



Harris Academy

S3 – S6

Course Choice

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February 2020

Letter from Head Teacher

Dear Parent / Carer,

As learners come to the end of the Broad General Education, progress is reviewed and choices are made for the Senior Phase. This phase leads to formal qualifications and it is important that pupils choose subjects in which they are interested and which will result in the best qualifications. The rationale that drives our Senior Phase is built around ensuring positive sustained destinations for all learners.

This directory provides information in relation to the courses we offer in the Senior Phase. Choosing a suitable route which best suits the learner is a matter which parents and pupils would wish to discuss at home and the information in this booklet is designed to assist you with the decision making process

I hope that you find the school's arrangements to provide general information and individual advice supportive in assisting the course choice process.

If we can be of further assistance, please contact your child's Guidance Teacher in the first instance.

Yours sincerely

A handwritten signature in black ink, appearing to be 'B Millar', with a long horizontal stroke extending to the right.

B Millar
Head Teacher

GENERAL INFORMATION

Senior Phase Rationale

Building on the seven principles of Breadth, Progression, Depth, Challenge & Enjoyment, Personalisation & Choice and Coherence and Relevance outlined in the Broad General Education our Senior Phase is designed to ensure we deliver the following key principles:

Inclusion

The curriculum is designed to offer equality of opportunity by offering an appropriate entry point for all pupils in all curriculum areas.

Transition

Our curriculum is designed to allow us to work effectively with partners to ensure effective transition from the Broad General Education into the senior phase and on to positive, sustainable post-school destinations.

Flexibility

There will be flexibility and sustainability in the curriculum to meet the needs of all learners. The column structure will ensure this is possible

Engagement and enjoyment

Engagement and enjoyment are key elements in successful learning and will be essential elements in course design.

Progression

The senior phase of the curriculum will offer progression for all pupils from the end of S3, irrespective of their levels of attainment. Within the senior phase, suites of courses will be developed to ensure progression within each subject.

Raising attainment

The need to raise attainment for all pupils is an essential feature of our curriculum design. Our curriculum is designed to maximise the opportunities for pupils to achieve the best range of National Qualifications at the highest level to suit their needs.

Skills Focus

The curriculum in the senior phase will promote skills development and a positive attitude, in addition to supporting pupils to develop and extend their knowledge and understanding.

Challenge

The senior curriculum will support and challenge all learners. There will be high expectations of attainment of all pupils linked to their potential.

GENERAL INFORMATION

S4

- All S4 pupils will select six subjects for SQA presentation
- The majority of pupils will be presented at either National 4 or National 5 level as advised by subject specialists
- A small number of pupils may be presented at National 1 - National 3 level as appropriate
- Assessment at levels National 1 to National 4 is based on Units completed in school
- National 1 to National 4 pupils are either pass or fail
- Courses at National 5 will have to pass Course Assessment nearly always in the form of an exam which will be externally marked by the SQA
- At National 5, performance will be graded on a scale from A to D
- All subjects will contribute to aspects of both Literacy and Numeracy

S5/6

- All S5 pupils will select five subjects for SQA presentation
- The number of subjects studied by S6 pupils will depend on the level of study and will be by negotiation with guidance staff as appropriate
- S6 pupils should not expect to have a study column. This will only be approved if appropriate

S6 Pupils Only

It is Dundee City Council Policy to offer some Advanced Highers through a City Campus. This means that some Advanced Higher courses will be offered in a neutral, city centre location, delivered by a teacher from one of the Secondary Schools in the city.

This system will give a greater number of pupils access to Advanced Highers.

Any pupil who undertakes an Advanced Higher through the City Campus will have two afternoons a week with their Campus tutor. Pupils will only be entitled to study one Advanced Higher through City Campus. Pupils will receive assistance with regard to transport to their Campus location and make their own way home.

Pupils in S6 may undertake to study a Baccalaureate in Science or Languages. For further information on the above, please contact Mr Millar.

All S6 will be expected to make selections in 5 columns. Please note that study appears as a choice in each column.

Foundation Apprenticeship: Accounting Level 6 – Dundee College

Progression Pathways

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

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

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

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

Course Description

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

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

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

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

Unit Contents

| Unit | Description |
|---|--|
| Preparing Management Accounting Information | The purpose of this unit is to allow pupils to develop the knowledge and understanding of internal accounting information and the ability to prepare such information using a range of routine and complex accounting techniques. Pupils will carry out learning activities that extend their understanding of the significant impact that management accounting information has on making decisions about the future planning, control and success of the organisation. |

| Unit | Description |
|--|--|
| Analysing Accounting Information | The purpose of this unit is to allow pupils to develop the knowledge and understanding of the interpretation and analysis of accounting information, and the ability to interpret and analyse such information using a range of routine and complex techniques. They will carry out learning activities that allow them to investigate, analyse and report on an organisation's current financial position and performance, and to offer financial solutions that can assist in future planning and decision-making. This will provide pupils with an understanding of financial analysis. |
| Preparing Financial Accounting Information | The general aim of this unit is to allow pupils to develop skills, knowledge and understanding relating to the preparation of routine and complex financial accounting information. Pupils will explore a range of business structures and gain understanding of the application of a range of current financial accounting regulations associated with these structures. This will provide pupils with an understanding of accounting standards and practices. The information will be used to establish the historical and current financial position and performance of the organisation. |
| Recording Transactions in the Ledger | The purpose of this unit is to provide pupils with basic knowledge and skills to record transactions from day books into a double-entry bookkeeping system, to extract a trial balance and complete a VAT return for one month. |
| Professional Ethics for Accountants | This unit is designed to give pupils an opportunity to develop skills to understand the ethical responsibilities of an accountant working within the profession. It will allow learners an opportunity to analyse problems in order to form judgements about appropriate and inappropriate behaviour in an accounting environment. |

Assessment method

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

DEPARTMENT - Art & Design

Courses Offered:

Art & Design National 3, 4, 5

Course Content:

The Art and Design course at **National 3 & 4** consists of 3 units as follows:

Expressive Unit: Based on the study of artists' work, materials and techniques, learners will research and develop their ideas before producing observational drawings and studies. They will develop expressive ideas and compositions through experimentation with art materials, techniques and/or technology leading to creative and expressive outcomes.

Design Unit: Based on the study of designers, their working practices and the factors that inspire and influence their work, learners will plan, research and develop creative design ideas in response to a given brief. Learners will develop their creativity and problem-solving skills while also experimenting and developing media handling skills in the production of their design ideas.

Value Added Unit: This Unit adds value by introducing challenge and application. Learners will draw on and extend their knowledge gained earlier in the course and through the application of practical skills will produce a piece of *expressive art* in response to a theme or stimuli and a piece of *design work* in response to a design brief

The Art and Design course at **National 5** consists of 2 practical coursework portfolios and a written Question paper:

Expressive Coursework: Learners will produce Expressive Investigation in the form of analytical drawing, Compositional Development work and an Expressive final piece of work (100 marks)

Learners will develop a critical understanding of artists' working practices and the social and cultural influences affecting their work. They will select stimuli and produce analytical drawings/studies, compositional ideas and creatively develop their own visual ideas. These will then be developed and refined through experimentation with a range of materials, techniques and/or technology. Skills development is a key factor of the coursework

Design Coursework: Learners will produce Investigation and Research, Development work and a final Design idea (100 marks)

Learners will develop a critical understanding of designers' working practices and the main social and cultural influences affecting their work. Learners will plan, research and develop creative design work in response to a design brief. They will develop their creativity,

Assessment:

National 3 & 4 Assessment

A practical activity set by centres within the SQA guidelines and conducted under some supervision and control, however all unit work including 'Added Value' are subject to SQA visiting verification and are assessed on a Pass/Fail basis. Evidence will be internally marked by centre staff in line with SQA guidelines.

National 5 Assessment

The Coursework/Portfolio and the written Question paper exam will be externally assessed by SQA and graded A-D

DEPARTMENT - Art & Design

Courses Offered:

NPA Level 5 Painting

Course Content:

NPA Level 5 Drawing (N5 Equivalent level) SCQF – 18 points

The specific aim of the National Progression Award in Drawing Skills at level 5 is to provide a structured award that creates opportunities for candidates to investigate, develop and refine drawing skills using a wide range of materials, techniques and subject matter. Candidates:

Develop introductory skills in drawing media through the investigation of and experimentation with materials and develop drawing techniques through production of outline drawings, drawings of rectilinear objects and drawings of cylindrical and spherical objects.

Further develop drawing skills and techniques through the visual analysis of subject matter using a range of materials, styles and techniques.

Extend and develop drawing skills through the analysis of elements of the local environment utilising abstraction to convey expression.

This course is made up of 3 mandatory units: - HIT8 Drawing and Drawing Media, D947 Drawing Skills: Analytical drawing and F9WF Art & Design Location Drawing: Local Environment

NPA Level 5 Painting (N5 Equivalent level) SCQF – 18 points

The aim of this National Progression Award in Painting at level 5 is to provide a structured award that creates opportunities to investigate, develop and refine painting skills as well as to acquire a basic understanding of colour theory. Practical and theoretical skills and understanding are developed through utilising a range of subject matters and a variety of materials and techniques. Candidates must:

Research and investigate work in painting.

Produce and present a finished painting to a given brief.

Progressively develop skills and ideas towards the production of a finished painting to a chosen theme.

Demonstrate a basic understanding of colour, theory, terminology, mixing, harmonies, and colours in nature.

This course is made up of 3 mandatory units: - EF7D Introduction to Painting, D945 Colour: An Introduction and F5C7 Art & Design: Painting to a Theme

Assessment:

NPA Level 5 Drawing - All units will be marked internally in the Department and are subject to external SQA verification. Integrative and holistic approaches to assessment mean that formal assessment can take place at the end of each unit or at the end of the award.

NPA Level 5 Painting - All units will be marked internally in the Department and are subject to external SQA verification. Integrative and holistic approaches to assessment mean that formal assessment can take place at the end of each unit or at the end of the award

Courses Offered:

Art & Design Higher and Advanced Higher

Course Content:

New Higher - The New Higher course is also divided into three inter-related areas- An Expressive Coursework Portfolio, A Design Coursework Portfolio and a written Question paper. In the both practical coursework portfolio's pupils investigate a theme and produce work which reflects and communicates personal thoughts, feelings and ideas. Learners investigate and research a Design Brief, communicate ideas and present an appropriate and effective Expressive and design solution. In Critical Studies pupils study the work of artists and designers across genres linked to the personal relevance to their own practical work.

New Advanced Higher -This course offers a considerable amount of choice and pupils can chose a discipline and focus, either a Design or Expressive study. The course is a Portfolio (Minimum 8, maximum 15 x A1 sheets) and a Written Critical Analysis. Pupils wishing to carry out an Advanced Higher in Art & Design should also seek further consultation within the department for further unit specification information. This course is recommended for pupils who intend following a career in Art, Design, Product Design, Interior Design, Photography, Textiles, Fashion and Architecture. At this level pupils will be expected to produce a high volume of practical work and undertake intensive study in sketchbooks, portfolio work as well as study and respond to the work artists and designers.

(Important: Please note, if you are applying to university to study any of these courses, candidates must be aware of specific course requirements and entry level SQA certificates, you will be expected to submit a portfolio of artwork (drawings, paintings, designs, etc.)

Assessment:

A continuous assessment approach will be used throughout this course. Pupils will take part in classroom assessment in practical and written formats throughout the academic year and their practical portfolio work will be continually monitored. An understanding of the visual elements and the design process will also be evaluated through the use of questioning techniques, discussions and practical assessment. Teachers will regularly provide meaningful feedback to pupils who will also have a role in the assessment of both their own and others' work. Pupils will be encouraged to become confident in devising their own targets and taking responsibility for their personal learning (especially at Higher and Advanced Higher level).

For **National 5** and **Higher**, assessment will consist of two practical coursework portfolios and a Question paper exam all of which are externally assessed by SQA

National 5 grade A-D, Expressive portfolio 100 marks 40%, Design portfolio 100 marks 40% and Question paper 50 marks 20 %.

New Higher will also be graded A-D, TBC by SQA -Expressive Coursework/Portfolio 100 marks, Design Coursework/Portfolio 100 marks and Critical Studies Question paper 60 marks.

New Advanced Higher: The candidate must pass all the unit assessments and fulfil the portfolio minimum SQA requirement of 8 x A1 sheets (maximum 15 x A1 sheets) and submit a Written Critical Analysis essay. Internal assessments will be carried out throughout the academic year and pupils are expected to carry out personal study of artist and/or designers and keep sketchbooks. Portfolio submission to SQA in June.

