

**Senior Phase Offer**

**2020/21**

**School/College Partnership**

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# **Skills for Work: Construction Crafts National 4**

|  |  |
| --- | --- |
| **Course Title** | **Skills for Work: Construction Crafts** |
| **Level** | National 4 |
| **Campus** | Arbroath and Kingsway and Off Campus |
| **Days** | Kingsway: Monday and Wednesday 2-4 pm or Tuesday 2-4 pm and Thursday 1-3 pmArbroath: Friday 9-1pmOff Campus: Days TBC |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Mandatory Units** | **Optional Units** |
| --- | --- |
| Employability Skills  | Brickwork Techniques  |
| Half Brick Walling  | Carpentry and Joinery Techniques  |
| Decorative Painting  | Decorative Finishing Using Water-borne Paints  |
| Site Carpentry and Bench Joinery  |  |
| Plumbing  |

**Progression Pathways**

* Skills for Work National 5 - Construction Crafts (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)
* 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 in five important construction trades. 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 Employability Skills Unit addresses a number of practical and employability skills which can be practised and developed across all the units in the course. The four other units in the mandatory section cover specific construction crafts. These crafts-specific units are in trades with high levels of identified skill shortages. Furthermore, they represent skills areas which are readily resourced in centres offering construction courses.

The optional section offers the opportunity to learn skills in three trades. They represent skills areas which are readily resourced in most centres offering construction courses. In the optional section, pupils can take units in the same trades as the mandatory section, further developing their skills in these specific trades.

Alternatively, they can take units in different trades, granting them the opportunity to experience a wider variety of construction crafts.

**Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **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. They will also develop skills in measurement and interpretation of drawings. |
| **Half Brick Walling** | Pupils are required to set out and build short sections of half-brick thick wall in accordance with given drawings and to prescribed tolerances. |
| **Decorative Painting** | Pupils will carry out work with decorative finishes involving the use of brushes and rollers as well as stencilling. |
| **Site Carpentry and Bench Joinery** | 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. |
| **Plumbing** | Pupils are required to cut, assemble and join plastic pipework in accordance with given drawings using proprietary bends and tee-pieces. |
| **Brickwork Techniques**  | 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. |
| **Carpentry and Joinery Techniques**  | Pupils are required to erect a small-scale framed and panelled assembly and to fabricate and replace one panel to carefully match existing. |
| **Decorative Finishing Using Water-borne Paints**  | Pupils are required to carry out additional paintwork tasks with purely water-borne paints. This will include a proprietary two-coat system. |

**Assessment Method**

Assessment in this course is continuous within each subject and the pupils build up a personal portfolio as they move from craft area to craft area. 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. The review sheets are completed at the end of each craft subject.

# **Skills for Work: Construction Crafts National 5**

|  |  |
| --- | --- |
| **Course Title** | **Skills for Work: Construction Crafts** |
| **Level** | National 5 |
| **Campus** | Arbroath, Kingsway and Off Campus |
| **Days** | Kingsway: Monday and Wednesday 2-4 pm or Tuesday 2-4 pm and Thursday 1-3 pmArbroath: Friday 9-1pmOff Campus: Days TBC |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Mandatory Units** |
| --- |
| Employability Skills  |
| One Brick Walling  |
| Bench Joinery |
| Decorative Painting Techniques |

**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
* Building Trades Fast Track (Incorporating NPA in Construction Craft & Technician)

**Course Description**

The course includes practical construction crafts units in three of the main construction trades. 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 Employability Skills unit addresses a number of practical and employability skills which can be practised and developed across all the units in the course. The three other units in the mandatory section cover specific construction crafts in trades with high levels of identified skill shortages. Furthermore, they represent skills areas which are readily resourced in centres offering construction courses.

**Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **Employability Skills**  | 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. |
| **One Brick Walling**  | 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. |
| **Bench Joinery** | Pupils will learn a number of 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. |
| **Decorative Painting Techniques** | 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. |

**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.

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

# **Preparation for Electrical Programme – National 4**

|  |  |
| --- | --- |
| **Course Title** | **Preparation for Electrical Programme**  |
| **Level** | National 4 |
| **Campus** | Kingsway Campus |
| **Days** | Kingsway: Monday, Tuesday, Wednesday 1.45pm - 4 pm, and Thursday 1.30pm - 4 pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Mandatory Units** | **Optional Units** |
| --- | --- |
| Building Services Engineering: Introduction to Safe Working Practices | Practical Electricity |
| Building Services Engineering: Introduction to Energy | Construction Crafts: Electrical Installation |
| Building Services Engineering: Introduction to Science | Engineering Skills: Electrical/Electronic |
| Building Services Engineering: An Introduction |  |
| Building Services Engineering: Employability Skills |

**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.

**Mandatory 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. Learners will also learn how to apply safe working practices relevant to the BSE sector. |
| **Building Services Engineering: Introduction to Energy** | Pupils will be introduced to and learn to identify the main types of energy and their sources as well as the fundamentals of energy conservation as they apply to the household building services engineering (BSE) sector. Pupils will also learn the main types of material disposal as they apply to the BSE sector. |
| **Building Services Engineering: Introduction to Science** | The unit is designed to enable pupils to recognise mechanical and electrical SI units commonly used within the building services engineering (BSE) sector and to carry out simple calculations to enhance that understanding. Pupils will also learn to recognise fundamental properties of solid materials as well as the fundamental principles of heat, mechanical and electrical applications to the BSE sector. |
| **Building Services Engineering: An Introduction** | Pupils will recognise the main industries of the Building Services Engineering sector and will develop an understanding of the job opportunities and the career progression opportunities. |
| **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 |

**Optional Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **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 fittings. |
| **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. |

**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 Campus |
| **Days** | Kingsway: Monday, Tuesday, Wednesday 1.45pm - 4 pm, and Thursday 1.30pm - 4 pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Mandatory Units** | **Optional Units** |
| --- | --- |
| Building Services Engineering: Introduction to Safe Working Practices | Construction Occupation Practices: An Introduction |
| Building Services Engineering: Introduction to Energy | Construction Safety Practices: An Introduction |
| Building Services Engineering: Introduction to Science | Efficient Construction Practices: An Introduction |
| Building Services Engineering: An Introduction | Plumbing Services: An Introduction |
| Building Services Engineering: Employability Skills |

**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 a number of practical and employability skills, these can be practised and developed across all the units in the course.

**Mandatory 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: Introduction to Energy** | Pupils will be introduced to and learn to identify the main types of energy and their sources as well as the fundamentals of energy conservation as they apply to the household building services engineering (BSE) sector. Pupils will also learn the main types of material disposal as they apply to the BSE sector. |
| **Building Services Engineering: Introduction to Science** | The unit is designed to enable pupils to recognise mechanical and electrical SI units commonly used within the building services engineering (BSE) sector and to carry out simple calculations to enhance that understanding. Pupils will also learn to recognise fundamental properties of solid materials as well as the fundamental principles of heat, mechanical and electrical applications to the BSE sector. |
| **Building Services Engineering: An Introduction** | Pupils will recognise the main industries of the Building Services Engineering sector and will develop an understanding of the job opportunities and the career progression opportunities. |
| **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 |

**Optional Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **Construction Occupation Practices: An Introduction** | The unit will help to develop pupils ability to understand the range and type of work involved in the Construction sector and will begin to develop their ability to read and understand and produce simple building drawings as well as how to mark out and measure materials correctly. |
| **Construction Safety Practices: An Introduction** | This unit will help to develop pupil’s ability to work in a safe and effective manner in a Construction Industry setting. |
| **Efficient Construction Practices: An Introduction** | The unit will help to develop pupil’s ability to work in an organised, safe and effective manner. |
| **Plumbing Services: An Introduction** | This unit requires pupil’s to select the correct tools and materials used within the plumbing 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.

# **Foundation Apprenticeship: Civil Engineering Level 6**

|  |  |
| --- | --- |
| **Course Title** | **Foundation Apprenticeship: Civil Engineering**  |
| **Level** | SCQF level 6 |
| **Campus** | Brechin High School, Grove  |
| **Days** | Brechin – Tuesday and Wednesday Grove – Tuesday, Thursday and Friday (14:00 – 16:00) |
| **Start Date** | May 2020 |
| **End Date** | April 2022 |

**Units to be completed over 2 years**

| **Mandatory Units** |
| --- |
| Civil Engineering Materials | Computer Aided Drafting: An Introduction |
| Civil Engineering Project | Construction Site Surveying: An Introduction |
| Civil Engineering Site Work | Health and Safety in the Construction Industry |
| Civil Engineering Technology | Mathematics: Craft 1 |
| Mechanics for Construction: An Introduction | Mathematics for Construction Technicians |
| Sustainability in the Construction Industry | Modern Methods of Construction: An Introduction |
| Maintain professional relationships and practice in built environment design |

**Progression Pathways**

On completion of the Foundation Apprenticeship, pupils will have the opportunity to continue their studies in this area and have several options available to them. They may be in a position with their placement employer, that they are offered employment and to continue their apprenticeship. In this case, puipls can move to a Modern Apprenticeship and apply their Foundation Apprenticeship to this, reducing the duration of this apprenticeship by a minimum of one year. Pupils may instead wish to continue their studies academically and attend College full time where they can work towards an HND in Civil Engineering, or another related subject, which could also provide them with direct entry into a Degree programme.

* HND Building Surveying/HND Architectural Technology/HND Civil Engineering (Kingsway Campus)
* Modern Apprenticeship in the Construction Industry (Kingsway Campus)

**Course Description**

Foundation Apprenticeships are an opportunity offered to pupils in the senior phase of secondary school. Pupils are given the opportunity to complete the first stages of a Modern Apprenticeship along with traditional subjects such as Maths and English.

The Foundation Apprenticeship (FA) in Civil Engineering provides candidates with achievement from component parts of two pathways sitting within CITB’s Modern Apprenticeship Framework Construction: Technical at SCQF level 6. Learners will also complete a placement or industry challenge with a local employer while working towards the qualification through school and college.

Learners will typically attend one day or equivalent per week for 2 years. This FA will introduce the skills necessary for the modern professional Civil Engineering Technician and provide an insight to the many career options available.

**Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **Civil Engineering Materials** | 1 Describe the production processes of civil engineering materials. 2 Describe the properties of civil engineering materials and how they are affected by production. 3 Carry out laboratory tests on civil engineering materials.  |
| **Civil Engineering Project** | 1 Plan a Civil Engineering Project based on a prepared brief. 2 Develop and implement a proposed solution. 3 Evaluate the completed project.  |
| **Civil Engineering Site Work** | 1 Describe the requirements of preliminary sitework. 2 Describe the types of temporary works used on construction sites. 3 Identify and select the plant and equipment for earthworks, concreting and lifting operations. |
| **Civil Engineering Technology** | 1 Demonstrate an understanding of shallow foundations and their construction. 2 Demonstrate an understanding of structural steelwork frame construction. 3 Demonstrate an understanding of the permanent elements of in-situ reinforced concrete frames and temporary support methods used in their construction. 4 Describe the function and common forms of retaining walls. |
| **Mechanics for Construction: An Introduction** | 1 Identify and apply the units and quantities used in mechanics in a construction context. 2 Explain the basic principles of structural analysis in a construction context. 3 Complete calculations related to forces in equilibrium. 4 Complete calculations involving direct stress and strain in a construction context. |
| **Sustainability in the Construction Industry** | 1 Explain the basic principles of sustainability in relation to material resources. 2 Explain the basic principles of sustainability in relation to energy used in the construction, operation and demolition of buildings. 3 Explain the basic principles of sustainability in relation to design features.  |
| **Computer Aided Drafting: An Introduction** | 1 Use a range of computer aided drafting commands. 2 Produce 2D computer generated drawings. |
| **Construction Site Surveying: An Introduction** | Interpret information from site plans and Ordnance Survey maps and plans. Carry out a linear measurement survey and plot the results. Carry out a levelling survey and prepare a contour plan and section. |
| **Health and Safety in the Construction Industry** | Explain the importance of site safety awareness and training in the construction industry. Describe safe working practices and emergency procedures used in the construction industry. Identify occupational health problems in the construction industry. |
| **Mathematics: Craft 1** | Round numbers, use scientific notation, percentages and ratios in engineering contexts. Calculate areas, perimeters, volumes and surface areas of simple shapes in engineering contexts. Read scales, tables, graphs and charts, which relate to engineering applications. Use Pythagoras’ Theorem and sin/cos/tan in right-angled triangles in engineering contexts. Substitute numerical values into simple engineering formulae. |
| **Modern Methods of Construction: An Introduction** | Describe the materials and systems used in the application of modern methods of construction for the construction industry. Explain how waste is generated by different methods of construction. Explain the ways in which modern methods of construction can improve efficiency and sustainability in the construction industry. |
| **Mathematics for Construction Technicians** | Evaluate and transpose engineering formulae and apply algebraic techniques to simplify mathematical expressions. Solve linear, simultaneous and quadratic equations, sketch, evaluate and manipulate exponential and logarithmic functions. Differentiate and integrate basic mathematical functions. Solve problems on two dimensional vectors.  |
| **Maintain professional relationships and practice in built environment design** | It is about communicating technical information to other people, and ensuring that they understand it. You must be able to “talk their language”, and maintain their trust in you and their support for your work. It is about practising ethically.It is about taking part in meetings. This means getting involved with the business of the meeting and making appropriate contributions. |

**Assessment Method**

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

# **Skills for Work: Automotive Skills National 4**

|  |  |
| --- | --- |
| **Course Title** | **Skills for Work: Automotive Skills**  |
| **Level** | National 4 |
| **Campus** | Kingsway and Arbroath |
| **Days** | Kingsway: Monday and Wednesday 2-4 pm orTuesday 2-4 pm and Thursday 1-3 pm (if demand there)Arbroath: Friday 9-1 pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

|  |
| --- |
| **Mandatory Units** |
| The Garage |
| The Technician |
| The Car |
| The Vehicle Modification Project |

**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 National 4 Automotive Skills 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** |
| --- | --- |
| **The Garage**  | 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.  |
| **The Technician**  | 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.  |
| **The Car**  | 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.  |
| **The Vehicle Modification Project**  | This unit comprises a practical project and is designed to be completed after the Units *Automotive Skills: The Technician* and *Automotive Skills: The Car,* 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. |

**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: Engineering Skills National 4**

|  |  |
| --- | --- |
| **Course Title** | **Skills for Work: Engineering Skills** |
|  **Level** | National 4 |
|  **Campus** | Kingsway and Arbroath  |
|  **Days** | Kingsway: Monday and Wednesday 2-4 pm  Arbroath: Friday 9-1 pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Mandatory Units** |
| --- |
| Mechanical |
| Electrical/Electronic |
| Fabrication |
| Manufacture and Assembly |

**Progression Pathways**

* 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 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.

The course focuses on the four broad areas of Mechanical, Electrical/Electronic, Fabrication & Welding and Manufacture. This will allow the pupils to gain basic transferable skills which can be applied to any of the above engineering areas. The Manufacture and Assembly unit allows pupils the opportunity to apply the mechanical, electrical/electronic and fabrication skills they have learned in the manufacture and assemble of an artefact(s). The generic employability skills are integrated into each mandatory unit and should be developed in conjunction with the practical activities of each of these units. This will help pupils to understand that the generic skills such as time-keeping, following instructions and carrying out quality checks of your own work are just as important as the practical skills which they will learn.

**Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **Mechanical** | This unit is designed to be the first attempted on the course. Pupils are required to select the correct tools and materials required to safely manufacture an artefact. During the manufacture, pupils will read simple engineering drawings, measure and mark, select appropriate materials and work to specified tolerances. 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. |
| **Electrical/Electronic** | In this unit pupils will select the correct tools and components required to construct a basic functional electrical circuit from a given diagram and specification. 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. |
| **Fabrication** | In this unit pupils will select the correct tools, materials and equipment required to manufacture an artefact using cutting, hot and cold forming and mechanical and thermal joining techniques. 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. |
| **Manufacture and Assembly** | This unit is designed to be attempted only after successful completion of the preceding skills units. Pupils will select and safely use the correct tools and materials to manufacture, assemble and complete functionality tests on an artefact. Pupils will evaluate and report their findings on the manufacture, assembly and functionality tests of the artefact. 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 as well as completing documentation which will demonstrate pupil awareness of the underlying employability skills that they have gained on the module. For the documentation to be accepted pupils need to evaluate their own performance and identify the skills acquired. Tutor’s contribute to this documentation and offer feedback on pupil’s work performance.

# **Skills for Work: Engineering Skills National 5**

|  |  |
| --- | --- |
| **Course Title** | **Skills for Work: Engineering Skills** |
| **Level** | National 5 |
| **Campus** | Arbroath and Kingsway |
| **Days** | Kingsway: Monday and Wednesday 2-4 pm Arbroath: Friday 9-1pm  |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Mandatory Units** |
| --- |
| 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** |
| --- | --- |
| **Mechanical and Fabrication** | 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.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 employer’s value. Although it is envisaged that all employability skills will be developed in this unit not all will be assessed. |
| **Electrical and Electronic** | 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. |
| **Maintenance** | 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. |
| **Design and Manufacture** | 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.

# **Foundation Apprenticeship: Engineering Level 6**

|  |  |
| --- | --- |
| **Course Title** | **Foundation Apprenticeship: Engineering** |
| **Level** |  6 |
| **Campus** | Arbroath and Kingsway |
| **Days** | Kingsway - Monday and Wednesday 2-5 pmArbroath – Tuesday 9-4 pm |
| **Start Date** | May 2020 |
| **End Date** | April 2022 |

**Units to be completed**

| **Mandatory Units** |
| --- |
| F5H512 Computer aided draughting (CAD) for Engineers (SCQF LEVEL 6) |
| F5JG12 Graphical Engineering Communication |
| F5KC12 Engineering Manufacturing Process |
| F5KD12 Engineering Materials |
| F5KE12 Engineering Workshop Skills |
| F5K512 Engineering Design |
| F5KA12 Engineering Assembly Skills |
| F5FN12 Engineering Systems |
| F5D512 Engineering Project |
| F3GB12 Communication |
| F3HX12 Mathematic Technician1 |
| F5D412 Engineering Applying Information Technology  |
| SPE02/001A Complying with statutory regulations and organisational safety requirements |
| SPE02/002A Using and Interpreting Engineering Data and Documentation |
| SPE02003A Working efficiently and effectively in engineering |
| SPEO2/004A Producing mechanical engineering drawings using a CAD system |
| SPEO2/019A Maintaining mechanical devices and equipment. |

**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 course is a two-year programme consisting of 12 SQA modules at National level 6, 5 SVQ modules at level 5 and work placements.

The topics as part of your National Certificate will depend on the area of engineering that you choose to study. These Include:

Mechanical Engineering/ Vehicle Engineering/ Welding and Fabrication/ Manufacturing Engineering/ Aeronautical Engineering/ Advanced Manufacturing Engineering.

**Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **Computer Aided Draughting (CAD) for Engineers** | This largely practical unit is designed to allow pupils to develop knowledge, understanding and skills in Computer Aided Draughting. pupils will develop the knowledge and skills to use a commercial CAD system to create detailed, two-dimensional engineering drawings with auxiliary and sectional views. They will also import components and symbols into engineering drawings. Pupils will also develop the knowledge and skills to use a CAD system to modify existing two-dimensional drawings and create an assembly drawing.  |
| **Graphical Engineering Communication**  | This unit is designed to allow pupils to develop their knowledge, understanding and skills in graphical engineering communication. During pupils will learn to extract and interpret information from documents used in engineering. They will also develop the knowledge and skills to create detailed, two-dimensional drawings in both First and Third Angle Projection, which include both auxiliary and sectional views. Pupils will also learn how to produce fully developed engineering assembly drawings.  |
| **Engineering Manufacturing Process**  | This unit is designed to provide pupils with an opportunity to develop their knowledge and understanding of both traditional manufacturing processes such as forming, joining and machining and modern manufacturing processes such as electro-discharge machining and rapid prototyping. Pupils will also learn how to select the appropriate manufacturing processes for the manufacture of given components and plan the sequence of operations for the manufacture of components. This Unit is suitable for pupils training to be manufacturing, mechanical, fabrication and welding, or multi-disciplinary engineering technicians.  |
| **Engineering Materials** | This unit is designed to provide pupils with knowledge and understanding of engineering materials. Pupils will learn to state the names and applications of a range of engineering materials and describe the properties of engineering materials. Pupils will also develop the knowledge and understanding to describe changes in the structure and properties of engineering materials due to cold working and annealing. Pupils will develop the knowledge and skills to carry out mechanical tests on engineering materials and develop conclusions based on the results obtained from these tests. |
| **Engineering Workshop Skills** | This predominantly practical unit is designed to provide pupils with knowledge and skills in complex engineering workshop hand skills. Pupils will learn to interpret and extract information from engineering drawings and other sources in relation to performing engineering workshop skills. They will also learn to select and use tools to mark out complex profiles for given specifications. Pupils will also learn how to complete planning documentation, and develop the knowledge and skills to select and use engineering tools to produce components and an assembly to given specifications. Throughout the delivery of the unit, pupils will learn and apply current health and safety requirements and safe working practices as they produce the components and assembly.  |
| **Engineering Design** | This unit is designed to provide pupils with the knowledge, understanding and skills to undertake simple engineering design. pupils will learn about the relationship between engineering design and product design and the factors relevant to each. They will also learn about the factors and processes involved in systematic design. They will also develop their knowledge, understanding and skills to produce a simple engineering design. This will involve pupils in finalising a design specification, developing a number of potential solutions to a given design brief and specification, undertaking analysis associated with the solutions, selecting and justifying the best solution and presenting this solution in an appropriate format.  |
| **Engineering Assembly Skills** | Pupils will learn to identify, select and use different types of mechanical fasteners and identify a range of seals and bearings. They will also develop the knowledge and understanding to identify engineering component parts from various engineering information sources and complete requisition documentation to order component parts. Pupils will develop the knowledge and skills to perform complex assembly operations. They will also learn to apply current health and safety requirements and safe working practices while performing engineering assembly operations and complete a risk assessment on a given engineering assembly.  |
| **Engineering Systems** | This unit is designed to provide pupils with opportunities to develop their knowledge and understanding of engineering systems. Pupils will learn to represent engineering systems in block diagram form. They will also develop the knowledge, understanding and skills to describe and measure typical mechanical and electrical quantities present in engineering systems. Pupils will calculate different forms of mechanical and electrical energies, energy losses and efficiency in engineering systems. They will also investigate the performance of an electromechanical system. The unit is particularly suitable for those pupils training to be electrical, electronic, mechanical, manufacturing or multi-disciplinary engineering technicians. |
| **Engineering Project** | This unit has been designed to develop pupils’ knowledge, understanding and skills of the processes involved in implementing an engineering project. As such, pupils will undertake a practical project from a given defined project brief. Pupils will learn how to create a project plan in which they will state project aims and objectives and develop an appropriate project time-activity chart. They will also implement the project by manufacturing a product, developing, and carrying out functional test procedures on the product. Pupils will also prepare a written technical report, which will include an evaluation of project activities in terms of the agreed project objectives and enhancements in their own personal development as a result of undertaking the project. This unit is suitable for pupils training to be electrical, electronic, fabrication and welding, manufacturing, mechanical or multi-disciplinary engineering technicians. |
| **Communication** | The focus of the Unit is on transferable communication skills: ♦ Reading, summarising, and evaluating ♦ writing ♦ speaking and listening.For this unit, pupils are expected to be able to communicate with others at an advanced level and complete tasks with little support. The unit is designed for those who have skill or experience in communicating in the workplace, in public, in the community, or in education and training. The work undertaken in assessments may be complex, and will require previous knowledge or experience of formal documents and situations. The unit might be suitable for pupils who are currently working towards other qualifications at SCQF levels 5 or 6, e.g. National Qualifications or SVQs.  |
| **Mathematic Technician 1** | This unit is intended primarily for those pupils who wish to develop their knowledge and understanding of Mathematics at SCQF level 6 with a view to supporting and underpinning their studies in an engineering discipline. In such cases, delivery of the unit should be set within the context of the award to which it contributes. The unit is designed to develop aspects of the pupil's skills in numeracy, graphical communication, trigonometry and algebra, and to apply these skills in the appropriate engineering context. It is envisaged that the content of each Outcome is delivered and assessed with specific reference to the candidate's engineering specialism, where appropriate. |
| **Engineering Applying Information Technology** | This unit is a mandatory unit in the National Qualifications Group Awards (NQGA) in Engineering, but it can also be undertaken as a freestanding unit. This unit is designed to extend knowledge and expertise on features of an operating system and available software application packages including software packages relevant to an engineering environment. Pupils will gain practical experience in the use of the features in these types of software, and in the development of internet search techniques. The unit will also provide pupils with information regarding the selection of appropriate software for specific tasks. |
| **Complying with Statutory Regulations and Organisational Safety Requirements** | This EAL assessment route covers the skills and knowledge needed to prove the competences required to work safely in an engineering environment. It will prepare pupils for entry into the engineering or manufacturing sectors, creating a progression between education and employment, or it will act as a basis for the development of additional skills and occupational competences in the working environment. It covers carrying out the learner’s work activities in accordance with instructions and by the use of safe working practices and procedures. |
| **Using and Interpreting Engineering Data and Documentation** | This EAL assessment route covers the skills and knowledge needed to prove the competences required to make full use of text, numeric and graphical information, by interpreting and using technical information extracted from a range of documentation such as engineering drawings, technical manuals, technical specifications, reference tables and charts, electronic displays, planning and quality control documentation.  |
| **Working efficiently and effectively in engineering** | This EAL assessment route covers the skills and knowledge needed to prove the competences required to cover a broad range of basic activities that will prepare the learner for entry into the engineering or manufacturing sectors, creating a progression between education and employment, or that will act as a basis for the development of additional skills and occupational competences in the working environment.  |
| **Producing Mechanical Engineering Drawings using a CAD system** | This standard covers a broad range of basic competences you need to set up and operate a computer aided drawing (CAD) system to produce detailed drawings for mechanical engineering activities. It will prepare you for entry into the engineering or manufacturing sectors, creating a progression between education and employment, or it will act as a basis for the development of additional skills and occupational competences in the working environment. The type of drawings produced will include detail component drawings for manufacturing, assembly and sub-assembly drawings, installation drawings, fault location aids such as flow diagrams, and modification drawings. |
| **Maintaining Mechanical Devices and Equipment** | This EAL assessment route covers the skills and knowledge needed to prove the competences required to cover a broad range of basic mechanical maintenance. Activities that will prepare pupils for entry into the engineering or manufacturing sectors, creating a progression between education and employment, or that will provide a basis for the development of additional skills and occupational competences in the working environment.   |

