 2-4.30pm</b>

### Entry Requirements

It is suggested that pupils may have the NPA Criminology from S5 in order to undertake this PDA but any student with two relevant Highers, and an interest in the subject area, will also be accepted.

### Units to be Completed

<b>Mandatory Units</b>
Criminology: the accused's journey
Sociology B: Applying Sociological Theories and Studies to Sociological Topics

### Progression Pathways

- Successful completion of the PDA provides the opportunity of progressing to a full HNC qualification in Social Sciences, Police Studies, Health and Social Care, or first year entry to university (together with Highers or equivalent).

- Completion of HNC Social Science, Police Studies or Health and Social Care may lead to second year entry for many related degree courses at our partner universities:
- University of St Andrews – degrees in social anthropology, psychology, history, English and other humanities.
- University of Aberdeen – degrees in anthropology, history, psychology, sociology, philosophy and geography.
- Abertay University – degrees in social science, criminology and sociology.
- University of Dundee – degrees in liberal arts.
- Robert Gordon University (RGU) – degrees in social science.
- University of Highlands and Islands (UHI) – degrees in social science, history, politics, sociology and criminology.

### Course Description

This PDA is designed to introduce pupils to a selection of topics and areas of debates that inform contemporary justice. Pupils will develop an understanding of the process of the accused’s journey from arrest through to release. Youth and community justice will also be examined, allowing pupils to gain an understanding of how youths are processed in the Scottish Criminal Justice System.

### Unit Contents

Unit	Description
<b>Criminology: the accused’s journey</b>	This unit looks at the accused’s journey from initial arrest through disposal, including any trial and sentencing, within the Scottish Criminal Justice System. It also looks at the efficacy of the Scottish System in comparison with other criminal justice systems.
<b>Sociology B: Applying Sociological Theories and Studies to Sociological Topics</b>	This unit looks at the dominant sociological theories and applies these to a variety of topics including crime and deviance and gender inequalities in the criminal justice system.

### Assessment Method

A combination of open and closed book assessments as required by the SQA.

### Professional Development Award: Psychology Level 7

Course Title	PDA Psychology
Level	Level 7
Campus	Arbroath and Gardyne
Days	<b>Arbroath:</b> Friday 9-1pm <b>Gardyne:</b> Monday and Wednesday 2-4.30pm

### Entry Requirements

Pupils must have 2 Highers in relevant subjects in order to undertake this PDA.

### Units to be Completed

Mandatory Units
Psychology A: History and Development of Psychology
Psychology B: Explanation and Research of Psychological Topics

## Progression Pathways

- Successful completion of the PDA provides the opportunity of progressing to a full HNC qualification in Social Sciences or first year entry to university (together with Highers or equivalent).
- Completion of HNC Social Science may lead to second year entry for many related degree courses at our partner universities.
- University of St Andrews – degrees in social anthropology, psychology, history, English and other humanities.
- Abertay University – degrees in social science, criminology and sociology.
- Robert Gordon University (RGU) – degrees in social science.
- University of Highlands and Islands (UHI) – degrees in social science, history, politics, sociology and criminology.
- University of Aberdeen – degrees in anthropology, history, psychology, sociology, philosophy and geography.
- University of Dundee – degrees in liberal arts.

## Course Description

This course will allow you to develop a knowledge and understanding of the historical development of psychology. You will examine four schools of thought in psychology, explaining how each developed, as well as the key features that differentiate one from another. You will develop evaluation skills as you examine each school of thought. From here, you will then go on to analyse theory related to specific topics in psychology and conduct a piece of research.

## Unit Contents

Unit	Description
<b>Psychology A</b>	This unit aims to develop your knowledge and understanding of the historical development of Psychology. You will explore and evaluate four schools of thought - Psychoanalytic, Behaviourist, Cognitive and Biological.
<b>Psychology B</b>	In Psychology B you will apply your knowledge gained in Psychology A to three different psychological topics. These topics can include psychopathy, attachment and early socialisation and pro-social behaviours such as altruism. Theoretical debates on these topics are explored and a range of research studies are critically evaluated. You will also plan and carry out research into one of the topics, collate and analyse results, draw conclusions and complete a report of the research to a prescribed psychological report format.

## Assessment Method

A combination of open and closed book assessments as required by the SQA.

## Sport and Fitness

### Sports and Fitness NCFE Award

Course Title	Sports and Fitness NCFE Level 2 Award
Level	Comparable to SCQF Level 5
Campus	Arbroath – Saltire Centre Gardyne
Days	<b>Arbroath:</b> Friday 9-1pm <b>Gardyne:</b> Monday and Wednesday 2-4pm

#### Entry Requirements

There are no entry requirements for this course however, school staff should ensure pupils have a genuine interest in participating in sports and fitness related activities and are suitable for Level 5 study.