Additional Information:

All pupils, whether undertaking **New Advanced Higher**, **New Higher** or **National 5** courses, will be expected to produce a considerable amount of coursework in their spare time – either in school (lunchtimes) or at home (evenings).

National Progression Award in Art and Design: Digital Media Level 5 – Dundee College

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.

Higher Photography

Course Content:

Photography has an increasingly significant core function within the Creative Industries and also within the commercial and scientific community in Scotland. The camera has become both a tool and medium in almost every area of the Creative Industries. Fine Art practitioners are now embracing digital imaging technology and using it as a medium in its own right, or combining it with conventional photographic techniques. The Photography Course offers learners' the opportunities for an integrated, hands-on, skill development with clear exit paths to employment or progression onto further and/or higher education. This course aims to develop learners' practical skills, knowledge and understanding as well as planning and evaluation skills.

Component 1 – Question paper 1 hour, 30 marks (23% of overall mark)

Component 2 – Project 100 marks (77% of overall mark)

Question Paper - The question paper assesses candidates' knowledge and understanding of photographic work and practice. The questions are designed to test candidates' ability to: demonstrate knowledge and understanding of the properties of light and image formation, camera controls, and image-making techniques and their effects and analyse examples of photography

Coursework Project - The photography project assesses candidates' ability to integrate and apply their creative and technical skills and their knowledge and understanding of photographic practice. Candidates must plan and carry out a selected photography project. They research and investigate their project topic. Drawing on this material, they develop their own creative response by carrying out practical photographic work. From this development work, candidates select and present a series of 12 images which communicate the project topic. Candidates also evaluate the effectiveness of their photographic work and practice

Assessment:

Course Assessment 24 SCQF credit points.

Course Project Assessment - The Coursework project and the new Question paper are externally assessed by SQA and graded A-D. 130 marks in total.

Question Paper – 30 marks Section 1 – Multiple choice 10 marks and **Section 2**- Analysis 20 marks.

Coursework Project – 100 marks Section 1 - Planning, Research and Investigation, 20 marks **Section 2** - Development and Production 70 marks **Section 3** - Evaluation 10 marks. Focus on: Challenge and application. The learner will develop and extend the skills and knowledge throughout the project.

Progression from this course -HND Photography.

Experience/Entry level - relevant photography units (SCQF level 5 and above) **or** National Progression Award in Photography (SCQF level 5) **or** National 5 Art and Design course or relevant units

Skills for Work: Automotive Skills National 4 – Dundee College

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 <i>Automotive Skills: The Technician</i> and <i>Automotive Skills: The Car</i> , consolidating the previous practical skills developed. Pupils select a modification project to carry out on a vehicle enabling them to put into practice and further develop some of |

| Unit | Description |
|------|---|
| | 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.

DEPARTMENT - BIOLOGY

Courses Offered:

Biology National 3, 4, 5

Course Content:

Both Courses consist of three units:

Cell Biology:

cell structure
transport in cells
proteins,
photosynthesis,
respiration

Multicellular Organisms

stem cells
control and communication
reproduction
genetics
transport

Life on Earth

biodiversity
energy
adaptation
evolution
impact on the
environment

Assessment:

| Assessment | National 4 | National 5 |
|-------------------------|--|---|
| Unit Assessment | For each Unit there will be an end of Unit test. Also over the year pupils will complete an investigation report, and a research task. | |
| Added Value/assignment | Open-book assessment: present the results of investigating a topical issue in Biology. Marked in school. | Open-book assessment: present the results of investigating a topical issue in Biology. Marked by SQA. 20% of final grade. |
| SQA Exam | No exam | Exam = 80% of final grade |
| Grading | Pass / Fail | A – D |
| 'Fallback' arrangements | National 3 assessments will be used for pupils who have not achieved the National 4 assessments. | National 4 assessments will be used for pupils who have not achieved the National 5 assessments. |

Additional Information:

Biology careers include:

Health care: medicine, dentistry, nursing, pharmacology, geneticist, veterinary, microbiology

Research Biologist,

Education: at colleges, universities, schools, science museums, zoos, aquariums, parks, and nature centres

Environmental management and conservation, Ecology

Forensic science

Biotechnology-agriculture, food science, medicine

Politics and policy-science advisers

Mathematics- bioinformatics

Economics- addressing the economic impact of biological issues

Courses Offered:

Human Biology Higher and Advanced Higher Biology

Course Content:

Human Biology (Higher)

Unit 1: Human Cells

Unit 2: Physiology and Health

Unit 3: Neurobiology and Immunology

For more information:

Google: SQA CFE Human Biology, then Course & Unit Support Notes

Advanced Higher Biology

Unit 1: Cells and Proteins

Unit 2: Organisms and Evolution

Unit 3: Investigative Biology

For more information:

Google: SQA CFE Advanced Higher Biology, then Course & Unit Support Notes

Assessment:

| Assessment | Human Biology (Higher) | Advanced Higher Biology |
|-----------------|--|---|
| Unit Assessment | For each unit there will be an end of Unit test. | |
| Research | Open-book assessment: present the results of investigating a topical issue in Biology. 17% of final grade. | Investigation Report: approximately 20 hours spent on extended practical investigation with comprehensive report. 23% of final grade. |
| SQA Exam | Exam = 83% of final grade | Exam = 77% of final grade |
| Grading | A - D | A - D |

Additional Information:

Human Biology (Higher):

In exceptional circumstances a pupil who has not done National 5 Biology, could be allowed into Human Biology (Higher). Their grades in Chemistry, Physics, Maths, and English would be looked at. Please discuss with Mr Killington (Principal Teacher of Biology)

Advanced Higher Biology: It is helpful if pupils have passed Higher Chemistry.

DEPARTMENT - Business Education

Courses Offered:

Accounting – Higher and National 5

Course Content:

National 5 Accounting consists of 2 units:

- Financial Accounting – Sole Traders, Business Documents, Statement of Financial Position, Correction of Errors, Trial Balance, Sources of Finance and Ratio Analysis.
- Management Accounting – Labour Costing, Job Costing, Break Even, Inventory Record Cards, Budgeting, Overhead Analysis, Decision Making and Spreadsheets.

Higher Accounting consists of 2 units:

- Financial Accounting – Public Limited Companies, Manufacturing Accounts, Income Statement, Statement of Financial Position and Business Analysis.
- Management Accounting – Inventory Evaluation, Decision Making, Process Costing, Service Cost Statements, Budgeting, Investment Appraisal and Spreadsheets.

Assessment:

National 5

An Assignment – 50 marks

A Question Paper – 130 marks

Higher

An Assignment – 60 marks

A Question Paper – 120 marks

Additional Information:

Accountancy is a career which offers a graduate environment, variety, people contact, a professional qualification, high salaries and opportunities to work internationally. (Who said accountancy was boring?). Many accountants use their qualification to move into general management or to set up their own business. Accountants work in all areas, for example - in banks, manufacturing companies, local authorities, charities, publishers, film companies, hospital trusts, insurance companies, universities – you name it!

Courses Offered:

Administration & IT – Higher, National 5, National 4 and National 3

Course Content:

National 3

- Communication in Administration
- IT Solutions for Administrators
- Administration in Action

National 4

- Administration Practices
- IT Solutions for Administrators
- Communication in Administration

National 5

- Administrative Theory in the Workplace - Customer Service, Health & Safety, Security of Information, People and Property, Tasks and duties of an Administrator, Corporate Image, File Management and Electronic Information.
- IT Applications – Word, Spreadsheets, Databases, PowerPoint, E-Diary, Internet Research, Publisher and E-mail.

Higher

- Administrative Theory in the Workplace – Time and Task Management, Teams, Legislation, Work Practices and Communication Methods.
- IT Applications – Advanced Word, Spreadsheets, Pivot Tables, Relational Databases, PowerPoint, E-Diary, Internet Research, Publisher and E-mail.

Assessment:

National 3 and National 4

- At N3 all units are internally assessed.
- At N4 all units are internally assessed, as well as, an Added Value Unit Assessment.

National 5

- An Assignment – 70 marks
- A Question Paper – 50 marks

Higher

- An Assignment – 70 marks
- A Question Paper – 50 marks

Additional Information:

A qualification in Administration & IT can lead to opportunities in many career areas. For example:

Legal Administration, IT Operator, Customer Service, Insurance, Travel, Financial Administration, Property Management, Running Own Business, IT Analyst, Banking, Retail and IT Skills to assist you in any given career.

Courses Offered:

Business/Business Management – Higher, National 5, National 4, National 3

Course Content:

National 3 & National 4 Business – consists of 2 units

- Business in Action
- Influences on Business

National 5 & Higher Business Management – consists of 3 units

- Understanding Business – Types of Business, Objectives, Enterprise, Stakeholders, External Environment, and Customer Service.
- Management of People and Finance – Recruitment, Employment Law, Selection, Work Practices, Training, Sources of Finance, Profit Statements, Cash Flow and Income Statements.
- Management of Marketing and Operations – Branding, Marketing Mix, Pricing Strategies, Promotion, Market Research, Methods of Production and Quality.

The course will also develop a firm understanding of businesses and how they operate and will prepare candidates well for the workplace.

Assessment:

National 3 and National 4 Business

- At N3 all units are internally assessed.
- At N4 all units are internally assessed, as well as, an Added Value Unit Assessment.

National 5 Business Management and Higher Business Management

- An Assignment on a business of your choice – 30 marks
- An External Question Paper – 90 marks

Additional Information:

A qualification in Business can lead to opportunities in many career areas. For example:

Management, Human Resource Management, Marketing, Advertising and Promotion, Distribution, Operations Manager, Financial Controller, Property Management, Customer Services, Running Own Business, Accounting, Teaching and Banking.

Courses Offered:

Business & IT – NPA Level 5 and NPA Level 6

Course Content:

The course will also develop a firm understanding of businesses and how they operate and will prepare candidates well for the workplace. This course also covers how ICT can be used to support the operation of a business in today's competitive market.

NPA 5 – Equivalent of a C at National 5

- Understanding Business
- Management of Marketing and Operations
- IT Solutions for Administrators
- Communication

NPA 6 - Equivalent of a C at Higher

- Understanding Business
- Management of Marketing and Operations
- IT Solutions for Administrators
- Communication

Assessment:

Level 5 Business & IT

- All units are internally assessed.

Level 6 Business & IT

- All units are internally assessed.

There is no external examination for either of the above courses.

Additional Information:

A qualification in Business can lead to opportunities in many career areas. For example:

Management, Legal Administration, Distribution Operations Manager, Marketing Consultant, Customer Services, Running Own Business, IT Analyst or Operator, Retail, Teaching and Banking.

In the Senior Phase it -is possible to study more than one Business Education subject.

National Progression Award: Business and Marketing Level 5 – Dundee College

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 | <p>The general aim of this unit is to develop pupils' understanding of the management of marketing and operations for small and medium businesses.</p> <p>The unit will develop the skills, knowledge and understanding required to make decisions about how to manage these activities effectively.</p> <p>Pupils who complete this unit will be able to:</p> <ol style="list-style-type: none"> 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 | <p>This is an introductory unit designed to enable pupils to develop a practical knowledge and understanding of the application of marketing concepts and techniques. Pupils will be introduced to the fundamental marketing concepts of the marketing mix, market segmentation and market research.</p> <p>Pupils who complete this unit will be able to:</p> <ol style="list-style-type: none"> 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. |

| Unit | Description |
|--|---|
| | <p>3. Apply methods of market research to a specific product or service.</p> |
| <p>Understanding Business</p> | <p>The general aim of this unit is to develop pupils' understanding of the business environment.</p> <p>The unit will develop skills, knowledge and understanding by carrying out activities relating to the role of business organisations and entrepreneurship in society.</p> <p>It introduces pupils to the main roles, activities and functions associated with businesses and other organisations. The unit will allow pupils to explore issues relating to the external environment in which organisations operate and the effect this can have on organisational activity.</p> <p>Pupils who complete this unit will be able to:</p> <ol style="list-style-type: none"> 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 |
| <p>Skills for Customer Care</p> | <p>The unit is intended to develop knowledge and understanding of customer care. Pupils will consider the key principles of good customer care and how this affects the success of an organisation.</p> <p>The importance of developing relationships with customers, various 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.</p> <p>Pupils who complete this unit will be able to:</p> <ol style="list-style-type: none"> 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. |
| <p>Promoting a Business</p> | <p>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.</p> <p>Pupils who complete this unit will be able to:</p> <ol style="list-style-type: none"> 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.