**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.

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

|  |  |
| --- | --- |
| **Course Title** | **National Progression Award: Animal Care** |
| **Level** | Level 5 |
| **Campus** | Arbroath |
| **Days** | Friday: 9-1pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Mandatory Units:** | **Optional Units:** |
| --- | --- |
| Rural Business Investigation  |

|  |
| --- |
| Animal Care: Accommodation and Handling |

 |
|  | Animal Care: Small Animal Feeding  |

**Progression Pathways**

* 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 your chosen specialism.

**Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **Rural Business Investigation** | 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.  |
| **Animal Care: Accommodation and Handling** | 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. |
| **Care: Small Animal Feeding** | 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 4**

|  |  |
| --- | --- |
| **Course Title** | **National Progression Award: Horticulture** |
| **Level** | Level 4 |
| **Campus** | Kingsway and Arbroath |
| **Days** | Kingsway: Monday and Wednesday 2-4 pmArbroath: Friday 9-1 pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Mandatory Units** | **Optional Units** |
| --- | --- |
| Rural Business Investigation | Soft Landscaping: General Plantings |
|  | Horticultural Skills |

**Progression Pathways**

* 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 you with an opportunity to progress to a full-time course in your chosen specialism.

**Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **Rural Business Investigation** | 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.  |
| **Soft Landscaping :General Plantings** | 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. |
| **Horticulture Skills** | 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.

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

|  |  |
| --- | --- |
| **Course Title** | **NPA Investigation of Modern Agriculture\*\*** |
| **Level** | Level 5 |
| **Campus** | Arbroath |
| **Days** | Arbroath: Friday 9-1pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Mandatory Units** | **Optional Units** |
| --- | --- |
| Investigation of Local Agriculture | Introduction to Agri-Tourism |
| Introduction to Agri-Tech and Precision Farming |  |

**Progression Pathways**

* Full-time Agricultural Skills (Level 5) at Dundee and Angus College
* Programmes in Further Education Colleges
* Other suitable Training or Employment

**Course Description**

This is a brand new Agricultural programme designed by D&A and currently undergoing the validation process 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 you with an opportunity to progress to a full-time course in the agricultural sector

**Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **Investigation of Local Agriculture** | This unit is designed to increase awareness of local agricultural provision and opportunities for employment. Completion of the unit will allow learners to understand why local agriculture has developed in the way it has and, upon identifying potential areas of interest, will allow learners to identify potential areas for development in order to embark on a career in agriculture.Learners will:* establish the relevance of climate, soil types and local infrastructure in the formation of local agricultural businesses.
* make contact with a local agricultural business and understand its role in local provision.
* understand the business model and employee structure of a local agricultural business.
* identify skills, knowledge, qualifications and experience required for a desired role in a local agricultural business.
 |
| **Introduction to Agri-Tech & Precision Farming** | 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 learners 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. Learners will gain an understanding of fundamental skills, knowledge, experience and necessary development to gain employment in agri-tech and precision farming.Learners will:* Investigate uses of agri-tech both nationally and locally
* Understand methods of data collection for precision farming
* Understand how collected data is analysed and, ultimately, put to use
 |
| **Introduction to Agri-Tourism** | 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. Learners will:* investigate and make contact with a local Agri-tourism business
* develop knowledge about the structure and strategy of a business
* develop skills in entrepreneurship and sustainable Agri-tourism business models
* investigate local Agri-tourism opportunities
* develop Core Skills in communication, problem solving and working with others.
* Create a portfolio on a local agritourism business and on agritourism opportunities locally.
* be able to work in a group or individual capacity
 |

**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.

\*\* As this unit is undergoing validation by SQA, some elements may be subject to change.

# **Dig and Dine (Horticulture and Professional Cookery) Level 4**

|  |  |
| --- | --- |
| **Course Title:** | **Dig and Dine (subject to SQA approval)** |
| **Level:** | National 4 |
| **Campus:** | Kingsway |
| **Days:** | Monday and Wednesday 2-4 pm |
| **Start Date:** | May 2019 |
| **End Date:** | April 2020 |

**Units to be completed**

| **Mandatory Units:** | **Optional Units:** |
| --- | --- |
| Food Preparation Techniques  | Crop Production: an Introduction |
| Estate Maintenance | Soft Landscaping: an Introduction |
| Employability Skills in the Land-based Sector | Cookery Processes and Introduction |
| Basic Food Hygiene |  |

**Progression Pathways**

* Scottish Progression Award in Rural Skills at National 5
* Scottish Progression Award in Professional Cookery National 5
* SVQs/ NVQs in Appropriate Land-based and professional Cookery sector vocational areas
* Programmes in Further Education Colleges
* Other suitable Training or Employment

**Course Description**

This Dig and Dine Course allows pupils to begin to develop some of the basic practical skills necessary to work in most of the Land-based and Professional Cookery disciplines. As the course progresses students begin to understand better, the roles of individuals who have made Land based or professional Cookery a career choice. The Course is designed to give hands on approach to food production, employability skills, building garden structures, food hygiene and the preparation and cooking meals.

**Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **Basic Food Hygiene** | This unit is designed to introduce food hygiene and the relevant legislation that has to be adhered to. It will allow pupils to work in the professional kitchen in the college and prepare food safely at home.  |
| **Estate Maintenance** | This unit will be suitable for pupils who have limited or no knowledge of the craft practices in estate maintenance. The outcomes require pupils 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. Pupils 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. |
| **Employability Skills in the** **Landbased sector** | This unit is designed to be integrated into practical tasks undertaken as part of this course. It is suitable for pupils with no previous land-based or employment experience. Pupils will have the opportunity to develop some of the employability skills that are valued by the land-based and professional cookery 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 pupils 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 and professional cooking industries. |
| **Crop Production: An Introduction** | This unit allows pupils to develop some of the basic skills and knowledge required to contribute towards the production of plants in a work setting. Pupils 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, horticultural, edible or non-edible. |
| **Soft Landscaping: an introduction** | This unit allows pupils to develop some of the basic knowledge and skills required for soft landscaping. Pupils 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. This unit has been designed for delivery within the context of a landscape project. |
| **Food preparation Techniques: An introduction.**  | This unit enables learners to develop knowledge and skills in basic food preparation techniques, identifying equipment and preparation terms. |
| **Cookery processes: An Introduction** | This unit will enable learners to demonstrate underpinning knowledge associated with a range of cookery processes, and carry out the cookery processes in a safe and hygienic manner.  |

**Assessment Method**

There are some written assessments in the form of short answer questions and worksheets. There is also a lot of practical assessment throughout the year.

# **National Progression Award: Practical Science Level 5**

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| --- | --- |
| **Course Title** | **NPA Practical Science** |
| **Level** | Level 5 |
| **Campus** | Kingsway  |
| **Days** | Monday and Wednesday 2-4 pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Mandatory Units** |
| --- |
| Introduction to Chemistry |
| Waves and Optics |
| Radioactivity |
| The Human Body |
| Forensic Science: Applications |

**Progression Pathways**

* If pupils have suitable Highers (2 Highers, at least one science, Biology or Chemistry), they will be able to progress onto our HN Applied Sciences programme.
* Those with National 5 qualifications (3 National 5 qualifications at least one science, Biology or Chemistry) can progress to the Certificate in Applied Science Programme.

**Course Description**

A collection of science practical and theory units designed to give pupils an insight into skills required for progression to further study and/or employment. Pupils will receive a National Progression Award on successful completion of all units. Skills developed are not regularly offered in schools.

**Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **Introduction to Chemistry** | This unit is designed to introduce chemical theory and practical skills. (SCQF Level 5) |
| **Waves and Optics** | This unit is designed to introduce the concept of Waves and Optics through theory and practical exercises (SCQF Level 5) |
| **Radioactivity** | The unit focussed mainly on the different types of radiation, the effects and practical uses of radioactivity (SCQF Level 5) |
| **The Human Body** | This unit will allow to investigate the systems of the Human Body, focussing on the structure and function of different systems (SCQF Level 5) |
| **Forensic Science: Applications** | This is a largely practical unit studying the most up to date techniques used in the world of Forensic Science (SCQF Level 5) |

**Assessment Method**

Units are all practical and theory based and will be facilitated with a mixture of group work and individual development of practical skills.