#### Units to be Completed

<b>Mandatory Units – Pupils will undertake 3 from the list within the year</b>
Participating in Sport (NCFE 6 credits)
Development of Personal Fitness (NCFE 6 credits)
Sports Coaching (NCFE 6 credits)

#### Progression Pathways

- National Courses at Higher level
- College / University courses
- Vocational training
- Employment

#### Course Description

The newly developed NCFE award is aimed at those who are passionate around sports and fitness which will help lay the foundation necessary for a successful career within the industry. All units are highly practical and delivered by an experienced staff team within purpose-built facilities. The course embraces the opportunity to use state of the art technology whilst harnessing key industry partnership links. Throughout the qualification, pupils will develop problem solving, decision making and communication skills, all of which are desirable and transferrable within alternative career pathways.

#### Unit Contents

Unit	Description
<b>Participating in sport</b>	This unit enables pupils to develop their practical skills in sport through organising and participating in sports activities. Pupils will work with others to plan a sports activity, participate in a sports activity and evaluate their own performance and the performance of others following the activity. The unit is underpinned by pupils gaining the required knowledge and understanding of sporting rules and regulations
<b>Development of Personal fitness</b>	

	This unit will provide pupils with an understanding of the fitness, training and psychological requirements of those who participate in specific sports, along with an understanding of barriers to participation in sport. It gives pupils the opportunity to plan and implement their own fitness programme and to monitor and review their progress of the training programme.
<b>Sports coaching</b>	This unit allows pupils to develop their understanding of the roles and responsibilities of a sports coach, considering personal skills, coaching and communication techniques. Pupils will have the opportunity to plan, deliver and evaluate their own coaching sessions within a sport/activity of their choice.

### Assessment Method

Each unit will be supported by NCFE learning and teaching resources which will provide an assessment package and exemplify the national standard. Grading has been introduced to make sure that these qualifications reward learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that will be applied to all of the units fairly and consistently.

### Sport and Fitness NCFE Diploma

<b>Course Title</b>	<b>Sport and Fitness NCFE Diploma</b>
<b>Level</b>	Comparable to SCQF Level 6
<b>Campus</b>	Arbroath – Saltire Centre Gardyne
<b>Days</b>	<b>Arbroath:</b> Friday 9-1pm <b>Gardyne:</b> Monday and Wednesday 2-4pm

### Entry Requirements

Successful completion of the Sports and Fitness NCFE Award.

### Units to be Completed

<b>Mandatory Units</b>
Developing sporting skills and tactical awareness
Performance analysis for sport
Strength and conditioning training
Introduction to Healthy exercise and nutrition

### Progression Pathways

- National Courses at Higher level
- College / University courses
- Vocational training
- Employment

## Course Description

The newly developed NCFE awards are aimed at those who are passionate around sports and fitness which will help lay the foundation necessary for a successful career within the industry. All units are highly practical and delivered by an experienced staff team within purpose-built facilities. The course embraces the opportunity to use state of the art technology whilst harnessing key industry partnership links. Throughout the qualification, pupils will develop problem solving, decision making and communication skills, all of which are desirable and transferrable within alternative career pathways.

Successful completion of the four units in this course in combination with completion of the three units in the Sports and Fitness NCFE Award will allow certification of a Level 2 NCFE Diploma in Sports Coaching.

## Unit Contents

Unit – within second year of studying	Description
Developing sporting skills and tactical awareness	This unit provides learners with the opportunity to develop their understanding of technical and tactical skills for a sport of their choice. There is an opportunity for learners to assess and analyse their own technical and tactical skills, along with the analysis of a professional sports person. Through analysis of their own performance, learners will develop a plan to improve their sports performance.
Performance analysis for sport	In this unit learners will gain an understanding of the benefits of performance analysis in sport, with ways to consider how physical, tactical, physiological and technical performance can be measured. In addition, learners will explore the use of technology to support the process of performance analysis. Learners will also be given the opportunity to conduct some analysis of sporting performance and provide feedback based on their findings.
Strength and conditioning training	In this unit learners will understand the physiology of strength and conditioning. Learners will explore the way the body responds to strength and conditioning, considering injury prevention, adaptations to training and ways to maximise sessions. Learners will have the opportunity to plan, lead and evaluate a strength and conditioning session for a specific sport.
Introduction to Healthy exercise and nutrition	This unit provides learners with an introduction to exercise and nutrition. Learners will explore the effects of exercise in the body, the components of fitness and different types of training and how specific populations (such as people aged 50+) should adhere to key safety guidelines. In addition, learners will consider the impact and importance of good nutrition and the health benefits related to this.

## Assessment Method

Each unit will be supported by NCFE learning and teaching resources which will provide an assessment package and exemplify the national standard. Grading has been introduced to make sure that these qualifications reward learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that will be applied to all the units fairly and consistently.



# COURSES FOR SCHOOL PUPILS

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[www.dundeeandangus.ac.uk/advice-support/options-for-senior-school-pupils](http://www.dundeeandangus.ac.uk/advice-support/options-for-senior-school-pupils)