Business Skills: Foundation Apprenticeship – Dundee College

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 – Dundee college

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 | <p>This unit is designed to develop skills and knowledge in word processing and presentation packages to aid business communication. This unit will be relevant to pupils who are interested in a career in administration with a particular focus in document production and presentation.</p> <p>On successful completion of the unit the learner will be able to:</p> <ol style="list-style-type: none"> 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 | <p>This unit introduces the fundamental principles of database design and the use of database management software to aid decision-making in business.</p> <p>On completion of the unit pupils should be able to:</p> <ol style="list-style-type: none"> 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. |

| Unit | Description |
|--|---|
| IT in Business — Spreadsheets | <p>This unit is designed to allow pupils to develop an understanding of spreadsheet design and how to use spreadsheet features and functions for practical and effective use in a business environment.</p> <p>Pupils will develop knowledge and skills to allow them to create customised solutions to common business problems and scenarios.</p> <p>On completion of the unit pupils should be able to:</p> <ol style="list-style-type: none"> 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.

DEPARTMENT – Chemistry

Courses Offered:

Chemistry National 3,4, 5

Course Content:

National 4 Chemistry

Rates of Reaction
Atomic structure and bonding
Formulae and masses
Energy changes of chemical reactions
Acids and alkalis
Fuels
Hydrocarbons
Everyday consumer products
Plants to products
The properties of metals and alloys
Fertilisers
Nuclear chemistry
Chemical analysis

National 5 Chemistry

Rates of Reaction
Atomic structure and bonding
Formulae and reaction quantities
Acids and bases
Homologous series
Everyday consumer products
Energy from fuels
Metals
Properties of plastics
Fertilisers
Nuclear chemistry
Chemical analysis

Assessment:

National 4

Unit Assessments

All three unit assessments must be passed to gain a whole-course award. One re-sit per unit is permitted.

Added Value Unit

Research stage (8 periods)
Report stage (2 periods)

Note: All assessments for National 4 Chemistry are internally marked.

National 5

Exam Structure

Multiple Choice (25 marks)
Written answers (75 marks)
Duration 2 hours 30 minutes

Assignment

Research stage (8 periods)
Report stage (2 periods)
Marks 20, scaled up to 25

Note: All assessments for National 5 Chemistry are externally marked.

Additional Information:

Chemistry careers include:

Health care: medicine, dentistry, nursing, pharmacology, veterinary, microbiology

Research Chemist

Education: at colleges, schools universities, science centres

Analytical chemists: environmental chemistry, forensic science, agriculture and food

Chemical engineers and industrial chemists

Law: patent law

Politics and policy: science advisers.

Courses Offered:

Chemistry Higher, Advanced Higher

Course Content:

Higher Chemistry

Unit 1: Chemical Changes and Structure

Unit 2: Nature's Chemistry

Unit 3: Chemistry in Society

For more information:

Google: SQA CFE Higher Chemistry Course Support Notes

Advanced Higher Chemistry

Unit 1: Inorganic and Physical Chemistry

Unit 2: Organic Chemistry and Instrumental Analysis

Unit 3: Researching Chemistry

For more information:

Google: SQA Advanced Higher Chemistry Course Support Notes

Assessment:

Higher Chemistry

Exam Structure

Multiple Choice (25 marks)

Duration 40 minutes

Written answers (95 marks)

Duration 2 hours 20 minutes

Assignment

Research stage (8 periods)

Report stage (3 periods)

Marks 20, scaled up to 30

Note: All assessments for Higher Chemistry are externally marked.

Advanced Higher Chemistry

Unit Assessments

All three unit assessments must be passed to gain a whole-course award. One re-sit per unit is permitted.

Exam Structure

Multiple Choice (30 marks)

Written answers (70 marks)

Duration 2 hours 30 minutes

Project (30 marks)

Additional Information:

Higher Chemistry:

In exceptional circumstances a pupil who has not done National 5 Chemistry, could be allowed into Higher Chemistry. Their grades in Biology, Physics and Maths would be looked at. Please discuss with Miss McWhannell (Principal Teacher of Chemistry)

DEPARTMENT – Computing Science

Courses Offered:

Computing Science National 3, 4 , 5 Higher

Course Content:

This course has four areas of study

1. Software Design and Development

- Develop an understanding of programming and its importance in the modern world through the process of designing, writing and testing your own programs.
- Expand your knowledge by learning a new programming language.
- Discover how to catch errors and deal with them before they cause major problems

2. Computer Systems

- Learn the different ways that a computer deals with the programs you write when it only 'understands' the binary number system.
- Learn about how the computer works.
- Gain an awareness of the environmental impact of the energy use of a computer

3. Database design and development

- Use a range of tools including SQL to develop a database

4. Web design and development

- Learn about different types of information systems including web pages.
- Use a range of tools including HTML, CSS and Javascript to build practical solutions to web-based problems.
- Learn about the technical, legal and environmental issues.
- Be involved in a range of practical and investigative tasks which will develop your knowledge, understanding and practical problem-solving skills

Higher

The Higher Course will develop an extended range of computing and computational thinking skills across a range of cutting edge areas. It will also allow a broadening of knowledge and understanding along with the ability to apply it.

Skills for Work: Construction Crafts National 4 – Dundee College

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 Mandatory Units | 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 Mandatory Units | 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 Mandatory Units | Pupils will carry out work with decorative finishes involving the use of brushes and rollers as well as stencilling. |
| Site Carpentry and Bench Joinery Mandatory Units | 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 Mandatory Units | Pupils are required to cut, assemble and join plastic pipework in accordance with given drawings using proprietary bends and tee-pieces. |
| Brickwork Techniques Optional Units | 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 Optional Units | 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 Optional Units | 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 – Dundee College

Units to be completed

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 | <p>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.</p> <p>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.</p> |
| One Brick Walling | <p>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.</p> |

| Unit | Description |
|---------------------------------------|--|
| 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.

Foundation Apprenticeship: Creative and Digital Media Level 6 – Dundee College

Entry requirements

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

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](#).
- **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. Pupils will carry out some research into a minimum of four different sectors, before selecting a sector of personal interest to focus on. |

| Unit | Description |
|--|--|
| 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.

National Progression Award: Criminology Level 6 – Dundee College

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. |

| Unit | Description |
|----------------------------|---|
| 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: Criminology Level 7 – Dundee College

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.

National Progression Award: Cybersecurity Level 6 – Dundee College

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.

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.

Courses Offered:

National Progression Award in Cyber Security, SCQF Level 4, 5 & 6

The NPA in Cyber Security provides foundation knowledge and skills in data security, digital forensics and ethical hacking — and provide a skills pipeline into the cyber security industry. The qualification is available at SCQF Levels 4,5 and 6 (equivalent to National 4 to Higher Level) and will encourage learners to improve their cyber hygiene and enable them to identify security weakness safely, legally and ethically through a range of theory and practical activities. They will also help learners to contribute more safely to virtual communities.

The course is designed to raise awareness of cyber security and fill the current skills gap in this field. Ethics and the law are fundamental aspects of these awards. Ethical considerations are included in every component Unit, and legislative considerations are included in all appropriate Units. The aim of the awards is to produce knowledgeable and skilled individuals who are aware of the potential misuses of, and unauthorised access to, computer systems but who use these competences for legal and ethical purposes.

Data Security

- Describe the legal and ethical obligations around storing and sharing personal and business data.
- Explain the causes and effects of data security breaches.
- Protect data against security breaches.

Digital Forensics

- Explain the legal, professional and ethical issues in conducting a digital forensics examination.
- Explain and use tools and techniques to conduct a digital forensics examination
- Explain and demonstrate the phases of the digital forensics process.
- Explain and demonstrate the importance of recording all actions.

Ethical Hacking

- Describe the phases of an ethical hack and a malicious cyber-attack, and perform reconnaissance on a penetration test scenario's footprint.
- Describe different computer tools and techniques that could be used to compromise computer systems, and perform scanning and enumeration on a penetration test and identify the risks
- Describe different social engineering tools and techniques that could be used to compromise computer systems.
- Explain the contemporary legislation relating to computer crime.
- Explain the contemporary legislation relating to hacking.

Assessment:

To be awarded the National Progression Award in Cyber Security learners must pass all of the required Units. There is a balance of practical and theory assessments. There is no external exam.

PROGRESSION: Computing Science

National Progression Award cover SCQF levels 4 to 6, allowing clear progression and development routes to higher level education and employment. The qualification is available at three levels in a hierarchy structure and learners may progress to the next level if they wish to continue their studies.

National Progression Award: Dance Level 5 – Dundee College

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.

DEPARTMENT – Drama

Courses Offered:

Drama National 3, 4, 5, Higher

Course Content:

The course comprises **two** areas of study:

Drama Skills

You will:

- explore and develop a range of drama skills and ways of communicating thoughts and ideas to an audience
- develop a range of skills as an actor
- learn how to respond to stimuli, including text
- develop your understanding of how to portray character
- develop your knowledge and understanding of form, structure, genre and style when creating and presenting drama
- extend your understanding of social and cultural influences on drama
- reflect on your own progress and that of others.

Drama Production Skills

You will:

- develop a range of production skills and use these skills to enhance drama when presenting
- use problem solving skills in order to generate ideas for presenting drama.

Assessment:

At National 5 & Higher the course assessment has **two** components **totalling 120 marks**:

- Component 1: question paper – worth 60 marks
-
- Component 2: performance – worth 60 marks.

The question paper will be set and marked by the Scottish Qualifications Authority (SQA).

For the performance component, you will create and present a drama to an audience and an SQA visiting examiner in term 3. This will be set in agreement with your teacher.

Additional Information:

The Drama department supports a positive homework policy as an essential element to the Senior Phase course. Class discussions will take place on the content of each piece of homework set prior to distribution. Homework is set regularly to support and consolidate classroom experiences. Some homework assignments will require pupils to carry out research in their own time.

The opportunity to experience, appreciate and evaluate a live theatre performance and a backstage tour of a working theatre will be integrated into the course. **We would support all pupils to attend these trips.**

Skills for Work: Early Learning and Childcare National 4 – Dundee College

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 – Dundee College

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 |

| Unit | Description |
|---|---|
| | <p>development and the inter-relationship between all aspects of that development.</p> <p>Pupils will also learn about the wellbeing of children and young people and how a variety of factors may affect their development.</p> |
| <p>Care and Feeding of Children and Young People</p> | <p>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.</p> |

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.

Preparation for Electrical Programme – National 4 – Dundee College

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. |

| Unit | Description |
|--|--|
| 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.

Skills for Work: Engineering Skills National 4 – Dundee College

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 |

| Unit | Description |
|---------------------------------|--|
| | 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 – Dundee College

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 | <p>In this unit pupils will learn to select and use the correct tools, equipment, and materials required to manufacture an artefact. During the manufacture, pupils will read simple engineering drawings, measure and mark, select appropriate materials, and work to specified tolerances.</p> <p>The pupil will also develop and use basic engineering skills of cutting, shaping, drilling, tapping, forming, and joining. Embedded into the practical activities of this unit are the employability skills that employer's value. Although it is envisaged that all employability skills will be developed in this unit not all will be assessed.</p> |
| Electrical and Electronic | <p>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.</p> |
| Maintenance | <p>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.</p> |

| Unit | Description |
|-------------------------------|--|
| Design and Manufacture | <p>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.</p> <p>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.</p> <p>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.</p> |

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 – Dundee College

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. |

| Unit | Description |
|------------------------------------|---|
| | 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. |

| Unit | Description |
|----------------------------|--|
| Engineering Systems | <p>This unit is designed to provide pupils with opportunities to develop their knowledge and understanding of engineering systems.</p> <p>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.</p> |
| Engineering Project | <p>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.</p> |
| Communication | <p>The focus of the Unit is on transferable communication skills:</p> <ul style="list-style-type: none"> ◆ Reading, summarising, and evaluating ◆ writing ◆ speaking and listening. <p>For this unit, pupils are expected to be able to communicate with others at an advanced level and complete tasks with little support.</p> <p>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.</p> <p>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.</p> |

| Unit | Description |
|--|--|
| 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. |

| Unit | Description |
|---|--|
| Producing Mechanical Engineering Drawings using a CAD system | <p>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.</p> |
| Maintaining Mechanical Devices and Equipment | <p>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.</p> |

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.

DEPARTMENT – English

Courses Offered:

English National 3, 4, 5 Higher, Advanced Higher and NPA Film and Media

Course Content:

National 3

Units covered:
Understanding Language
Producing Language
Literacy

National 4

Units covered:
Analysis and Evaluation
Creation and Production
Literacy
Added Value Unit

National 5

Units covered:
Analysis and Evaluation
Creation and Production

Higher

Units covered:
Analysis and Evaluation
Creation and Production

Advanced Higher

Units covered:
Analysis and Evaluation
Creation and Production

Assessment:

National 3

To achieve a pass at National 3 learners must pass all the required units. These will be internally assessed on a pass or fail basis with moderation by the SQA. National 4 courses are not graded.