Pupils will be encouraged to participate in independent learning as well as group work through the practical requirements of the unit. The practical skills that are developed will be of huge benefit to pupils for progression onto further study or employment. The discipline required to carry out some of the practical procedures will assist with confidence, awareness of others and self-development.

# **Foundation Apprenticeship: Laboratory Skills Level 6**

|  |  |
| --- | --- |
| **Course Title** | **Foundation Apprenticeship: Laboratory Skills**  |
| **Level** | SCQF 6 |
| **Campus/Days TBC** | Kingsway - Year 1: Monday and Wednesday 2-5pm Year 2: 2 days to be decidedAngus – Arbroath High School – Tuesday 9-4pm |
| **Start Date** | May 2020 |
| **End Date** | May 2021/22 |
| **Entry requirements** | Pupils will be required to have science qualiﬁcations at Level 5, demonstrate their ability to work at Level 6 and beyond and how that they have a genuine interest in participation in a work-based programme. |

**Course content**

The first year you will be enhancing your knowledge of science through the achievement of the NPA in Scientific Technologies. You will then progress to a work place in year two when vocational skills will be developed, demonstrated and assessed whilst in a laboratory setting through the achievement of the SVQ units.

**NPA Laboratory Science**

**Units Include**

* **Mathematics for Science (level 5)**

Develops skills in statistics, algebra, and graphical work and how to apply these skills in an appropriate scientific context

* **Fundamental Chemistry: An Introduction (level 6)**

Introduction to the main concepts of chemistry

* **Quality and Health and Safety Systems in Science Industries (level 7)**

Introduction and opportunity to view quality standards and health and safety issues procedures in practice via at least one industrial/commercial site visit.

* **Microbiological Techniques (level 6)**

Develops knowledge, understanding and practical skills in growth limitation and sterilisation, culturing and identifying micro-organisms.

**Year 1**

In S5, pupils will attend college one day per week to develop your understanding of the values and principles of Laboratory Science.

**Year 2**

Work placement in an industry approved workplace building real life skills and attributes which are specialised to a chosen career.

**Progression opportunities**

• Further study in HNC Applied Sciences

• Progression to employment, non-apprenticeship route

• Modern Apprenticeship

# **Psychology National 5**

|  |  |
| --- | --- |
| **Course Title** | **Psychology**  |
| **Level** | National 5 |
| **Campus** | Arbroath and Gardyne |
| **Day** | Arbroath - Friday 9-1pm or by other arrangementGardyne – Monday and Wednesday 2-4pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Mandatory Topics** |
| --- |
| Research |
| Individual behaviour |
| Social behaviour |
| End Exam |

**Progression Pathways**

* Higher Sociology
* Higher Psychology
* Advanced Certificate in Social Science
* Advanced Certificate in Health and Social Care
* National Certificate level 6 Early Education and Childcare
* PDA (Level 6) Education Support Assistance
* Foundation Apprenticeship in Health and Social Care
* Foundation Apprenticeship in Children and Young People
* Routes to Higher Education

**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.

**Course Contents**

| **Topics** | **Description** |
| --- | --- |
| **Research** | This 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.  |
| **Individual Behaviour**  | 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. They also consider the strengths and weaknesses of different theories investigated. |
| **Social Behaviour**  | This explains how interaction with others shapes social behaviour. You will investigate social psychological topics such as conformity obedience. 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. Pupils will be encouraged to use psychological knowledge and understanding to explain examples of everyday behaviour. |

**Assessment Method**

Your grade at National 5 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 National 5 qualification.

*There may also be 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 and Higher qualifications.  This option would be discussed with students during the academic year.'*

**Psychology Higher**

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| --- | --- |
| **Course Title** | **Psychology** |
| **Level** | Higher |
| **Campus** | On site delivery by arrangement in Angus only |
| **Day** | Friday 9-1pm or by other arrangement |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Mandatory Topics** |
| --- |
| Individual behaviour |
| Social behaviour |
| End Exam |

**Progression Pathways**

* Guaranteed articulation to HNC Social Science with passes in Higher Sociology and Higher Psychology with a strong course leader reference.
* Range of HNC at D&A College with two Highers
* 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.
* Professional Development Award (PDA) in psychology, sociology and criminology.
* Employment areas include criminal justice system, social work, health and care, childhood practice, teaching, civil service, housing, human resources, marketing, journalism and many more.

**Recommended Entry**

* Pupils progressing from National 5 Psychology will find that the course provides the breadth, challenge and application they require to further develop their research and thinking skills, and their knowledge and understanding of psychology.
* National 5 Biology Course or relevant component Units
* Social Studies or Social Sciences Courses at SCQF level 5 or relevant component units
* Pupils’ interest in psychology and suitability for Higher Psychology will be ascertained by participation in an informal workshop facilitated by members of the D&A Social Science team by arrangement.

**Course Description**

This course develops pupils’ ability to analyse psychological explanations for individual and social behaviour. 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 knowledge 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.

**Course Contents**

| **Topic** | **Description** |
| --- | --- |
| **Individual behaviour** | The general aim of this unit is to enable pupils to analyse individual behaviour. Pupils will investigate topics and learn how these topics can be explained, using psychological approaches and theories. Pupils will evaluate approaches and theories and apply psychological knowledge to show how an understanding of psychology can be applied. |
| **Social behaviour** | The general aim of this unit is to enable pupils to analyse how interaction with others shapes social behaviour. Pupils 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. Pupils will apply psychological knowledge and understanding to explain examples of everyday social behaviour.  |

**Assessment Method**

Your grade at Higher Sociology 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.

# **National Progression Award: Criminology Level 6**

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| --- | --- |
| **Course Title** | **National Progression Award: Criminology** |
| **Level** | Level 6 |
| **Campus** | Arbroath and Gardyne |
| **Days** |  Gardyne - Monday and Wednesday 2-4 pm Arbroath – Friday 9 – 1 pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Units** |
| --- |
| Criminology: Crime Scenes |
| Criminology: Nature and Extent of Crime |
| Criminology: Forensic Psychology  |

**Progression Pathways**

* Higher Psychology and Higher Sociology
* 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.
* Professional Development Award (PDA) in psychology, sociology and criminology.
* Routes to Higher Education
* 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.

**Recommended entry**

* Pupils progressing from National 5 Psychology/Sociology will find that this course provides the breadth, challenge and application they require to further develop their research and thinking skills in social sciences.
* Existing evidence of National 5 study in relevant subjects.

**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** |
| --- | --- |
| **Crime Scene** | The unit ‘Crime Scene’ explores crime scene protocol and the range of evidence which may be present. It focuses on real life cases which illustrate psychological evidence from a crime scene and offender profiling. For this unit, use of the Scottish Police Services Authority: Forensic Services website will be used to understand crime scene protocol and we use television shows such as the CSI franchise and short YouTube clips to illustrate particular aspects of physical evidence to be collected.  |
| **Nature and Extent** | 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.  |
| **Forensic Psychology**  | This unit introduces to 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.

# **Professional Development Award: Psychology Level 7**

|  |  |
| --- | --- |
| **Course Title** | **Professional Development Award: Psychology** |
| **Level** | Level 7 |
| **Campus** | Arbroath and Gardyne |
| **Days** | Gardyne - Monday and Wednesday 2-5 pmArbroath – Tuesday 9-4 pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **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.

**Recommended Entry**

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

**Course Description**

Pupils will 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. Pupils will develop evaluation skills as you examine each school of thought. From here, they will then go on to analyse theory related to specific topics in psychology and conduct a piece of research.

**Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **Psychology A** | 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.   |
| **Psychology B** | In Psychology B you will apply your knowledge gained in Psychology A to three different psychological topics. These topics can include psychopathy, attachment theories 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.

**Professional Development Award: Criminology Level 7**

|  |  |
| --- | --- |
| **Course Title** | **Professional Development Award: Criminology** |
| **Level** | Level 7/8 |
| **Campus** | Arbroath and Gardyne |
| **Days** | Gardyne - Monday and Wednesday 2-5 pmArbroath – Tuesday 9-4 pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Units** |
| --- |
| Criminology |
| Scottish Criminal Law |

**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.
* 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.

**Recommended Entry**

It is suggested that pupils may have the NPA Criminology from S5 in order to undertake this PDA but due to this PDA containing a SCQF Level 8 unit, additional Highers are also required.

A minimum of two relevant Highers at grade B or above.

**Course Description**

This PDA is designed to introduce pupils to a selection of topics and areas of debates that inform contemporary justice. Pupils will study a number of theories and approaches and consider different explanations of the causes of crime, criminalisation and justice. Pupils will be encouraged not only to know and evaluate research carried out by social scientists and legal experts associated with the specific discipline, but also to understand how research is carried out. Pupils will also be introduced to aspects of the legal system and encouraged to take a critical view of evidence-based research.

**Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **Criminology** | This unit is designed to introduce you to a selection of topics and areas of debates that inform contemporary criminology. Pupils will start by examining how crime and criminal justice have been theorised and then goes on to consider theoretical explanations of crime causation and criminalisation. Pupils will also explore the aims of the criminal justice and penal system.  |
| **Scottish Criminal Law** | Pupils will gain knowledge and understanding criminal liability and also Scottish Criminal Law. We will examine crimes against property involving dishonesty and certain crimes against the person. It is intended to provide underpinning legal knowledge which could form the basis for further study of Scottish Criminal Law. |

**Assessment Method**

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

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

|  |  |
| --- | --- |
| **Course Title** | **Skills for Work: Early Learning and Childcare**  |
| **Level** | National 4 |
| **Campus** | Arbroath and Gardyne |
| **Days** | Gardyne – Monday & Wednesday 2-4pmArbroath – Friday 9-1pm  |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Mandatory Units** | **Optional Unit** |
| --- | --- |
| 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, the majority 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 affords a broad link to the care, learning and development of children aged 0–12 years.

**Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **Child Development** | 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. |
| **Play in Early Learning and Childcare** | 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. |
| **Working in Early Learning and Childcare** | 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. |
| **Care of Children** | 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 on 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**

|  |  |
| --- | --- |
| **Course Title** | **Skills for Work: Early Learning and Childcare**  |
| **Level** | National 5 |
| **Campus** | Arbroath and Dundee |
| **Days** | Gardyne – Monday & Wednesday 2-4pmArbroath – Friday 9-1pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Mandatory Units** | **Optional Unit** |
| --- | --- |
| 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, the majority 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. The pupil will be expected to build on skills from National 4 and work proactively and independently.

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

**Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **Working in Early Learning and Childcare** | 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. |
| **Play in Early Learning and Childcare** | 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. |
| **Development and Well-being of Children and Young People** | 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. |
| **Care and Feeding of Children and Young People**  | 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. |

**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 on 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 & Young People Level 6**

|  |  |
| --- | --- |
| **Course Title** | **Foundation Apprenticeship – Social Services Children & Young People** |
| **Level** | SCQF 6 |
| **Campus/Days TBC** | **Arbroath**2 Year Option : Tuesday 9-4 pm1 Year Option : Tuesday and Friday 9-4 pm |
| **Gardyne** 2 Year Option : Monday and Wednesday 2 – 5 pm1 Year Option : Monday, Tuesday, Wednesday, Thursday 2-5 pm  |
| **Start Date** | May 2020 |
| **End Date** | May 2022 |
| **Entry requirements** | Minimum of 5 National 4 passes, one of which must be in an Academic Area. Must demonstrate a genuine interest in this vocational area. |

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

**1 year programme (6th 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 a two afternoons a week.

**Course Content**

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 (5th & 6th Year)** – in 5th 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 6th 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.