National 4

To achieve a pass at National 4 learners must pass all the required units. These will be internally assessed on a pass or fail basis with moderation by the SQA. National 4 courses are not graded.

National 5

At National 5 learners will be assessed externally in the form of an exam which is worth 70% and a Portfolio of Writing which accounts for 30% of the assessment. National 5 is graded A – D

Higher

At Higher learners will be assessed externally in the form of an exam which is worth 70% and a Portfolio of Writing which accounts for 30% of the assessment. Higher is graded A – D

Advanced Higher

At Advanced Higher learners will be assessed externally in the form of an exam which is worth 40% and a Portfolio of Writing and a dissertation which accounts for 60% of the assessment. Advanced Higher is graded A - D

Additional Information:

A pass in English at the end of S4 is likely to be something that is desired by all employers and educational institutions. Aside from gaining valuable skills in English all pupils will also have the opportunity to enhance their Literacy skills which is important in any modern context.

Courses Offered:

Media National 4, 5, Higher

Course Content:

These courses deal with all aspects of media and the media industry. Students will learn about the role of media in everyday life and develop an understanding of how the media industry influences culture. Learners will explore a wide variety of texts in different media (film, print, advertising etc.) and learn how to analyse and create media content. Building on the four capacities, this course enables learners to communicate, be critical thinkers, develop cultural awareness and be creative.

Assessment:

National 4

To achieve a pass at National 4 learners must pass all the required units. These will be internally assessed on a pass or fail basis with moderation by the SQA. National 4 courses are not graded.

National 5

National 5 students are required to produce an assignment which accounts for 50% of the assessment. This is assessed externally. In addition they will be assessed externally in the form of an exam which is worth the remaining 50% of the assessment.

Higher

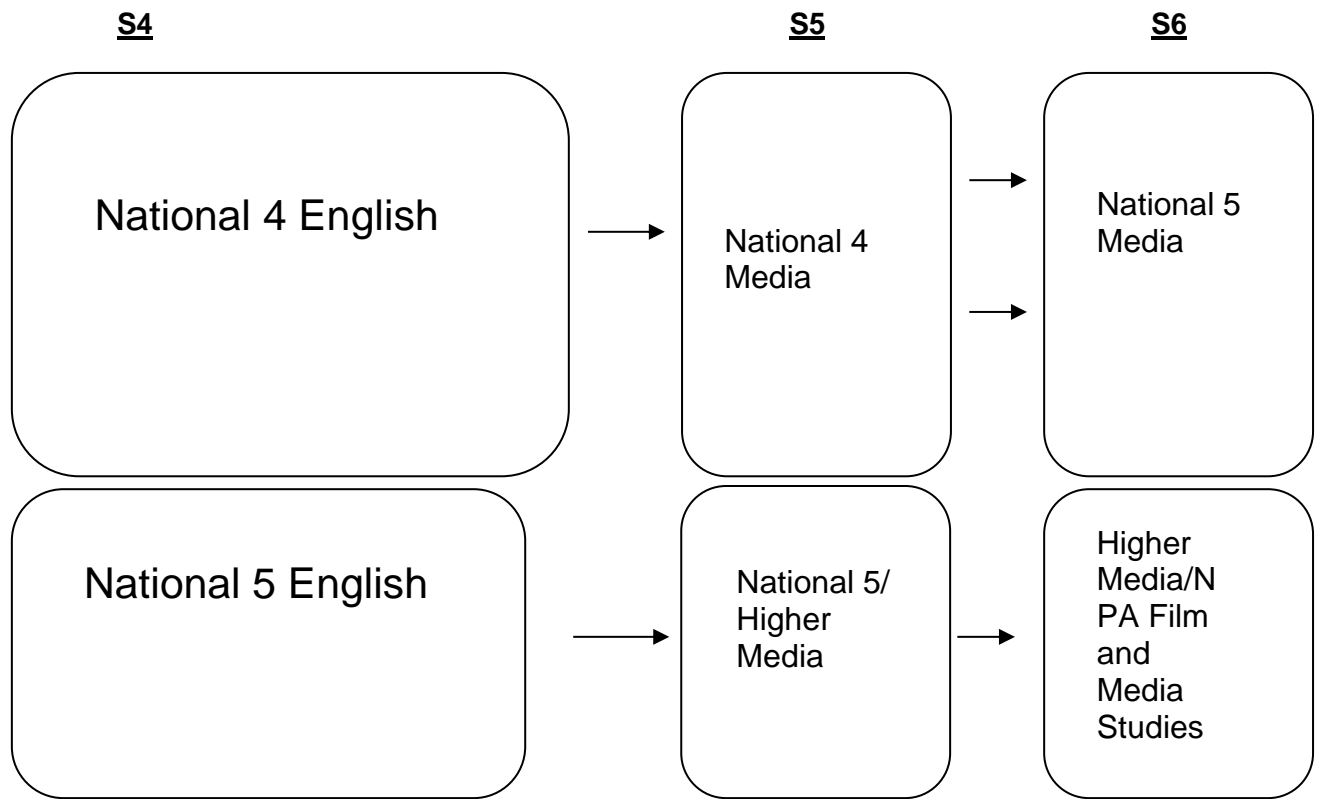
Higher students are required to produce an assignment which accounts for 50% of the assessment. This is assessed externally. In addition they will be assessed externally in the form of two exams which are worth the remaining 50% of the assessment.

For Higher Media students who find the course too challenging, the option of a National Progression Award in Film and Media will be offered. To pass the NPA in Film and Media, students must pass the four required units. All four units will be internally assessed.

Additional Information:

Media studies is a challenging course which demands a high level of literacy and a commitment to individual study and assessed group work. The continuous assessment element means that students must be proactive in class work and independent learning.

PROGRESSION: MEDIA STUDIES



Courses Offered:

DEPARTMENT – Geography

Geography National 3, 4, 5

Course Content:

The course consists of 3 main units, plus one Added Value Unit, made up as follows:-

PHYSICAL ENVIRONMENTS:

In this unit, pupils will study 2 types of landscape, GLACIATED UPLANDS and COASTAL LANDSCAPES. Here, pupils will need to identify a number of landforms associated with each landscape together with the main types of land use, including land use conflicts and their solutions. A third topic, on WEATHER, will also be included in this section.

HUMAN ENVIRONMENTS:

In this unit, pupils will study 3 related topics –

- i] a POPULATION Unit, in which pupils, by collecting and interpreting information, will study various aspects about the population in contrasting parts of the world, including population density, growth and structure,
- ii] a unit on RURAL landscapes in which the changes in this type of environment over a period of time and in contrasting areas of the world such as the Mid-West USA and southern India will be investigated.
- iii] a unit on URBAN areas, where pupils will learn about the development and changes of the main features of an urban area such as Glasgow, and contrast that with the problems faced by city dwellers in a Developing Country.

GLOBAL ISSUES:

Pupils will study 2 topics in the third of the main units.

- i] The first of the units will focus on the theme of CLIMATE CHANGE, studying the causes of global warming, together with forecasts of the possible effects on various environments.
- ii] The second topic will concentrate on NATURAL HAZARDS. Earthquakes, volcanic eruptions and tropical storms will be studied in detail, outlining the causes and effects, the aftermath, and the various types of aid given to help the affected area recover.

ADDED VALUE UNIT:

In this unit, pupils will carry out fieldwork in the local area to gather information on a geographical issue. They

will then process this information and present their findings for the added value unit.

Assessment:

There will be assessments throughout the course, with pupils completing the National 3 or 4 outcomes when they are ready as part of their learning. National 5 pupils will be given exam style questions as assessments at the end of each unit.

Pupils at National 5 level will sit a Prelim in January, together with an external exam in May. The course assessment consists of a question paper worth 80 marks (80% of the total) and an assignment worth 20 marks (20% of the total). These will be assessed externally by the SQA and graded A-D.

Pupils at National 3 and National 4 level will be assessed internally. Pupils must pass all of the required units, including the Added Value Unit for National 4 level. These will be internally assessed on a pass or fail basis. National 3 and National 4 courses are not graded.

Courses Offered:

Higher Geography Higher, Advanced Higher

Course Content:

Higher

The course will consist of 3 main units, the application of geographical skills, plus the Added Value Unit, made up as follows:-

Unit 1 – Physical Environments - The main topics to be studied include the lithosphere, hydrosphere, biosphere and atmosphere. Pupils will develop and apply geographical skills and techniques in the context of these four physical environments.

Unit 2 – Human Environments - The three key topics in this unit include population, rural land use change and urban change and management.

Unit 3 – Global Issues - Pupils will be expected to describe and explain a variety of complex global geographical issues which should demonstrate the interaction of physical and human environments. Pupils will study two topics in this unit: Global Climate Change and Development and Health.

Geographical Skills - There is also a question within the exam paper requiring the learner to apply geographical skills acquired during the Course. The skills assessed will include mapping skills and the use of numerical/graphical information

The Added Value Unit- In Higher Geography, the added value section will extend and apply the skills, knowledge and understanding that pupils have acquired during the course. They will carry out fieldwork and process and present the information they have gathered in the form of an assignment completed under exam conditions.

Advanced Higher

Unit 1 – Geographical Methods and Techniques

Unit 2 – Geographical Study

Unit 3 – Geographical Issues

The Advanced Higher Geography course allows pupils to further develop their geographical skills by carrying out their own fieldwork and research.

Assessment:

Higher

Pupils will sit a Prelim in January, together with an external exam in May. The course assessment consists of two question papers worth 73% and an assignment worth 27% of the overall mark. These will be assessed externally by the SQA and graded A-D.

Advanced Higher

Each of the three units is assessed internally throughout the year. The external exam is based on the work covered in unit 1, and the Geographical folio is made up of two pieces of work covered by units 2 and 3. These are marked externally by the SQA and pupils will be graded A-D.

Courses Offered:

TRAVEL AND TOURISM – SKILLS FOR WORK SCQF Level 4, 5

Course Content:

This skills for work course consists of four main units:

UNIT 1 – SCOTLAND

This unit introduces candidates to Scottish destinations, current trends within the Scottish tourism industry and looks at the positive and negative impacts of tourism in Scotland. Candidates are also required to plan a holiday within Scotland that meet the needs of the customer.

UNIT 2 – EMPLOYABILITY

In this unit candidates investigate careers within the travel and tourism industry. They are also assessed on their employability skills by carrying out a work related activity.

UNIT 3 – CUSTOMER SERVICE

This unit develops the candidates' knowledge of customer service. Pupils will gain a knowledge and understanding of marketing and promotion within the travel and tourism industry. They will also have to demonstrate their customer service by demonstrating how they would interact with customers and deal with difficult situations and complaints.

UNIT 4 – UK & WORLDWIDE

This unit introduces candidates to different types of destinations within the UK and around the world. Candidates will research trends in this sector and the impact tourism has had around the world. They will have to present information on destinations within the UK, Europe and the rest of the world and provide information to meet the needs of customers.

ENTRY REQUIREMENTS: Candidates will be expected to have a good knowledge of the world and be enthusiastic about travel. Pupils will also need to demonstrate a commitment to meeting deadlines and have good literacy and communication skills.

Assessment:

This course is a skills for work course and therefore there is no external exam. Assessment is ongoing and pupils will complete outcomes as evidence for their folio.

Courses Offered:

Higher Environmental Science

Course Content:

Environmental Science allows learners to look at the connections between humans and the physical and biological environment. The course will consist of 3 main units, The Living Environment, Sustainability and Earth's Resources.

Unit 1 – The Living Environment – In this unit pupils will investigate the ecosystems and biodiversity, interdependence and human influences on biodiversity. As part of this unit learners are required to carry out experiments and fieldwork.

Unit 2 – Sustainability - The key areas studied within this unit are food (food production and demand for global food supplies), water (demand for water and global demands to increase clean water supplies), energy (climate change, nuclear power) and waste management (reduce, reuse, recycle) in both developed and developing countries.

Unit 3 – Earth's Resources – The key areas studied within this unit are the geosphere (geology), hydrosphere (water management), the biosphere (soils, whisky distilling and biofuels) and the atmosphere (atmospheric circulation, climate zones and wave power).

Within all units, pupils will develop their skills of scientific enquiry, investigation, analytical thinking along with knowledge and understanding in the context of each of the key areas.

ASSESSMENT – The course assessment has two components; the two Question papers worth 80% and an assignment 20% of the overall mark. The question papers will examine all three units and will primarily assess knowledge and understanding as well as scientific enquiry and problem solving skills. The assignment requires learners to carry out an investigation related to an environmental issue.

ENTRY REQUIREMENTS – Pupils should have studied and gained a National 5 in either Environmental Science, Geography and/or Biology

VTCT Level 1 Extended Award in Hair and Beauty Skills (VRQ) – Dundee College

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 |

| Unit | Description |
|-----------------------------------|--|
| | 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 - Dundee College

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 |

| Unit | Description |
|------------------------------------|--|
| | 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.

Foundation Apprenticeship: Hardware System Support Level 6 – Dundee College

Entry Requirements

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

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 |

| Unit | Description |
|--|--|
| 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 and Telecoms hardware and equipment and to carry out work activities on IT and Telecoms hardware and equipment. |

Assessment Method

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

Skills for Work: Health Sector National 5 – Dundee College

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 | <p>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.</p> <p>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.</p> |
| Life Sciences Industry and the Health Sector | <p>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.</p> |
| Improving Health and Well-being | <p>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.</p> |
| Physiology of the Cardio-Vascular System | <p>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.</p> <p>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.</p> |
| Working in Non-Clinical Roles | <p>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.</p> |

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.

DEPARTMENT – History

Courses Offered:

History National 3, 4, 5, History, Advanced Higher

Course Content:

Advanced Higher –Soviet Union 1917 – 53 A study of political ideology as found in Communist Russia, the changing nature of authority and the policy outcomes of that authority, focusing on the themes of ideology, authority and revolution

Higher - This course is divided into **three** units. The Higher History Course allows learners to acquire breadth and depth in their knowledge and understanding of the past through the study of Scottish, British, European and world contexts

Migration & Empire 1830-1939- a study of population movement and social and economic change in Scotland and abroad between 1830 and 1939, illustrating the themes of empire, migration and identity. This therefore includes the experiences of immigrants in Scotland and we can use Dundee as a case study for this topic.

The Making of Modern Britain, 1851–1951- pupils will study the development of democracy including women’s suffrage and be able to evaluate the reasons why the Liberals introduced social welfare reforms 1906-14 and assess the effectiveness of these reforms and also the social welfare reforms of the Labour Governments 1945-51

USA 1918 – 1968 – pupils are given the opportunity to study the popular Civil Rights topic and will be able to evaluate the obstacles for the achievement of Civil Rights, reasons for the development of the movement and assess its effectiveness. This topic also studies the reasons for the economic crisis of 1929-33 and then allows assessment of the effectiveness of the New Deal in dealing with the crisis. Pupils will also evaluate the reasons for the changing attitudes to immigrants in the 1920s.

National 3, 4, 5 - This course is divided into three units and this year all National History classes will complete the following * –

Historical Study (Scottish) - The Era of the Great War 1910-1928 – a study of the experiences of Scots in the Great War and its impact on life in Scotland. This topic considers the impact of technology on the soldiers on the Western Front. It also considers the way in which the war changed life for people at home as the war began to impact on every aspect of life both during and after the war.

Historical Study(British) –The Atlantic Slave Trade- a study of the nature of the British Atlantic slave trade in the late eighteenth century, changing attitudes towards it in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.

Historical Study (European and World)-Red Flag: Lenin and the Russian Revolution, 1894-1921. This will be a study of the collapse of imperial rule and the establishment of the Communist government and will illustrate the themes of ideas, conflict and power.

*Please note the above units maybe under review

Assessment:

Advanced Higher includes a 4000 word dissertation.

Higher *– includes a written assessment worth nearly 30% of the total award **National 5 ***– includes a written assignment which is 20% of the total award.

(*the assignments allow pupils 'open choice' of where they wish to broaden their historical knowledge further)

PROGRESSION:

Pupils can study History in S5/S6 even if they have not studied the course since S2. However, this should be discussed with the Principal Teacher in the first instance so advice can be given on the level to follow.

DEPARTMENT - Home Economics

Please be aware there may be costs incurred whilst undertaking these courses

Courses Offered:

Health and Food Technology National 3, 4, 5, Higher, Advanced Higher
Fashion and Textile Technology National 4, 5
Hospitality Practical Cookery National 4 and 5
Early Education and Childcare Skills for Work SCQF Level 4, 5
Practical Cake Craft National 5

Course Content:

Health & Food Technology - Advanced Higher

This course addresses contemporary issues affecting food and nutrition, including ethical and moral considerations, legislation, sustainability, psychology of food trends, food production and development, and their effects on consumer choices. Learners research and apply knowledge and understanding of the relationships between nutrition, food and health, and develop detailed knowledge and understanding of the science and sensory testing of food.

Higher

The Course addresses contemporary issues affecting food and nutrition, including ethical and moral considerations, sustainability of sources, food production and development, and their effects on consumer choices. Learners analyze the relationships between health, food and nutrition, and plan, make and evaluate food products to a range of dietary and lifestyle needs.

National 3, 4 and 5

The Course consists of three Units:

- Food for Health – Pupils will develop knowledge and understanding of the relationships between health, food and nutrition
- Food Product Development – Pupils will develop knowledge and understanding of the functional properties of food
- Contemporary Food Issues – Pupils will make informed food and consumer choices and develop the skills to apply their knowledge in practical contexts

National 4 / 5 Hospitality

The Course consists of three Units:

Cookery Skills, Techniques and Processes

This Unit aims to develop learners' cookery skills, food preparation techniques, and their ability to follow cookery processes, in the context of producing dishes with minimal guidance.

Course content continued:

Understanding and Using Ingredients

This Unit aims to develop learners' knowledge and understanding of ingredients from a variety of different sources and their uses. It also addresses the importance of responsible sourcing of ingredients and of current dietary advice

Organisational Skills for Cooking

This Unit aims to develop learners' organisational and time management skills. Learners will acquire the ability to follow recipes and time plans to produce dishes, with minimal guidance, and to work safely and hygienically.

National 4 / 5 Fashion and Textile Technology:

The National 4 and 5 Fashion and Textile Technology Courses enables learners to develop knowledge of textile properties, characteristics and technologies, item development, fashion/textile trends and factors that affect fashion choice. The Courses particularly emphasises the development of practical skills and textile construction techniques to make straightforward fashion/textile items, to an appropriate standard of quality.

The courses consist of the following units:

Textile Technologies / Fashion/Textile Item Development / Fashion and Textile Choices

Practical Cake Craft: - Practical Cake Craft qualification develops cake-baking and cake finishing skills, and creativity in cake finishing, in a range of production methods. Learners embed food safety and hygiene skills, and develop organisational skills in the context of managing time and resources

The course consists of two Units:

Cake Baking

In this Unit, pupils will produce a range of cakes and other baked items and work safely and hygienically.

Cake Finishing

In this Unit, pupils will demonstrate their ability by creatively applying finishing techniques to a range of cakes and other baked items working safely and hygienically.

Skills for Work – National 4 / 5 Early Education and Childcare

Early Education and Childcare is an introductory qualification that develops the skills, knowledge, and attitudes needed for work in early education and childcare sector. Learners begin to prepare for working in the sector. They also develop transferable employability skills. Pupils will study the following three units:

Child Development and Health /Play in Early Education and Childcare / Working in Early Education and Childcare

They will also study one other optional unit from the following:

Optional Units: - **First Aid / Parenting / Care and Feeding of Children.**

Health & Food Technology:

Nat 5, Higher, Advanced Higher– Knowledge from all three areas within the course will be assessed in a variety of ways. Question Paper 50% (Externally marked) as well as an assignment worth 50% (Externally marked). **National 3 and 4** – All units are internally assessed on a pass/fail basis and evidence can be drawn from a variety of activities and presented in a variety of formats. The Added Value Unit involves pupils making a food item to a given brief, set by SQA.

National 4 and 5 Hospitality: N4: Added Value Unit: Producing a Meal. Pupils will carry out a practical activity which will require them to prepare, cook and present a two course meal within a given timescale. **N5:** Knowledge from all three areas within the course will be assessed in a variety of ways. Pupils will carry out a practical activity which will require them to prepare, cook and present a three course meal within a given timescale.

National 4 and 5 Fashion and Textile Technology:

N4: All units are internally assessed on a pass/fail basis, however are subject to external verification. The added value unit involves pupils making a Fashion/Textile Item to a given brief, set by SQA. **N5:** Knowledge from all three areas within the course will be assessed in a variety of ways. Pupils will carry out a practical activity which will require them to prepare, cook and present a three course meal within a given timescale.

Practical Cake Craft: Knowledge from all three areas within the course will be assessed in a variety of ways.

Pupils will complete a final practical assignment that involves working with a brief set by SQA. Pupils have to plan, prepare and complete the cake to a 'commercial standard' and finally evaluate the item.

Skills for Work: National 4 and 5 Early Education and Childcare:

Assessment evidence will be gathered in a variety of ways for all units and assessment tasks. However pupils will be expected to work in groups, pairs and with partner agencies such as colleges and employers.

Additional Information:

- Students should be aware that National 4 / 5 Practical Cookery will involve more practical work than theory, however some theory work is still involved.
- Pupils can select a combination of courses within the department in the one year. It is suggested that pupils considering Practical Cake Craft discuss this with an H.E. teacher first. It would be beneficial to have Practical Cookery / Nat 4 / 5 award, however not essential in all cases.
- Students selecting National 5 Hospitality may be given the opportunity to work in a commercial/industrial/hotel kitchen whilst studying for the course.
- Chef's whites will be provided for those selecting National 5 Practical Cookery.
- Students selecting National 4 / 5 or Higher Health and Food Technology should be aware it is mainly theory based.
- Further information available from H.E Department.

Dig and Dine (Horticulture and Professional Cookery) Level 4 – Dundee College

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 Mandatory Units | 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 Mandatory Units | 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 Mandatory Units | 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 |

| Unit | Description |
|--|---|
| | 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. Mandatory Units | 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: Hospitality at Level 6 – Dundee College

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.

SVQ Hospitality Service at Level 5 – Dundee College

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 hospitality environment. 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. |

| Unit | Description |
|--|---|
| | |
| 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.

Foundation Apprenticeship: Laboratory Skills Level 6

Dundee College

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

DEPARTMENT - Mathematics

Courses Offered:

4th Year

N5 Mathematics
N4 Mathematics
N4 Application of Maths Personal Finance
N3 Application of Maths Numeracy

5th Year

Higher Mathematics
N5 Mathematics
(SCQF levels 4&5)

6th Year

Advanced Higher Maths
Higher Maths
N5 Maths

Course Content:

- The **National 3 Application of Maths** course contains three units: 'Numeracy', 'Manage Money & Data' and 'Shape, Space & Measures'.
- The **National 4 Application of Maths** course contains three units: 'Numeracy', 'Managing Finance & Statistics' and 'Geometry & Measures'. There is also an Added Value unit for this course covering all three units.
- The **National 4 Maths** course contains three units: 'Numeracy', 'Expressions & Formulae' and 'Relationships'. There is also an Added Value unit for this course covering all three units.
- The **National 5 Maths** syllabus is split into three separate areas: 'Expressions & Formulae', 'Relationships' and 'Applications'.
- **Higher Maths** builds upon previous knowledge of algebra, geometry, and trigonometry covered in National 5 Maths. Calculus is also introduced at this level.
- **Advanced Higher Mathematics** builds upon topics studied in Higher Maths.
- **Personal Finance** will help teach students the **financial** knowledge and confidence they need to make good **financial** decisions. Students develop the crucial **financial** life skills required when progressing from secondary school into further and higher education or entering the world of work.

Assessment:

Students of National 5, Higher and Advanced Higher Maths will be given check-up assessments throughout the year to monitor their progress within each course of study. They will also be given a more formal block assessment prior to the final SQA exam.

National 5 and Higher courses both have two papers, a non-calculator and a calculator paper. These exam papers are marked externally by SQA.

At Advanced Higher level the SQA exams have only one paper where calculators are permitted. These papers are marked externally by the SQA.

Additional Information:

Pupils need to keep up homework on a daily basis by completing work not finished in class and reading over notes. In addition, homework exercises are issued weekly. These exercises form a vital part of the course by revising work and consolidating key concepts covered in class. Pupils choosing Maths need to be strongly committed to their course choice and keep up to date with classwork and homework.

Scientific calculators are essential for all maths courses.

Courses Offered:

PERSONAL FINANCE

Course Content:

The Personal Finance award will give you the skills to deal confidently and effectively with basic financial encounters, as well as managing your money. The course is divided into 2 separate units.