**Progression opportunities:**

* 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

# **Skills for Work: Health Sector National 5**

|  |  |
| --- | --- |
| **Course Title** | **Skills for Work: Health Sector** |
| **Level** | National 5 |
| **Campus** | Arbroath and Gardyne |
| **Days** | Gardyne – Monday & Wednesday 2-4pmArbroath – Friday 9-1pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Mandatory Units** |
| --- |
| 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. 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** |
| --- | --- |
| **Working in the Health Sector** | 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. |
| **Life Sciences Industry and the Health Sector** | 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. |
| **Improving Health and Well-being** | 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. |
| **Physiology of the Cardio-Vascular System** | 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. |
| **Working in Non-Clinical Roles** | 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 on 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 Health Care Level 6**

|  |  |
| --- | --- |
| **Course Title** | **Foundation Apprenticeship - Social Services and Health Care**  |
| **Level** | SCQF 6 |
| **Campus/Days** | **Arbroath**2 Year Option : Tuesday 9-4 pm1 Year Option : Tuesday and Friday 9-4 pm |
| **Gardyne** 2 Year Option : Monday and Wednesday 2 – 5 pm1 Year Option : Monday, Tuesday, Wednesday, Thursday 2-5 pm  |
| **Start Date** | May 2020 |
| **End Date** | May 2022 |
| **Entry requirements** | Minimum of 5 National 4 passes, one of which must be in an Academic Area. Must demonstrate a genuine interest in this vocational area. |

**Course Content**

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

**1 year programme (6th 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 (5th & 6th Year)** – in 5th 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 6th 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.

**Progression opportunities**

* Modern Apprenticeship in Social Services and Health at SCQF Level 7
* Employment: Health Care Assistant; Support Worker in a Care Setting
* Further Study: Advanced Certiﬁcate in Health and Social Care or Access to Nursing

# **Skills for Work: Sport and Recreation National 5**

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| --- | --- |
| **Course Title** | **Skills for Work: Sport and Recreation** |
| **Level** | National 5 |
| **Campus** | Arbroath – Saltire Sports Centre Gardyne |
| **Days** | Arbroath - Friday 9-1pmGardyne - Monday & Wednesday 2-4pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Mandatory Units** |
| --- |
| Assist with a Component of Activity Sessions |
| Employment Opportunities in the Sport and Recreation Industry  |
| Assist with Fitness Programming  |
| Assist with Daily Centre Duties  |

**Progression Pathways**

* National Courses at Higher level
* Further education training or employment
* It is anticipated that some pupils may progress from the National 4 Course whilst other pupils may enter straight into the National 5 level
* Vocational training
* Employment

**Course Description**

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

**Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **Assist with a Component of Activity Sessions** | In this unit, pupils will assist in the planning and delivery of a component within activity sessions for both a group and a single client, with the person responsible. They will use appropriate resources that meet centre/organisational guidelines. They will carry out risk assessments and health and safety procedures laid out for the activity sessions. Pupils will also assist in reviewing the activity session with clients and use this review to inform the planning of future activity sessions. Pupils will carry out emergency procedures within the activity environment and complete reports and review their performance with the person responsible. |
| **Employment Opportunities in the Sport and Recreation Industry**  | In this unit, pupils will source information about career pathways and identify the skills, qualifications and experience needed to pursue these. This will allow them to map their own skills, qualifications and experience against industry requirements. Using this information they will be able to identify areas where further training is required, produce a career plan and review this as necessary. |
| **Assist with Fitness Programming**  | In this unit pupils, working with the person responsible, will learn how to develop and organise a physical training plan for a client. Pupils will assist in establishing a client’s fitness baseline taking into account the client’s overall objectives. They will work with the person responsible to address aspects of health and safety, monitor the client’s progress, carry out periodic monitoring of the client’s physical training plan, review the results and modify the physical training plan.  |
| **Assist with Daily Centre Duties**  | In this unit, pupils will gain experience in setting-up and dismantling and storing equipment. They will learn how to: * move and handle equipment in compliance with manufacturers’ instructions and centre/organisational requirements
* check for faults in equipment and deal with them

Pupils will gain experience in cleaning and tidying areas within the organisation, as well as choosing the correct materials and the appropriate personal protective equipment (PPE). In addition, they will gain knowledge and understanding of the importance of relevant health and safety procedures. Pupils will learn to demonstrate a positive approach when interacting with clients, staff and others. This positive approach will include the ability to communicate appropriately, be responsive, and establish and maintain effective relationships. |

**Assessment Method**

Each unit will be supported by a National Assessment Bank item (NAB) which will provide an assessment package and exemplify the national standard.

**National Progression Award: Professional Cookery at Level 4**

|  |  |
| --- | --- |
| **Course Title** | **National Progression Award (NPA): Professional Cookery Level 4** |
| **Level** | SCQF Level 4 |
| **Campus** | Arbroath |
| **Days** | Arbroath – Friday 9am – 1pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

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

| **Mandatory Unit** |
| --- |
| **Food Preparation Techniques – An Introduction – 1 credit** |
| **Food Hygiene for the Hospitality Industry – 1 credit** |
| **Cookery Processes: An Introduction – 1 credit** |
| **Additional Units:** |
| **Craft Baking: An Introduction – 1 credit** |

**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, 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.

**Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **Food Preparation Techniques : An Introduction** | This unit will allow pupilsto develop basic techniques utilising a range of preparation equipment. Pupils should be encouraged to end cook products that have been prepared. |
| **Food Hygiene for the Hospitality Industry** | This unit is designed to develop the knowledge, understanding and practical skills required to comply with food safety legislation, safety in a professional kitchen or food service environment. |
| **Cookery Processes: An Introduction** | 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. |
| **Craft Baking: An Introduction** | 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.

**Skills for Work: Hospitality National 5**

|  |  |
| --- | --- |
| **Course Title** | **Skills for Work: Hospitality** |
| **Level** | National 5 |
| **Campus** | Arbroath  |
| **Days** | Friday 9-1pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Mandatory Units** |
| --- |
|

|  |
| --- |
| Developing Skills for Working in Hospitality  |

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|

|  |  |
| --- | --- |
| Front of House Operations  |  |

 |
| Hospitality Events  |
| Developing Skills for Working in the Professional |

**Progression Pathways**

* Professional cookery SVQ Level 2
* NC in Hospitality Operations

**Course Description**

Skills for Work Hospitality at National 5 (SCQF level 5) 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.

All units in the course place emphasis on the employability skills and attitudes which will help to prepare pupils for the workplace. Pupils will have the opportunity to prepare for, and take part in, a job interview.

**Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **Developing Skills for Working in Hospitality** | In this unit pupils will investigate a range of hospitality provision. 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 would 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. |
| **Developing Skills for Working in the Professional Kitchen** | 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. |
| **Front of House Operations** | 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. |
| **Hospitality Events** | 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. |

**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.

**SVQ Hospitality Service at Level 5**

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| --- | --- |
| **Course Title** | **SVQ Hospitality Service** |
| **Level** | SCQF Level 5 |
| **Campus** | Kingsway |
| **Days** | Kingsway– Monday and Wednesday 2-4 pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

Pupils are required to complete 4 mandatory units and 6 optional units to achieve their SVQ in Hospitality Services at Level 5.

| **Mandatory Units** |
| --- |
| **Maintain Health and Safety** |
| **Work Effectively as a part of a Hospitality Team** |
| **Impact of Personal Behaviour** |
| **Maintain Food Safety in a Hospitality Environment** |

**Progression Pathways**

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

**Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **Maintain Health and Safety** | This unit is about basic health and safety in a hospitalityenvironment. The unit covers following procedures to maintain a healthy and safe workplace, helping to spot workplace hazards promptly and dealing with them in line with workplace procedures, and following emergency procedures if incidents or accidents occur. |
| **Work Effectively as a part of a Hospitality Team** | This unit is about making a useful contribution to the work of a team, i.e. the people you work with. 'Team' includes your line manager or supervisor as well as other people in your team working at the same level as yourself.  |
| **Impact of Personal Behaviour** | This unit is about how your own behaviour impacts on customers and the organisation you work for. |
| **Maintain Food Safety in a Hospitality Environment** | This unit reflects current food safety guidance in the UK and integrates the key themes of cleaning and preventing contamination. It provides staff with the knowledge and skills of reviewing hazards and using hazard based procedures to maintain food safety in their department. |
| **Prepare and Clear Areas for Food & Beverage Areas** | This unit is about how you prepare the food service area ready for your customers and clear it down at the end of the service. This includes preparing the equipment such as trolleys and fridges, service items such as crockery and trays and ensuring that the food service area is set up correctly prior to service. It concludes with efficient clearing of the food service and dining areas and correct storage of equipment and condiments. |
| **Provide a Food and Beverage Service** | This unit is about providing customers with an excellent food and beverage service experience. It covers greeting and seating customers, providing customers with information to enhance their visit, the service and appealing display of food and beverages and the maintenance of a welcoming service area. |
| **Prepare and Serve Dispensed and Instant Hot Drinks** | This unit is about how you prepare basic equipment such as dispensing machines, kettles, urns, and coffee and tea pots. It covers the preparation methods and how you serve hot drinks such as tea, coffee and hot chocolate. |
| **Set up Specialist Coffee Station** | This unit is about how you prepare for the service of specialist coffee in your workplace, including setting up the specialist equipment, such as espresso machine and grinder. It covers how you prepare the necessary stock for service and the checks that should be carried out to ensure the high quality of the coffee drinks that you will be producing. |
| **Prepare and Service Beverage from a Specialist Coffee Station** | This unit is about how you prepare and serve beverages from a specialist coffee station. It covers how you interact with your customer to determine their requirements, how you make and present a variety of drinks, such as coffee, tea, hot chocolate and smoothies. |
| **Clean and Close a Specialist Coffee Machine** | This unit is about how you clean specialist equipment and close down the station after service |

**Assessment Method**

Ongoing practical observation, portfolio of evidence and online tests.

**National Progression Award: Hospitality at Level 6**

|  |  |
| --- | --- |
| **Course Title** | **National Progression Award (NPA): Hospitality Level 6** |
| **Level** | SCQF Level 6 |
| **Campus** | Kingsway and Arbroath |
| **Days** | Kingsway– Monday and Wednesday 2-4 pmArbroath – Friday 9am – 1pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

Pupils are required to successfully complete 4 credits including 1 mandatory unit.

| **Mandatory Unit** |
| --- |
| **Customer Care Excellence in Hospitality – 1 credit** |
| **Additional Units:** |
| **Food Hygiene for the Hospitality Industry – 1 credit** |
| **Food Service Styles – 2 credits** |

**Progression Pathways**

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

**Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **Customer Care Excellence in Hospitality** | 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. |
| **Food Hygiene for the Hospitality Industry** | This unit is designed to develop the knowledge, understanding and practical skills required to comply with food safety legislation, safety in a professional kitchen or food service environment. |
| **Food Service Styles** | This unit is designed to give pupils an understanding of the variety of advanced or complex food service styles found in the hospitality industry. This unit will enable pupils to develop the knowledge and practical skills needed to lead a team to serve food and accompanying beverages following different types of advanced service style.  |

**Assessment Method**

Ongoing practical observation, portfolio of evidence and online tests.

**Foundation Apprenticeship: Food and Drink Manufacturing Level 6**

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

|  |  |
| --- | --- |
| **Course Title** | **Level 1 Extended Award in Hair and Beauty Skills** |
| **Level** | National 4 (Level 1) |
| **Campus** | Kingsway and Arbroath |
| **Days** | Kingsway – Monday and Wednesday 2-4pm orTuesday 2-4 pm and Thursday 1-3pmArbroath – Friday 9-1pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Mandatory Units** |
| --- |
| Create a hair and beauty image using colour  |
| Hand and Nail Care  |
| Make-up application  |
| Blow dry hair  |
| Winding skills  |
| Shampoo and condition hair |

**Progression Pathways**

* VTCT Level 2 Extended Certificate in Hair and Beauty skills – School Link Programme
* VTCT Level 1 Diploma in beauty Therapy
* Introduction to make-up Artistry (VTCT Level 1 Diploma in an introduction to the Hair and Beauty sector)
* VTCT – SVQ 1 Hairdressing and Barbering at SCQF Level 4
* VTCT Level 2 Diploma in Beauty Therapy Studies – Full Time Course (Skills dependant)
* VTCT Level 2 Diploma in Barbering – Full Time Course (Skills dependant)
* Employment in the industry, as a Salon Assistant or Modern Apprenticeship in Hairdressing

**Course Description**

The main purpose of the VTCT Level 1 Extended Award in Hair and Beauty Skills (VRQ) is to prepare you to progress to the next level of vocational learning. All the units in this qualification directly prepare you for further study in the hair and beauty sector. This qualification 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. You will also have the opportunity to develop your understanding and skills further including: Hand and Nail Care, Make-up Application, Blow-drying Hair, Winding Skills and Shampooing and Conditioning Hair. You will also have the opportunity to develop your knowledge and understanding of the importance of health and safety within a salon environment.

**Unit Contents**

| Unit | **Description** |
| --- | --- |
| **Create a Hair and Beauty image using colour** | Through this unit pupils will create an image using colour. To achieve this, pupils will be using makeup, nail polish, temporary hair colour and accessories. Pupil’s will design an image using a mood board to collect ideas. They will state the skills and techniques that are used to create the image and present their finished design. |
| **Hand and Nail Care** | Through this unit pupils will learn how to carry out a nail and hand treatment on a model whom they know. They will learn how to prepare themselves, the model and their work area for the hand and nail care treatment. They 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. They will learn about the different products and skills used to apply nail and skin products to provide a professional finish. |
| **Make-up Application** | Through this unit pupils will learn how to apply make-up on a mask or model. They will learn how to prepare themselves, their area and mask or model for the treatment. They will learn about the different products used during the make-up application and how to apply them. Pupil’s will learn how to identify their model’s skin type and face shape, which will help them to decide which products to use. Pupils will learn how to apply the products to provide a professional finish. |
| **Blow Dry Hair** | Through this unit pupil’s will learn how to blow-dry one length hair sections, creating a smooth finish. They will identify the condition and the thickness of the hair you are working on to be able to choose a product that will support the blow-dry. Pupil’s will know what hair problems may occur and how to deal with them. |
| **Winding Skills** | Through this unit pupil’s will learn how to wind hair in a channel setting pattern using rollers and pins to secure. They 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. They will learn how to achieve a smooth and even curl result from root to tip and how to avoid buckled ends.  |
| **Shampoo and Condition Hair** | Through this unit pupils will learn how to shampoo and apply a surface conditioner to hair. They will know what shampoo and conditioner to choose for the hair type they are working on and how to deal with any problems that may arise during or after the process. They will be able to provide aftercare advice for shampoo and conditioning hair. |

**Assessment Method**

The qualification will be delivered holistically. The pupil will be taught practical skills and given underpinning knowledge for all the above units. Assessment opportunities will be given in a realistic working environment giving the pupil the opportunity to practice skills required for progression.

**VTCT Level 2 Extended Certificate in Hair and Beauty Skills**

|  |  |
| --- | --- |
| **Course Title** | **Level 2 Extended Certificate in Hair and Beauty Skills** |
| **Level** | National 5 (Level 2) |
| **Campus** | Kingsway and Arbroath |
| **Days** | Kingsway – Monday and Wednesday 2-4pm orTuesday 2-4 pm and Thursday 1-3pmArbroath – Friday 9-1pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Mandatory Units** |
| --- |
| Create an image based on a theme  |
| Basic skincare |
| Basic photographic make-up |
| Shampoo and treat hair |
| Blow dry and finish hair  |
| Basic plaiting and twisting  |

**Progression Pathways**

**Upon Leaving School**

* VTCT Level 1 Diploma in beauty Therapy
* Introduction to make-up Artistry (VTCT Level 1 Diploma in an introduction to the Hair and Beauty sector)
* VTCT – SVQ 1 Hairdressing and Barbering at SCQF Level 4
* VTCT Level 2 Diploma in Beauty Therapy Studies – Full time course (Skills dependant)
* VTCT Level 2 Diploma in Barbering – Full time course (Skills dependant)
* Employment in the industry, as a salon assistant or Modern apprenticeship in hairdressing

**Course Description**

The main purpose of the VTCT Level 2 Extended Certificate in Hair and Beauty Skills (VRQ) is to prepare you to progress to the next level of vocational learning and prepare you for the specific job roles of a hairdressing or beauty therapy apprentice. This qualification includes all the required elements to develop your practical hair and beauty skills including a mandatory unit in creating an image based on a theme. You will also have the opportunity to develop your understanding and skills further by including: Basic nail art, Basic skincare, Basic photographic make-up, Blow-drying and finishing hair and basic plaiting and twisting hair. You will also have the opportunity to develop your knowledge and understanding of the importance of health and safety within a salon environment.

**Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **Create an image based on a theme** | Through this unit, pupils will create a total look including hair, make-up and nails based on a theme. They will know how to research themes for their idea and create an action plan and mood board detailing all their ideas for the total look. They will have an understanding of why creating a mood board is important for developing their final look and they will be able to evaluate your finished image. |
| **Basic skincare** | Through this unit pupils will learn how to perform a basic skincare treatment. Pupils will learn how to prepare themselves, the client and their work area. Pupils will learn about the different products used during the basic skincare treatment and how to apply them. They will learn how to carry out a consultation and find out what the client wants. They will learn how to identify their client’s skin type, which will help them decide which products to use. They will learn how to apply the products to provide a professional finish. |
| **Basic photographic make-up** | Through this unit, pupils will learn how to apply basic photographic make-up. They will learn how to carry out research using different media to create a mood board. They will learn how to identify the condition of your client’s skin and their face shape, which will help them decide which products and tools to use. They will learn about a variety of products used during the treatment, as well as how to use tools to make shapes and designs. They will learn how to apply photographic make-up using precision techniques to achieve a professional finish. |
| **Shampoo and treat hair** | 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 your client’s hair, which will help you 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 their own hair correctly. |
| **Blow dry and finish hair** | Throughout this unit, pupils will learn how to blow-dry and finish hair below shoulder length hair, create root lift and curl the ends under. Pupils will learn how to choose which products, tools and equipment to use to complete the look. They will learn how to use straighteners to finish the service. Part of this service is to provide their client with good aftercare advice on how to maintain the style at home or recreate it. |
| **Basic plaiting and twisting** | Through this unit, pupils will learn how to create a look using twists and a fishtail plait by using neat even sections and an even tension throughout. They will work hygienically and safely, identifying any problems that may affect or prevent the service being carried out. They 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. |

**Assessment Method**

The qualification will be delivered holistically. Pupils will be taught practical skills and given underpinning knowledge for all the above units.

Assessment opportunities will be given in a realistic working environment giving pupils the opportunity to practice skills required for employment.

**National Progression Award: Web Design Level 5**

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| --- | --- |
| **Course Title** | **National Progression Award: Web Design**  |
| **Level** | Level 5 |
| **Campus** | Arbroath and Gardyne |
| **Days** | Gardyne – Monday and Wednesday 2-4 pmArbroath – Friday 9-1pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Entry requirements**

Entry to this award is at the discretion of the centre. However, 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 completion of this course.

**Units to be completed**

| **Units** |
| --- |
| Computing: Website Graphics |
| Computing: Website Design and Development |
| Computing: Interactive Multimedia |

**Progression Pathways**

* HNC Digital Design and Web Development
* HNC Computing
* 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 building a collection of electronic files that make up the layout, colours, text styles, structure, graphics, images, and use of an interactive website. This course is designed for young people who wish to gain the knowledge and skills required in the field of web design and development. You will learn how to build your own website through HTML and CSS programming and use graphic design to create your own images. This course will provide you 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** |
| --- | --- |
| **Computing: Website Design and Development** | 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 your own website. |
| **Computing: Website Graphics** | This unit focuses on website graphics. Pupils will capture, create and optimise you 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 your optimised images and graphics.  |
| **Computing: Interactive Multimedia** | This unit will teach you how to add interactive elements to the website that you 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 your design.  |

**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: Cybersecurity Level 6**

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| --- | --- |
| **Course Title** | **National Progression Award: Cybersecurity**  |
| **Level** | Level 6 |
| **Campus** | Arbroath and Gardyne |
| **Days** | Gardyne – Monday and Wednesday 2-4 pmArbroath – Friday 9-1pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Entry Requirements**

Entry to this award is at the discretion of the centre. However, Computing Science at SCQF level 4, may be helpful for completion of this course.

**Units to be Completed**

| **Units** |
| --- |
| 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. You will learn techniques on how to perform information gathering, network & vulnerability scanning, and methods on how to recover hidden data. You 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** |
| --- | --- |
| **Data Security**  | Pupils will explore corporate data security and data security breaches and learn techniques for the development of a business security strategy.  |
| **Digital Forensics**  | 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 you to report digital evidence and analyse and interpret data which is required to an enquiry under investigation. |
| **Ethical Hacking**  | 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.

# **Foundation Apprenticeship: Creative and Digital Media Level 6**

|  |  |
| --- | --- |
| **Course Title** | **Foundation Apprenticeship: Creative and Digital Media**  |
| **Level** | Level 6 |
| **Campus** | Arbroath and Gardyne |
| **Days** | 1 year model Gardyne – Monday and Wednesday 2-4 pm Placement Tuesday and Thursday 2-4pm2 year model Monday and Wednesday 2-4 pm1 year model Arbroath – Tuesday 9-4 pm. Placement Friday 9-1pm2 year model Arbroath – Tuesday 9-4 pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 (1 year model) April 2022 (2 year model) |

**Entry requirements**

Entry to this award is at the discretion of the centre. However, pupils should all be studying at higher level.

**Units to be completed**

| **Units** |
| --- |
| 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 Your 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 your Foundation Apprenticeship, you will have already achieved core units of the Modern Apprenticeship in Creative and Digital Media. You 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 your studies at college, with an HNC or HND in a creative or digital subject. Your workplace experience will support your college application.
* **University:**Foundation Apprenticeships are recognised as equivalent to SQA Highers by all Scottish universities. You will already have quality experience in the industry – this will make your UCAS stand out from the crowd. This apprenticeship also provides you with 42 UCAS tariff points. Find out more about points on the [UCAS website](https://www.ucas.com/undergraduate/what-and-where-study/entry-requirements/ucas-tariff-points).
* **Straight to a job:** Use your qualification and work experience to find a job in the creative industries.

**Course Description**

This is a Foundation Apprenticeship that lets you bring your ideas to life.

There is a career for you in Scotland’s thriving creative industry – whatever your 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.