The Principles of Money

This includes: The Main Features of Money, Different Types of income, Features of Payslips, Types and Benefits of Tax Credits, Creating and Using a Personal Budget, Savings Schemes and Financial Planning, Bank Accounts, Debit and Credit Cards, Foreign Currency and Exchange Rates

Money Management

This unit focuses on managing personal money. It will help you prepare to deal with bills and budgeting. The topics covered include: Investigating Costs and Comparing Deals on Utilities, Mobile Phones, Motoring and Travel, Sources of Borrowing Money, Calculating Loan Amounts, Terms and Rates of Interest, Costs of Credit Cards and Store Cards, Different Types of Insurance including Costs and Monthly Payments, State Pension Rates and Private Pension Costs and Returns, Long Term Savings Accounts and Using Hire Purchase, Credit and Cash to Purchase Goods.

Assessment:

The Personal Finance Award at SCQF level 4 is jointly awarded by the SQA and the ***ifs School of Finance***.

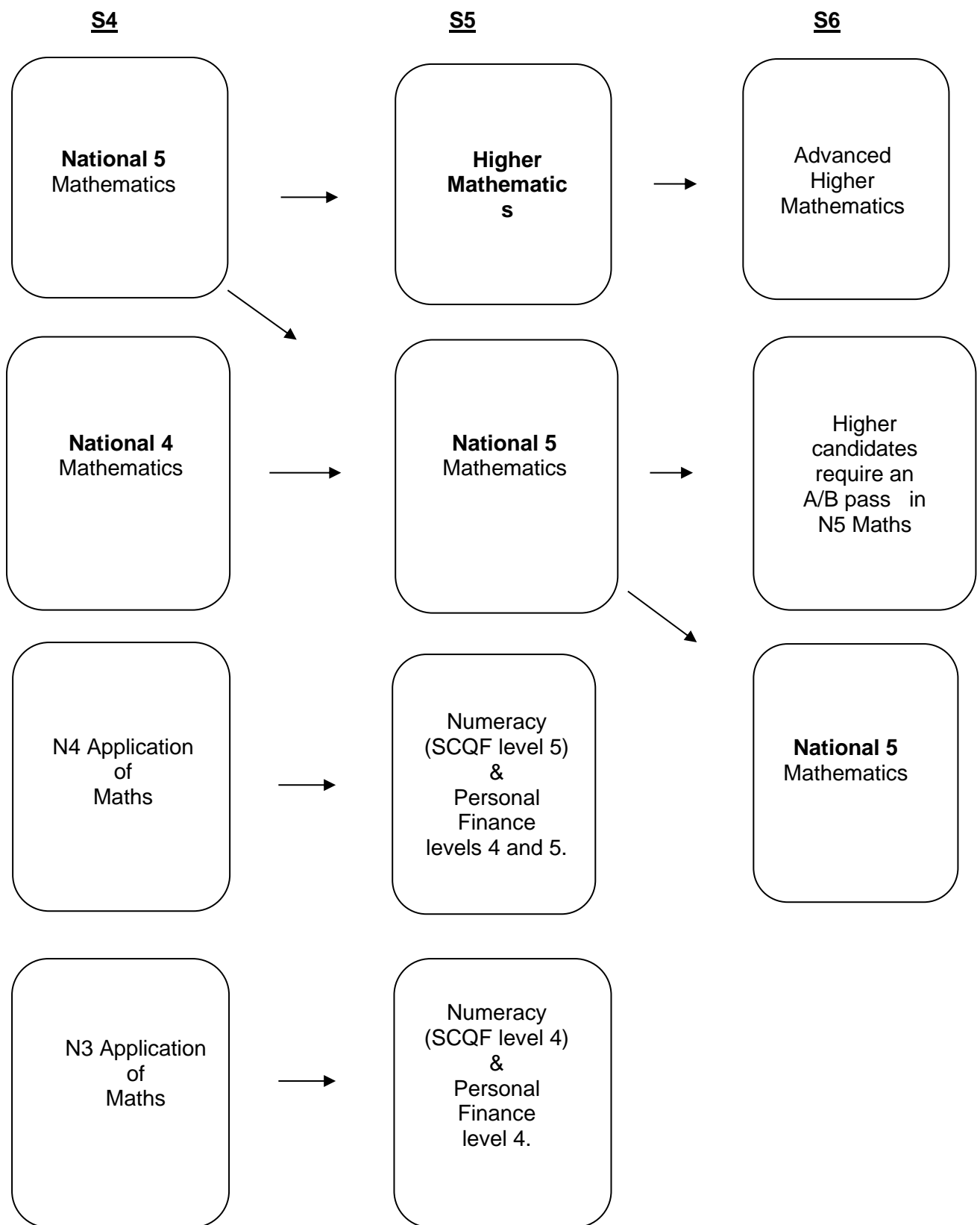
To pass the course you must have evidence that you have successfully completed all the tasks in each Unit.

The Unit assessments are multiple choice tests which are accessed through an e-learning environment.

Progression:

This course or its Units may provide progression to the ***ifs School of Finance*** Certificate in Personal Finance; the NPA in Financial Services (SCQF level 6) or the SVQ Providing Financial Services (available at SCQF level 5 and level 6); or further training or employment in a variety of business sectors.

PROGRESSION - Mathematics



DEPARTMENT - Modern Languages

Courses Offered:

French, German and Spanish

National 3, National 4 and National 5, Higher, Advanced Higher

Course Content:

National 3, National 4, National 5 & Higher

All levels comprise of two units: Understanding Language
Using Language

Advanced Higher:

Understanding Language
Using Language
Specialist Study

The content of all courses offer learners the opportunity to develop their language skills in the real-life contexts of society, learning, employability and culture.

Learners will have the opportunity to develop skills in reading, listening, talking and writing which are essential for learning, work and life.

Assessment:

National 3:

Learners must pass all of the required units. These will be internally assessed on a pass or fail basis.

National 4:

To achieve the National 4 course, learners must pass all of the required units, including the Added Value Unit. These will be internally assessed on a pass or fail basis. National 4 courses are not graded.

National 5:

To achieve an award at National 5, learners will complete an assignment in writing and a performance in talking at some point during the year. They will sit papers in Reading, Writing and Listening as part of their final SQA exam.

Higher:

To achieve the Higher course, learners will complete the course assessment consisting papers in Reading, Writing and Listening as part of their final SQA exam and a performance in talking worth 30 marks. In addition, they will complete a writing assignment at some point during the year.

Advanced Higher:

To achieve the Advanced Higher course, learners will complete the course assessment. The course assessment consists of two question papers worth 120 marks as well as a Performance in Talking worth 50 marks and a Portfolio in English worth 30 marks.

Additional Information:

Learning a language can help your memory, creativity, listening skills and self-confidence. It also improves your communication skills. Furthermore, English is not enough! Not everyone speaks or wants to speak English. In fact, the UK has a shortage of people who can combine language skills with other specialisms especially in Science, Technology, Engineering and Maths. Having a language can help lead to a career in Construction, Law, Marketing, Journalism and many more.

Learners in S4 / S5 and S6 may choose to study another modern language to the one they have already studied.

Courses Offered:

Languages for Life and Work – Skills for Work SCQF Levels 3 & 4

Course Content:

The award comprises of three units:

Building Your Own Employability Skills
Modern Languages for Work Purposes
Modern Languages for Life

The Award aims to enable learners:

- Develop talking and listening skills in one or two modern languages in the contexts of life and work at level 3 plus reading skills at level 4
- Develop knowledge of one or two modern languages in the context of life and work
- Develop and demonstrate employability skills.

Assessment:

The course is assessed over the course of the year on a pass or fail basis.

Learners must pass all assessments to achieve each unit. All three units must be passed to gain the overall award.

Additional Information:

The units can be done in different languages and may not be the language they have studied to date.

Progress can be to Modern Languages for Work Purposes level 5 & 6 or National 3 or 4 Modern Languages

In addition, S5 and S6 pupils may select this course as a means of sustaining their language skills or to gain experience of a new language.

DEPARTMENT - ESOL

Courses Offered:

SQA ESOL – English for Speakers of Other Languages National 3, 4, 5, Higher

ESOL is a course for candidates whose first language is not English. Classes will be held at Dundee and Angus College on Monday and Wednesday afternoon with the Senior Phase College.

Course Content:

The courses have 2 mandatory units
ESOL for Everyday Life
ESOL in Context (Study)

The ESOL courses provide learners, whose first language is not English, with the opportunity to develop their language skills of reading, writing, listening and speaking. Pupils will use different media effectively for learning and communication in English. They will develop an understanding of how language works and use new language to communicate ideas and information.

Assessment:

ESOL candidates are required to pass both units and evidence will be collected and verified.
N3 – 2 units. The course is not graded
N4 – 2 units plus added value unit. The course is not graded.
N5 – IACCA (LISTENING & SPEAKING) and external exam. The course is graded.
Higher – 2 units, IACCA (LISTENING & SPEAKING) and external exam.
The course is graded.

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

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.

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.

DEPARTMENT - Modern Studies

Courses Offered:

Modern Studies National 3, 4, 5

Course Content:

These courses will be divided into 3 units:

Democracy in Scotland – here pupils will develop a knowledge and understanding of our parliamentary systems and the different electoral systems that are in place to count votes after elections. Participation and representation are main concepts in this political unit.

Social Inequalities in the UK – this unit will cover the definitions of poverty and the problems faced by vulnerable groups who live in poverty today, and the help they are given from central and local governments, families, voluntary organisations and the role of Foodbanks.

World Powers – pupils will study the ideology of China and its place in the capitalist world with a view to making a comparison with the ideology of the USA at Higher level.

Assessment:

National 4 – pupils must pass all of the required 3 units above, including the 'Added Value Unit'. These will be internally assessed on a pass/fail basis.

National 5 – pupils must submit the N5 course assignment (20 marks), as well as the course assessment. The course assessment consists of a Q Paper (80 marks). These are externally assessed by the SQA and graded A-D.

Additional Information:

Apart from the content of the 3 units, emphasis will be placed on developing pupils' research skills; gathering and evaluating information along with learning how to draw developed conclusions. Skills that are vital for the world of work today.

Courses Offered:

Modern Studies Nationals 3, 4, 5 Higher, Advanced Higher Higher Politics

Course Content:

| | |
|-------------------------------|---|
| <u>Nationals 3/4/5</u> | Democracy in Scotland Social Inequalities in the UK World Powers - USA |
| <u>Higher</u> | Democracy in Scotland and in the UK Crime: Law and Order World Issues - Terrorism |
| <u>Higher Politics</u> | Political Theory Political Systems Political Parties and Elections |
| <u>Advanced Higher</u> | Social Issues: Law and Order and Research Methods 5,000 word dissertation |

Assessment:

| | |
|-------------------------------------|---|
| <u>National 3</u> | 3 x Internal End of Unit Tests Coursework throughout the year |
| <u>National 4</u> | 3 x Internal End of Unit Tests, One Added Value Unit Coursework throughout the year |
| <u>National 5</u> | One Assignment (20%) National Exam |
| <u>Higher Modern Studies</u> | One Assignment (33%) National Exam |
| <u>Higher Politics</u> | One Assignment (33%) National Exam |
| <u>Advanced Higher MS</u> | 5,000 word dissertation National Exam |

Additional Information:

To ensure Effective Learning and Teaching, members of our department use a variety of teaching methods, including: debates and role play, visiting speakers and workshops, videos and web-sites. School trips include visits to the Scottish Parliament, Abertay University for our annual Higher Christmas Lectures, visits to HMP Perth Prison and Castle Huntly, and criminology conferences (both national and citywide).

DEPARTMENT - Music

Courses Offered:

Music

National 3, National 4, National 5, Higher, Advanced Higher

Course Content:

The course comprises **three** areas of study:

Music: Performing Skills

You will:

- develop your performing skills on two selected instruments, or on one selected instrument and voice
- learn how to perform music accurately while maintaining the musical flow
- develop your own technical and musical performing skills.

Music: Composing Skills

You will:

- experiment with and use compositional methods and music concepts in imaginative ways when creating your own music
- reflect on your own creative choices and decisions and develop a basic understanding of how composers develop their ideas and create their music.

Understanding Music

You will:

- develop your knowledge and understanding of a range of music concepts and music literacy
- learn how to identify the distinguishing features of specific music styles, and how to recognise music concepts in excerpts of music
- learn how to understand and recognise common music signs and symbols used in music notation.

Assessment:

At National 5 to Advanced Higher Level the course assessment has four components totalling 130 marks:

- Component 1: question paper – worth 40 marks
- Component 2: assignment – worth 30 marks
- Component 3: performance - instrument 1 – worth 30 marks
- Component 4: performance - instrument 2 – worth 30 marks.