You 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** |
| --- | --- |
| **Creative Industries: An Introduction**  | 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 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. Puipls will carry out some research into a minimum of four different sectors, before selecting a sector of personal interest to focus on. |
| **Creative Industries: Understanding a Creative Brief** | 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 |
| **Scotland Media: Understanding the creative process** | 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  |
| **Work effectively with others in the Creative Industries**  | 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. |
| **Ensure Your Own Actions Reduce Risks to Health and Safety** | 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 |
| **Communicating Using Digital Marketing/Sales Channels** | 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. |
| **Use Digital and Social Media in Marketing Campaigns** | 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. |
| **Media Project** | 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: Hardware System Support Level 6**

|  |  |
| --- | --- |
| **Course Title** | **Foundation Apprenticeship: Hardware System Support**  |
| **Level** | Level 6 |
| **Campus** | Arbroath and Gardyne |
| **Days** | 1 year model Gardyne – Monday and Wednesday 2-4 pm Placement Tuesday and Thursday 2-4pm2 year model Gardyne Monday and Wednesday 2-4 pm1 year model Arbroath – Tuesday 9-4 pm. Placement Friday 9-1pm2 year model Arbroath – Tuesday 9-4 pm |
| **Start Date** | May 2020 |
| **End Date** | April 2022 |

**Entry Requirements**

Entry to this award is at the discretion of the centre. However, pupils should be studying at higher level

**Units to be Completed**

| **Units** |
| --- |
| 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 Hardwareand Equipment 1Data Security |

**Progression Pathways**

A Modern Apprenticeship: On completing your Foundation Apprenticeship, you will have already achieved core units of the Modern Apprenticeship in IT and Telecoms, giving you a head start.

A Graduate Apprenticeship: You will have the right skills and experience to progress to a Graduate Apprenticeship in IT.

Further Education: Continue your studies at college, with an HNC or HND in an ICT and digital subject. Your workplace experience will support your college application.

University: Foundation Apprenticeships are recognised as equivalent to SQA Highers by all Scottish universities. You will already have quality experience in the industry – this will make your UCAS stand out from the crowd. This apprenticeship also provides you with 42 UCAS tariff points. Find out more about points on the UCAS website.

Straight to a job: Use your 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 is never been a better time to start your ICT career. A Foundation Apprenticeship in IT: 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, you’ll find ICT and digital technology jobs in many other sectors such as healthcare, financial services and the creative industries. Even if you haven’t considered or studied digital technologies before, these jobs could offer you an alternative way to use your maths, science and problem-solving skills**.**

**Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **Security Fundamentals**  | 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. |
| **Network Fundamentals**  | 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 |
| **Server Administration Fundamentals** | 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. |
| **Personal Effectiveness 2** | This unit allows pupils to develop 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. |
| **Health and Safety in IT & Telecom** | 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. |
| **IT & Telecom System Operation 2** | 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. |
| **Testing IT & Telecom Systems 2** | 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. |
| **Working With IT & Telecoms Hardware** | This unit introduces pupils to know how to work with IT andTelecoms 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 Development Level 6**

|  |  |
| --- | --- |
| **Course Title** | **Foundation Apprenticeship: Software Development**  |
| **Level** | Level 6 |
| **Campus** | Arbroath and Gardyne |
| **Days** | 1 year model Gardyne – Monday and Wednesday 2-4 pm - Placement Tuesday and Thursday 2-4pm2 year model Gardyne - Monday and Wednesday 2-4 pm1 year model Arbroath – Tuesday 9-4. Placement Friday 9-1pm2 year model – Tuesday 9-4 pm |
| **Start Date** | May 2020 |
| **End Date** | April 2022 |

**Units to be completed**

| **Units** |
| --- |
| 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 your Foundation Apprenticeship, you will have already achieved core units of the Modern Apprenticeship in IT and Telecoms, giving you a head start.
* A Graduate Apprenticeship: You will have the right skills and experience to progress to a Graduate Apprenticeship in IT.
* Further Education: Continue your studies at college, with an HNC or HND in an ICT and digital subject. Your workplace experience will support your college application.
* University: Foundation Apprenticeships are recognised as equivalent to SQA Highers by all Scottish universities. You will already have quality experience in the industry – this will make your UCAS stand out from the crowd. This apprenticeship also provides you with 42 UCAS tariff points. Find out more about points on the UCAS website.
* Straight to a job: Use your 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. You 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, you will be setting yourself up for roles that are in demand not just now, but in the future too. As a software or web developer, you can use your skills to create programs, robotic systems, apps and websites. As a database administrator or network Manager you would design and build computer systems to store and manipulate vital information.

**Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **Computing: Applications Development** | 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 |
| **Computing: Authoring a Website** | 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. |
| **Software Design and Development** | 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. |
| **Health and Safety in IT & Telecom 4** | 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. |
| **Personal Effectiveness 2** | This unit allows pupils to develop 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. |
| **Investigating and Defining Customer Requirements for IT & Telecoms****Systems 2** | 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. |
| **Data Modelling 1** | This unit will explore the concepts of logical data modelling and introduce pupils to use data modelling techniques to create logical data models. |
| **Event Driven Computer Programming 2** | 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.

**Entry requirements**

Entry to this award is at the discretion of the centre. However, pupils should be studying at higher level

**HNC Computer Networking and Ethical Hacking Level 7**

|  |  |
| --- | --- |
| **Course Title** | **HNC Computer Networking and Ethical Hacking**  |
| **Level** | SCQF Level 7 |
| **Campus** | Gardyne/Arbroath  |
| **Days** | Monday and Wednesday 2-5 pm - Gardyne |
| Tuesday 9-4 pm |
| **Start Date** | April 2020 |
| **End Date** | May 2022 |

**Units to be completed**

| **Units** |
| --- |
| Professionalism and Ethics in Computing |
| Team Working in Computing |
| Introduction to Developing Software |
| HNC Computing: Graded Unit 1 (Exam) |
| Computer Systems Fundamentals |
| Troubleshooting Computing Problems |
| Computer Networking: Fundamentals |
| Computer Networking: Practical |
| Ethical Hacking Fundamentals |
| Cloud Computing |
| Software Development Programming Foundations |
| Security Concepts  |

**Progression Pathways**

**Internally within D&A College**

* HND Games Development
* HND Digital Design and Web Development
* HND Cyber Security
* HND Computing: Technical Support
* HND Computing: Software Development
* HND Computer Networking & Internetworking Technology

**Externally with Partner Universities**

* Abertay University – BSc (Hons) Computing – Year 2
* Other University Computing Programmes

**Course Description**

**HNC Computer Networks and Ethical Hacking**

Computing is one of the most dynamic employable industries today. The world is now reliant on computers and people with digital skills. With this course you can gain the key skills and knowledge required to work in almost any sector in the future. Computer sciences and IT skills can be applied to almost any sector and almost all companies require highly computer-literate employees. This course introduces you to the world of software, networking and ethical hacking. You will study this subject over a period of 2 years and you will receive an HNC Computing which is at SQA Level 7 which can also give you an accelerated option to 2nd year of College or University.

**Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **Intro to Developing Software** | This unit is designed to enable pupils to develop basic software development skills. The design and implementation of the constructs of programming (variables, sequence, selection, iteration, functions and parameter passing) will be covered in the context of a development environment. |
| **Ethical Hacking Fundamentals** | This unit aims to introduce pupils to the concepts and practical skills required in real life ethical hacking engagements. By the end of this unit, pupils should be aware of the importance of the role of IT security and be able to perform information gathering steps, system security testing, system exploits, and access maintenance/track covering techniques and suggest possible countermeasures within a security assessment report.On completion of the unit pupils should be able to:1 Perform target information gathering reconnaissance.2 Perform system security vulnerability testing.3 Perform system vulnerability exploit attacks.4 Produce a security assessment report |
| **Professionalism and Ethics in Computing** | This unit is designed to provide pupils with a knowledge and understanding of professional issues, including contemporary legislation, and ethical considerations for those fulfilling a computing related role within the workplace. |
| **Computer Systems Fundamentals** | This unit is designed to provide pupils with the knowledge of the various hardware and software elements of a computer system, how to install an operating system and install and configure application and security software. |
| **Troubleshooting Computing Problems** | This unit is designed to provide pupils with the skills required to develop a possible solution to a computing problem in the context of computer networking, software development or technical support. |
| **Computer Networking: Fundamentals** | This unit is designed to introduce pupils to the basic components of contemporary local area networks (LANs) and wide area networks (WANs) and give an overview of their underlying technologies. |
| **Computer Networking: Practical** | This unit is designed to introduce pupils to the basic components of contemporary local area networks (LAN) and wide area networks (WANs).Pupils will gain practical experience of implementing a client server local area network using industry-standard equipment and protocols. Pupils will also learn how to configure appropriate devices to allow a remote computer to gain access to the LAN. |
| **HNC Computing Exam** | This Graded Unit is designed to provide evidence that the pupil has achieved the main principal aims of the HNC in Computing. It is assessed through an exam. |
| **Cloud Computing** | This unit is intended to give pupils an introduction to the fundamentals of cloud computing and the associated terminology and technology. The unit will cover a broad knowledge base in the essentials of cloud computing along with conceptual understanding of the elements associated with cloud computing.On completion of the unit pupils should be able to:1 Identify and describe cloud computing fundamentals.2 Identify and describe different cloud delivery and deployment models.3 Devise and implement a cloud strategy for a small to medium sized enterprise. |
| **Software Development Programming fundamentals** | The unit will allow pupils to understand the importance of good design and good programming practices within programming. Pupils should consolidate basic programming skills and introduce more complex programming program structures. Pupils should be able demonstrate understanding of the concepts of modularity, parameter passing and objects  |
| **Security Concepts**  | The purpose of this unit is to introduce pupils to the threats faced by contemporary networks and the methods (and products) employed to mitigate these threats. Pupils will discuss the classes, features, methods and products employed under the heading Intrusion Prevention Systems. |

**Assessment Method**

Within all units there is a mixture between practical based assessment in which pupils will need to demonstrate the technical skills learned throughout the unit in the form of a small project, as well as this, pupils will be expected to undertake a series of extended response questions to demonstrate they understand the key theory and concepts of the unit. Finally, pupils will be expected to undertake an end of year final exam which will be graded.

**Entry requirements**

Entry to this award is at the discretion of the centre. However, 3 passes at National 5 level in appropriate subjects may be considered suitable for entry.

# **National Progression Award: Photography Level 5**

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| --- | --- |
| **Course Title** | **NPA Photography** |
| **Level** | Level 5 |
| **Campus** | Arbroath and Gardyne |
| **Days** | Arbroath – Friday 9-1pmGardyne - Monday and Wednesday 2-4 pm |
| **Start Date** | May 2019 |
| **End Date** | April 2020 |

**Units to be completed**

| **Mandatory Units** |
| --- |
| Understanding Photography |
| Photographing People |
| Photographing Places |
| 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 in aimed at pupils with an interest but with no formal qualification in photography 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** |
| --- | --- |
| **Understanding Photography** | 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. |
| **Photographing People** | 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. |
| **Photographing Places** | 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. |
| **Working with Photographs** | 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 year with final submission of completed work and portfolio images.