For the performance component, you will perform a programme of music that is agreed with your teacher, either using two selected instruments or one selected instrument and voice. This will be assessed by a visiting SQA assessor in term 3.

For the assignment component, you will be asked to compose one piece of music and explain your process. This will be marked externally by the SQA.

The question paper will be set and marked externally by the SQA.

Additional Information:

Pupils will be expected to practise their instruments (or instrument and voice) on a regular basis out with class time. There will also be homework on the understanding of music concepts and theory.

Pupils will develop a broad range of skills for learning, life and work such as personal learning skills, thinking skills and using ICT. Regular performing develops self-confidence and resilience and sustaining a practice routine on an instrument or voice requires self-discipline, perseverance, planning and the ability to identify areas for improvement.

Courses Offered:

Creative Industries

SCQF level 5 Skills for work course

Course Content:

In this course, each pupil will have the freedom to explore and learn about an area of the creative industries they are passionate about.

The course is delivered in four units:

➤ **Unit 1: An Introduction to Creative Industries**

Pupils will be introduced to the creative industries, the sectors, career paths, jobs, roles and responsibilities. They will then evaluate their own skills against those needed in the creative industries and set targets to improve their employability through the course.

➤ **Unit 2: Skills Development**

Pupils will develop practical skills with a view to gaining skills in an area within the Creative Industries. Pupils will have to plan and set targets, receive feedback on progress and evaluate their chosen approaches to skills development.

➤ **Unit 3 – The Creative Process**

The focus of this unit is creative thinking and collaborative working. Candidates will be given a brief outlining a hypothetical creative task and individually and as a team they must respond to this by researching, planning then giving a presentation on how they would fulfil the task.

➤ **Unit 4 –The Creative Project**

Pupils will work as part of a team to plan and implement an event (for example a Talent Show) in which they will work as a team to plan the lighting, sound, publicity, stage management etc. The project is then evaluated. Throughout the project candidates use and develop their practical skills and employability skills in the Creative Industries.

Assessment:

There is no external assessment for this Course. Pupils must successfully complete each Unit to achieve a Course award. Pupils will be expected to produce a candidate folio and be assessed through practical activities.

Performance evidence will be supported by assessor observation checklists and candidate reviews.

Pupils will also be required to carry out self-evaluation on a range of skills, review progress and identify action points as part of the assessment of employability skills.

Additional Information:

Creative Industries is an exciting new course which allows pupils to explore areas which were previously not on offer in school. It also affords candidates a diverse range of learning experiences and is an excellent link between school and employment or further education at college or university.

The very nature of the course requires a considerable amount of independent learning, investigation, research and study.

Pupils will also need to get involved with the extra-curricular life of the school in order to fulfil the assessment criteria of the course.

Courses Offered:

Music Technology National 3, National 4, National 5, Higher

Course Content:

The course comprises **three** areas of study.

Music Technology Skills

You will:

- develop a range of skills and techniques relating to the creative use of music technology and hardware and software to capture and manipulate audio
- explore a range of uses of this technology through practical activities.

Understanding 20th and 21st Century Music

You will develop:

- knowledge and understanding of 20th and 21st century musical styles and genres
- an understanding of how music technology as influenced and been influenced by 20th and 21st century musical developments
- a broad understanding of the music industry, including basic awareness of the implications of intellectual property rights.

Music Technology in Context

You will:

- use music technology skills in a range of straightforward contexts such as live performance, radio broadcast, composing and/or sound design for film, TV themes, adverts and computer gaming.

Assessment:

At National 5 & Advanced Higher the course assessment has **two** components **totalling 140 marks**:

- Component 1: Question paper – worth 40 marks
-
- Component 2: Assignment folio covering two contexts (radio broadcast, sound design for film/computer gaming, EDM)- Worth 100 marks.

Both the question paper and the Assignment folio will be marked externally by the SQA.

Additional Information:

Pupils must have an interest in the world of music technology and will be expected to have a basic understanding of instrumental performance.

Pupils will be expected to work out with class time on their music technology projects. There will also be homework on the understanding 20th and 21st music concepts and theory.

Pupils will develop a broad range of skills for learning, life and work such as personal learning skills, thinking skills and using ICT.

This course prepares pupils for future study in Music Technology.

National Progression Award: Photography Level 5 – Dundee college

Progression Pathways

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

Course Description

This course is aimed at pupils with an interest 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. |

| Unit | Description |
|---------------------------------|---|
| 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.

DEPARTMENT - PHYSICAL EDUCATION

Courses Offered:

Physical Education National 4, 5 Games and National 4, 5 Aesthetics

Course Content:

The purpose of this course is to develop pupil's movement and performance skills in physical activities. By engaging in physical activities, learners can demonstrate initiative, decision-making and problem-solving. The course encourages learners to develop a positive attitude towards a healthy lifestyle, and the contribution that physical activity makes to this. The skills that learners acquire by successfully completing this course are transferable to learning, to life and to the world of work. The learner can choose to either go down an aesthetic route or a games route. The only difference between these two courses will be the activities which it is taught through.

Aims of the Course:

- To improve movement and performance skills
- To develop knowledge of factors impacting on performance^[1]_[SEP]
- To develop pupils' ability to monitor, record and reflect on performance

This is a one year course where pupils will participate in a variety of activities. These may include :

Games Course - Badminton, Basketball, Swimming, Table Tennis, Football, Volleyball

Aesthetic Course - Gymnastics, Trampolining And Dance on pupil uptake/interest.

Assessment:

NATIONAL 4

All units will be internally assessed and are on a pass/fail basis, this is not a graded course. To achieve the National 4 Physical Education Course, learners must pass all of the required Units, including the Added Value Unit. The three required Units are: Performance Skills, Factors Impacting on Performance, Added Value Unit.

NATIONAL 5 is graded A–D.

The grade is determined on the basis of the total mark for all Course assessments together; learners must pass all of the required Units. The learner must also pass a Factors Impacting Performance unit and a Performance Skills unit.

The two course assessments are:

Performance 60% of the marks

The purpose of performance is to assess the learner's ability to plan, prepare for, effectively perform and evaluate personal performance in one physical activity. The performance must be challenging and competitive. This will allow learners to demonstrate their ability to select a range of skills, make informed decisions and follow rules demonstrating the appropriate etiquette in their chosen activity.

Portfolio 40% of the marks

The portfolio will provide evidence of the process the learners have gone through in performance development. This will assess their ability to integrate and apply knowledge, understanding and skills.

Evidence needs to be collected by the learners throughout the course. This can be presented in the form of Log book, diary, records and video

Courses Offered:

Physical Education Higher Games and Higher Aesthetics

Course Content:

The Course has two mandatory Units:

Physical Education: Performance Skills (Higher)

In this Unit, learners will develop a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They will select, demonstrate, apply and adapt these skills, and will use them to make informed decisions. They will also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Learners will develop consistency, precision, control and fluency of movement. They will also learn how to respond to and meet the demands of performance in a safe and effective way. The Unit offers opportunities for personalisation and choice through the selection of physical activities used for learning and teaching.

Physical Education: Factors Impacting on Performance (Higher)

In this Unit, learners will develop their knowledge and understanding of the factors that impact on personal performance in physical activities. Learners will consider how mental, emotional, social, and physical factors can influence effectiveness in performance. They will develop knowledge and understanding of a range of approaches for enhancing performance and will select and apply these two factors that impact on their personal performance. They will create development plans, modify these and justify decisions relating to future personal development needs.

Assessment:

Course assessment

The Course assessment will consist of two Components, a performance and a question paper.

Component 1 — performance

The purpose of this performance is to assess the learner's ability to plan, prepare for, effectively perform and evaluate personal performance in **one** physical activity.

Learners will have to demonstrate the following skills,

Knowledge and understanding:

Select, demonstrate and safely apply a broad and comprehensive range of complex movement and performance skills in challenging contexts

Demonstrate a range of approaches for developing or refining skills, fitness and performance composition/tactics

Plan, develop and implement skills and strategies safely in a range of performance situations

Component 2 — question paper

The purpose of this question paper is to assess the learner's ability to integrate and apply knowledge and understanding from across the Units. It is designed to assess applied knowledge, understanding and evaluation skills.

Courses Offered:

Physical Education Advanced Higher

Course Content:

The Course has two mandatory Units:

Physical Education: Performance Skills (Advanced Higher)

In this Unit, learners will develop a broad and comprehensive range of complex movement and performance skills through a range of physical activities. They will select, demonstrate, apply and adapt these skills, and will use them to make informed decisions. They will also develop their knowledge and understanding of how these skills combine to produce effective outcomes. Learners will develop consistency, precision, control and fluency of movement. They will also learn how to respond to and meet the demands of performance in a safe and effective way. The Unit offers opportunities for personalisation and choice through the selection of physical activities used for learning and teaching.

Physical Education: Factors Impacting on Performance (Advanced Higher)

In this Unit, learners will develop their knowledge and understanding of the factors that impact on personal performance in physical activities. Learners will consider how mental, emotional, social, and physical factors can influence effectiveness in performance. They will develop knowledge and understanding of a range of approaches for enhancing performance and will select and apply these two factors that impact on their personal performance. They will create development plans, modify these and justify decisions relating to future personal development needs.

Assessment:

Course assessment

The Course assessment will consist of two Components, a performance and a question paper.

Component 1 — performance

The purpose of this performance is to assess the learner's ability to plan, prepare for, effectively perform and evaluate personal performance in one physical activity.

Learners will have to demonstrate the following skills,

Knowledge and understanding:

Select, demonstrate and safely apply a broad and comprehensive range of complex movement and performance skills in challenging contexts

Demonstrate a range of approaches for developing or refining skills, fitness and performance composition/tactics

Plan, develop and implement skills and strategies safely in a range of performance situations

Component 2 — question paper

The purpose of this question paper is to assess the learner's ability to integrate and apply knowledge and understanding from across the Units. It is designed to assess applied knowledge, understanding and evaluation skills.

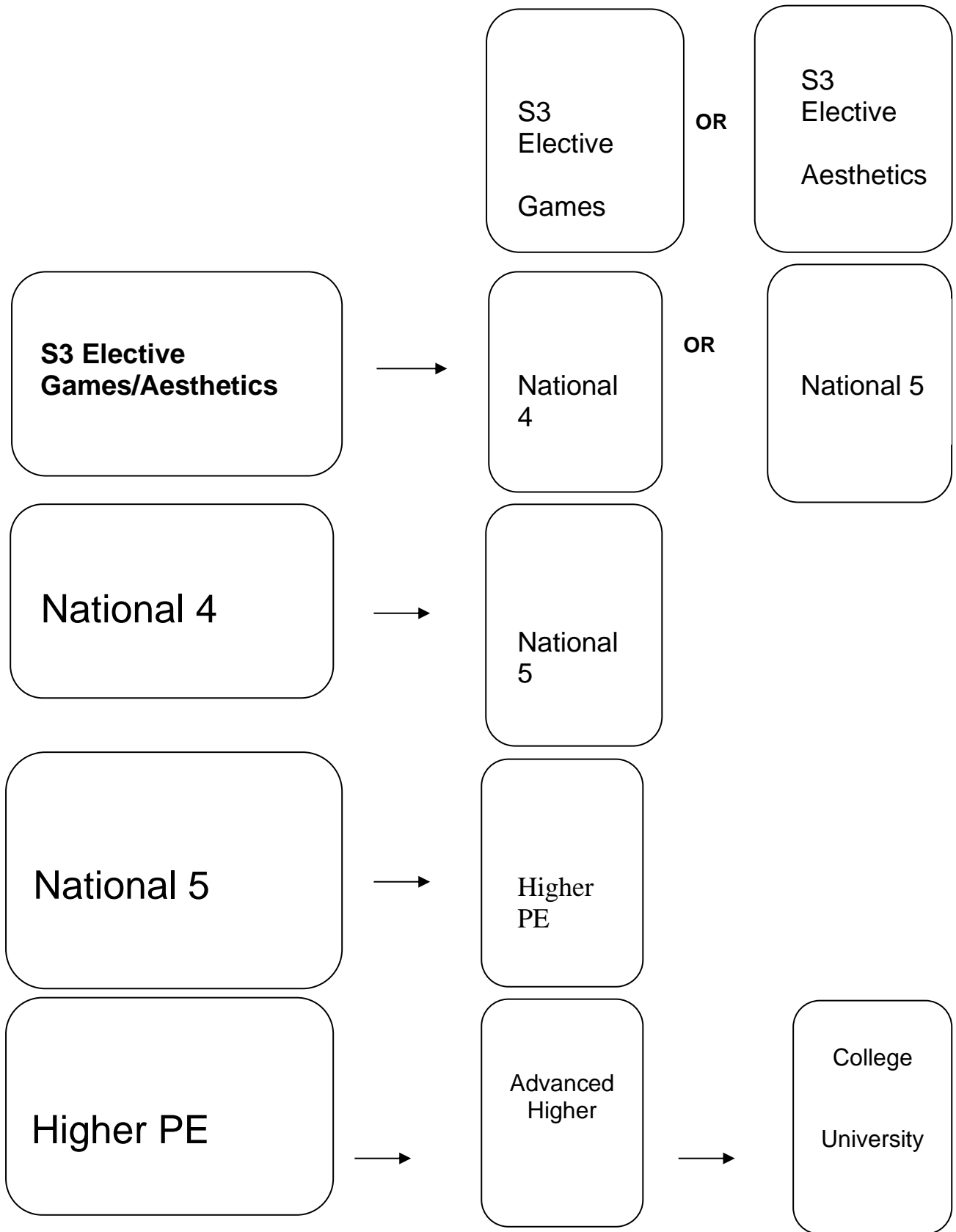
Courses Offered:**Achieving Excellence in Sport - NPA, SCQF Level 6****Course Content:**

This is an alternative to higher physical education, which will be a practically based. The aim of this course is to develop personal ambitions for the students own performance, while improving their knowledge and skills in the process of their achievement of excellence. Within the course, students will develop knowledge and skills in Target setting, planning, implementing and evaluating the process over a duration of the course.