# **National Progression Award in Art and Design: Digital Media Level 5**

|  |  |
| --- | --- |
| **Course Title** | **National Progression Award in Art and Design: Digital Media**  |
| **Level** | National 5 |
| **Campus** | Gardyne |
| **Days** | Gardyne – Monday and Wednesday 2-4 pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Units** |
| --- |
| Art and Design: Web Content  |
| Art and Design: Digital Video Skills  |
| Art and Design: Animation Skills  |

**Progression Pathways**

The destinations and progression routes for pupils completing these awards are HND Visual Communication & HND Computer Arts 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** |
| --- | --- |
| **Art and Design: Web Content**  | 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.  |
| **Art and Design: Digital Video Skills**  | 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 have the opportunity to plan and create a video sequence, developing applied understanding of camera and filming techniques and basic editing and storage processes.  |
| **Art and Design: Animation Skills**  | 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 range and variety of web based content usage. |

**Assessment Method**

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

# **National Progression Award: Dance Level 5**

|  |  |
| --- | --- |
| **Course Title** | **National Progression Award in Dance** |
| **Level** | Level 5 |
| **Campus** | Kingsway |
| **Days** |  Monday and Wednesday 2-4 pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Units** |
| --- |
| Dance: Choreography |
| Dance: Alternative |
| Dance: Contemporary |

**Progression Pathways**

Pupils who successfully complete the course can audition for the one year NC Dance programme at The Scottish School of Contemporary Dance based in the Space at Dundee and Angus College. There is then potential to progress onto further training at HNC/HND 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** |
| --- | --- |
| **Dance: Choreography** | 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. |
| **Dance: Alternative** | 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.  |
| **Dance: Contemporary** | 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. 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.  |

**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.

# **Professional Development Award: Introduction to Tutoring English to Speakers of Other Languages (ESOL) – Level 6**

|  |  |
| --- | --- |
| **Course Title** | **Introduction to Tutoring English to Speakers of Other Languages** |
| **Level** | Level 6 |
| **Campus** | Gardyne |
| **Days** | Monday and Wednesday 2-4 pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |
| **Entry Requirements** | * have national 5 English or Higher ESOL
* have an awareness of language that will enable them to complete tasks
* have an awareness and understanding of different cultural values
* enjoy participating in group work and learning from experience
* have basic ICT skills
 |

**Course Content**

The course is designed to provide those who are new to ESOL with the basic necessary skills and knowledge to deliver ESOL classes in a supported context as volunteers or assistants.

As well as introducing key terminology, it will provide participants with opportunities to explore the nature of language learning from a learner’s perspective and develop the skills necessary for planning and delivering successful lessons.

**Units to be completed**

| **Units** |
| --- |
| **Unit 1 - Language and Learning in ESOL**  | * Explain factors affecting ESOL Learning
* Identify lexical, grammatical and phonological features of the English Language
* Describe language skills
* Explain factors affecting language selection in ESOL tutoring
 |
| **Unit 2 - Developing ESOL Tutoring Skills**  | * Describe strategies for managing an effective learning environment
* Plan and deliver ESOL tutoring sessions
* Select appropriate learning resources and design appropriate tasks
* Review the planning and delivery of ESOL tutoring sessions
 |

**Progression Pathways**

On successful completion of PDA ITESOL pupils will have the knowledge and skills:

 - to enable them to work as volunteers / assistants in ESOL classes,

 - to apply for the internationally recognised Cambridge CELTA course

 - which are relevant for studying languages, education and teaching at degree level.

**Assessment Method**

Unit 1- Assessment is by a written assignment, an oral presentation, closed book tests.

Unit 2- Assessment is based on a portfolio of observation records, plans and a selection of resources and tasks for tutoring sessions and a review of your ESOL tutoring experience.

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

|  |  |
| --- | --- |
| **Course Title** | **National Progression: Business and Marketing** |
| **Level** | Level 5 |
| **Campus** | Arbroath and Gardyne/Kingsway |
| **Days** | Gardyne/Kingsway - Monday and Wednesday 2-4 pmArbroath – Friday 9-1 pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Units** |
| --- |
| Management of Marketing and Operations |
| Marketing: Basic Principles |
| Understanding Business |
| Skills for Customer Care |
| Promoting a Business |
| Work Placement |

**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:***

* Advanced Certificate in Business
* Business Academy
* Advanced Certificate in Administration & IT

**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** |
| --- | --- |
| **Management of Marketing and Operations** | The general aim of this unit is to develop pupils’ understanding of the management of marketing and operations for small and medium businesses. The unit will develop the skills, knowledge and understanding required to make decisions about how to manage these activities effectively. Pupils who complete this unit will be able to: 1. Apply knowledge and understanding of how the marketing function contributes to the success of small and medium sized organisations
2. Apply knowledge and understanding of how the operations function contributes to the success of small and medium sized organisations
 |
| **Marketing: Basic Principles** | 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.Pupils who complete this unit will be able to: 1. Apply the marketing mix to the marketing of a specific product or service.
2. Apply the concept of market segmentation to the marketing of a specific product or service.
3. Apply methods of market research to a specific product or service.
 |
| **Understanding Business** | 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. 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.Pupils who complete this unit will be able to:1. Give an account of the key objectives and activities of small and medium-sized business organisations
2. Apply knowledge and understanding of factors that impact on the activities of small and medium-sized business organisations
 |
| **Skills for Customer Care** | 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. The importance of developing relationships with customers, various different 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.Pupils who complete this unit will be able to:1. Explain the key principles of customer care in an organisation.
2. Demonstrate customer care skills in routine interactions.
3. Demonstrate customer care skills when dealing with dissatisfied customers.
4. Explain the importance of feedback from customers to improving customer care in an organisation.
 |
| **Promoting a Business** | The purpose of this unit is to provide an introduction to 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.Pupils who complete this unit will be able to:1. Explain the role of promotion in business.
2. Describe the key elements of the promotional mix.
3. Plan a promotional campaign for a business.
 |

**Assessment method**

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

**National Progression Award: Events Level 6**

|  |  |
| --- | --- |
| **Course Title** | **National Progression Award: Events** |
| **Level** | Level 6 |
| **Campus** | Kingsway |
| **Days** | Monday and Wednesday 2-4 pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Units** |
| --- |
| Event Organisation |
| Events Costing: An Introduction |
| Corporate Events: An Introduction |
| Branding: An Introduction |

**Progression Pathways**

* HNC Events at Dundee and Angus College
* Degree in Events Management
* Post Graduate Courses
* Employment Opportunities:
* Management (varying levels) positions in Events Companies, Hotels, Conference
* Centres and Tourism Organisations.
* At this level many are successful at opening their own Events Company

**Course Description**

This course is designed to provide pupils with skills and knowledge required to plan, organise and implement an event. They will demonstrate skills in working with others to plan and implement a real life event. They will learn to review and evaluate their own and their team’s contributions and performance. Skills developed will include budgeting and financial planning, resource management, logistics and the marketing of a range of events such as exhibitions, fashion shows, sporting events and charitable functions.

**Unit Contents**

| **Unit** | **Description** |
| --- | --- |
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| --- | --- |
| **Event Organisation** |  |
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| --- | --- | --- |
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 | In this practical unit pupils 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. Pupils will evaluate the success of the event and the contribution of participants to this. |
| **Events Costing: An Introduction** | The purpose of this unit is to provide pupils with the knowledge and skills to carry out a range of costings and calculations, including break-even point in relation to events, and to operate a petty cash system. |
| **Corporate Events: An Introduction** |

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| This unit is designed to 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, and will highlight the planning and organisational responsibilities required. |

 |
| **Branding: An Introduction** | This unit is an introduction to the concept of branding products and services. It will look at the elements used in branding to create an image, the use of the marketing mix to develop branding and the range of branding strategies available to an organisation. The unit will also provide pupils with the opportunity to review and evaluate a chosen brand. The unit will be of interest to a wide range of pupils, particularly those interested in marketing, advertising and consumer behaviour related subjects.  |

**Assessment Method**

Continuous internal assessment including both open and closed book assessments and observations.

**Business Skills: Foundation Apprenticeship**

|  |  |
| --- | --- |
| **Course Title** | **Business Skills: Foundation Apprenticeship** |
| **Level** | SCQF 6 |
| **Campus/Days**  | Arbroath - Year 1: Tuesday 9-4 pm Year 2: Tuesday and Friday 9-4 pm |
| Gardyne - Year 1: Monday & Wednesday 2- 5pm Year 2: In workplace Monday & Wednesday 2- 5pmGardyne 1 Year only course – Monday & Wednesday 2-5pm AND in workplace Tuesday & Thursday 2-5pm  *(S6 option only)*  |
| **Start Date** | May 2020 |
| **End Date** | June 2022 |
| **Entry requirements** | Entry requirements over 2 years (5th & 6th year): A good level of English and Mathematics at National 5 level. A Business subject would be advantageous. Entry requirements over 1 year (6th year): Higher Business.  |

**Course content**

**Year 1 (NPA in Business Skills)** **Units include:**

* Understanding Business
* Management of People and Finance
* Web Apps: Word processing
* Web Apps: Spreadsheets
* Contemporary Business Issues
* Work Placement

**Year 2 (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.

**Progression opportunities:**

* Further study
* Progression to employment, non-apprenticeship route
* Modern Apprenticeship

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

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| --- | --- |
| **Course Title** | **Professional Development Award in Information Technology in Business** |
| **Level** | Level 7 |
| **Campus** | Arbroath and Gardyne |
| **Days** | Gardyne - Monday and Wednesday 2-5 pmArbroath – Tuesday 9-4 pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Units** |
| --- |
| 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 wish to undertake the PDA in Office Administration at SCQF level 7. Pupils may also complete further Units from the HNC Administration and Information Technology or 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** |
| --- | --- |
| **IT in Business —** **Word Processing and Presentation Applications** | 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 in document production and presentation.On successful completion of the unit the learner will be able to:1. Produce business documents using word processing software.
2. Perform a mail merge.
3. Evaluate the impact of current legislation in relation to information and equipment.
4. Create a business presentation using presentation software.
 |
| **IT in Business — Databases** | This unit introduces the fundamental principles of database design and the use of database management software to aid decision-making in business. On completion of the unit pupils should be able to:1. Design a relational database structure from source documents.
2. Modify and store data using a relational database.
3. Query and present information to aid decision-making.
 |
| **IT in Business — Spreadsheets** | 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. Pupils will develop knowledge and skills to allow them to create customised solutions to common business problems and scenarios. On completion of the unit pupils should be able to:1. Design and create a spreadsheet to meet the needs of a business.
2. Apply statistical functions and present information in an appropriate format.
3. Present spreadsheet data in graphical format and evaluate information.
 |

**Assessment method**

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

# **Foundation Apprenticeship: Accounting Level 6**

#  **Professional Development Award: Management Accounting Level 7**

|  |  |
| --- | --- |
| **Course Title** | **Professional Development Award in Management Accounting** |
| **Level** | Level 7 |
| **Campus** | Arbroath and Gardyne |
| **Days** | Gardyne - Monday and Wednesday 2-5 pm |
| **Start Date** | May 2020 |
| **End Date** | April 2021 |

**Units to be completed**

| **Units** |
| --- |
| Cost Accounting  |
| Management Accounting using Information Technology  |

**Progression Pathways**

Pupils who successfully complete this PDA may undertake further related PDAs or HN Units to build up their qualification(s) towards a full HNC in Accounting. No exemptions, for CIMA or ACCA qualifications, are available to pupils undertaking this PDA.

**Course Description**

This PDA in Management Accounting at SCQF level 7 offers you an opportunity to develop the knowledge and skills required for a cost or management accounting support role within an organisation.

You will have the opportunity to develop ICT knowledge and skills, in relation to using current cost accounting techniques. You will also develop skills in preparing financial information for use in decision making within an organisation.

**Unit Contents**

| **Unit** | **Description** |
| --- | --- |
| **Cost Accounting**  | Develops knowledge and skills of cost accounting including classifying and coding costs and recording transactions in a cost accounting system. |
| **Management Accounting using Information Technology**  | Develops skills of budgetary control using spreadsheets. This includes preparation of a master budget, report and variance analysis, using a break-even analysis and preparing marginal and absorption costing statements. |

**Assessment method**

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