Assessment:

All assessments are internally assessed unit by unit, therefore there is no exam to achieve a SCFQ level 6 pass.

PROGRESSION - Physical Education



DEPARTMENT - PHYSICS

Courses Offered:

Physics National 3, 4, 5

Course Content:

| Electricity & Energy | Waves & Radiation | Dynamics & Space |
|-------------------------------|--------------------------|-------------------------|
| Conservation of energy | Wave behaviour | Velocity & displacement |
| Electrical charges and fields | Electromagnetic spectrum | Vectors & scalars |
| Potential difference | Light | Velocity-time graphs |
| Practical electronics | Nuclear radiation | Acceleration |
| Ohm's Law | | Newton's Laws |
| Electrical power | | Projectile motion |
| Specific heat capacity | | Space exploration |
| Gas laws & kinetic model | | Cosmology |

Assessment:

| Assessment | National 4 | National 5 |
|-----------------|--|---|
| Unit Assessment | For each unit there will be and a written test. | |
| Added Value | Assignment: present the results of investigating a topical issue in Physics and its impact on society / the environment. | Assignment: carry out an experiment, link it to research, and write a report presenting all the results. 20% of final grade. |
| SQA Exam | No exam | Exam = 80% of final grade |
| Grading | Pass / Fail | A - D |

Additional Information:

GLOW:

The department is now making extensive use of GLOW to deliver course notes, information, homework, weblinks and much more. The OneNote app within GLOW has been used this year for homeworks and assessment.

Career Paths:

Physics can lead to a wide range of apprenticeships, jobs, courses at college and university.

All types of engineering (Civil, Structural, Surveyor, Sound, Electronic, Mechanical), medical careers (Dentist, Optician, Pharmacist, Technicians) and many others from car mechanic to computer games designer!

Preparation for Plumbing Programme - National 4 – Dundee College

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. |

| Unit | Description |
|--|---|
| 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.

Psychology National 5 – Dundee College

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.'

DEPARTMENT – RMPS (Religious, Moral & Philosophical Studies)

Courses Offered:

Religious, Moral and Philosophical Studies National 3, 4, 5

Course Content:

Both National 4 & National 5 consist of four course units:

World Religion – Sikhism - Pupils will study beliefs and practises of Sikhism and consider how these impact upon the world today, such as justice, equality, selfless service and the 5 Ks.

Morality and Belief – Religion and Justice – Pupils will study the purposes of punishment, the moral issues regarding how punishment is enforced in the UK and the moral issues surrounding capital punishment today.

Religious and Philosophical Questions – The problem of evil and suffering - In this unit we will discuss different views, such as the Christian and Sikh view of why evil and suffering exists in the world. We will also explore the concept of free will. We will explore questions such as: **Are we free? If God is good, then why do people suffer?**

The RMPS Assignment

Pupils will choose a religious, moral or philosophical issue for study and complete an assignment on their chosen issue. For example: **Should abortion be available to anyone who wants it? Is it ever right to end a human life? How might a Buddhist response to an earthquake compare to a Christian response? If God is good, why do people suffer?**

Assessment:

National 4 RMPS - Assessment of National 4 RMPS is based on units completed in school. There are 4 units, including an Assignment. Learners must pass all of the course units in order to gain the award. National 4 Courses are not graded; pupils will either pass or fail.

National 5 RMPS - The National 5 course is assessed by an SQA exam question paper worth 80 marks (80%) and a school based Assignment is worth 20 marks (20%)

Additional Information:

The National 4 & National 5 Religious, Moral & Philosophical courses should not be confused with the Core RME course. Every pupil receives 1 period of Core RME as part of the national core requirements.

Courses Offered:

Religious, Moral and Philosophical Studies Higher, Advanced Higher

Course Content:

Higher RMPS

One World Religion – **Buddhism**

Morality & Belief – **(1) Philosophy (2) Religions, Medicine & the Human Body.** (Medical Ethics – Genetic Engineering & Euthanasia)

The Origins of the Universe – Science vs Religion – Are belief in God and science compatible?

Advanced Higher RMPS

Philosophy of Religion & Medical Ethics (Abortion, Euthanasia, Genetic Engineering)

Assessment:

Higher - The course is then graded by a 2 paper SQA examination worth a total of 80 marks (approx. 73%) and an Assignment worth 30 marks (approx. 27%)

Advanced Higher –The exam at Advanced Higher level consists of 1 paper with questions relating to Philosophy of Religion & Medical Ethics. This is worth 60 marks (60%)

Advanced Higher pupils must also complete a personal research topic (4,000 word dissertation). The research topic is worth 40 Marks (40%)

The candidate's grade is based on the course examination paper and their research project.

Additional Information:

Entry Requirements:

Pupils considering National 4 or National 5 RMPS will have hopefully chosen to study RMPS in S3. However, we also accept pupils who have studied RMPS at Core level only.

Pupils considering Higher RMPS will have hopefully gained a pass at National 5 RMPS or have an A or B level award in National 5 English/Social Subject.

Those considering Advanced Higher should have gained an A or B pass at Higher level RMPS.

National Progression Award: Rural Skills – Horticulture Level 4 – Dundee College

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 Mandatory Units | 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 Optional Units | 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 Optional Units | 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 5 Scottish Studies Award with National 5 Literacy

Course Content:

The Scottish Studies Award provides opportunities for learners to develop their knowledge and understanding of Scotland — its people, languages, society, culture, natural environment and heritage — and to make connections across the curriculum.

The Award may be of particular interest to learners living and studying in Scotland, as it will provide them with opportunities to broaden their understanding and appreciation of the society in which they live. This, in turn, may provide opportunities for learners to reflect on, and build, their own sense of identity as residents of Scotland and the wider world.

This course is a suitable progression from National 4 English.

Assessment:

In addition to the production of evidence throughout the course, students are required to pass the following assessments:

- Analysing English with a Scottish Context
- Analysing Media with a Scottish Context
- Scots Language: Analysing and Communicating
- Scotland in Focus

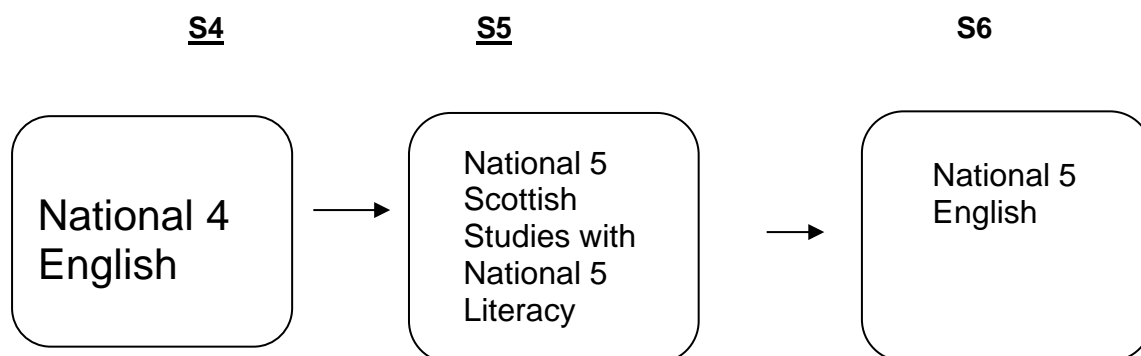
In addition to this, students are also complete the National 5 Literacy Unit

Additional Information:

In order for the Scottish Studies Award to be achieved, all four Scottish studies units must be passed. A bank of evidence must be produced by each student, therefore pupil engagement is essential.

PROGRESSION: Scottish Studies Award

PROGRESSION: Scottish Studies Award



Foundation Apprenticeship: Software Development Level 6 – Dundee College

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 |

| Unit | Description |
|---|--|
| | 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.

Skills for Work: Sport and Recreation National 5 – Dundee College

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. |

| Unit | Description |
|--|---|
| Assist with Daily Centre Duties | <p>In this unit, pupils will gain experience in setting-up and dismantling and storing equipment. They will learn how to:</p> <ul style="list-style-type: none"> • move and handle equipment in compliance with manufacturers' instructions and centre/organisational requirements • check for faults in equipment and deal with them <p>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.</p> |

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.

DEPARTMENT – Other Qualifications

Courses Offered:

Literacy National 4 or National 5

Course Content:

This Literacy course is a continuation of the Structured Literacy Programme started with identified pupils in S3.

The added strands within the course in S4 involves the learners:

- Reading and understanding increasingly complex texts
- Listening to and understanding a variety of spoken communications
- Writing technically accurate texts on either personal or discursive topics
- Talking to communicate, as appropriate to the audience with specific stress on groupwork.

Assessment:

To achieve the Literacy qualification, candidates will undertake four different assessments throughout the year.

Assessment 1: Reading – selecting information, explaining, summarising and evaluating

Assessment 2: Listening – selecting, explaining and commenting

Assessment 3: Writing – selecting and organising information

Assessment 4: Talking – selecting and organising verbal communication appropriate to audience.

Additional Information:

This course is assessed internally throughout the year and will result in an SQA qualification

DEPARTMENT - Support for Learning

Courses Offered:

Wider Achievement Awards

Course Content:

Wider Achievement Awards allows young people the ability to be involved in community based activities which might include participating in local clubs and events, engaging in volunteering work, taking part in work experience or sometimes College based activities for example, gardening. The aim of this is to support learners to become more employable, contributing and independent members of society through the development of transferable life skills.

Activities undertaken will be accredited through a variety of awarding bodies leading to certification and recognition of achievement through SQA, Youth Achievement, Saltire or Dynamic Youth.

Assessment:

Assessment is continual with candidates producing a portfolio of evidence and is internally assessed. Learners progress through the Stages of Bronze, Silver and Gold, building on their achievements at each stage. Units are internally assessed.

Additional Information:

These awards reflect the philosophy, principles and aims of the Senior Phase of Curriculum for Excellence and is designed to enable learners to develop confidence, and independent learning. Learners will also have the opportunity to participate in a range of new and familiar activities, enabling them to gain new skills and experience towards the world of work.

DEPARTMENT – Technical Education

Courses Offered:

Design and Manufacture National 4, National 5, Higher and Advanced Higher

Progression:

Progression is usually from S3 Design and Manufacture. It involves greater specialisation and progression to either N4 or N5 in S4 and N5 or Higher in S5 and S6. Progression to Advanced Higher in S6 is also a possibility.

Course Aims:

The aims of the Course are to enable learners to develop:

- skills in the design and manufacturing of models, prototypes and products
- knowledge and understanding of manufacturing processes and materials and understanding the impact of design and manufacturing technologies on our environment and society

For more information: <http://www.sqa.org.uk/sqa/45645.html>

National 4 Assessment

Mandatory Units:

- Design (National 4)
- Materials and Manufacturing (National 4)

Added Value Unit:

- Design and Manufacture Assignment (National 4)

For more information: <http://www.sqa.org.uk/sqa/47450.html>

National 5 Assessment

Course Assessment

- Assignment
- External Examination

For more information: <http://www.sqa.org.uk/sqa/47457.html>

National 6 (Higher) Assessment

Course Assessment:

- Assignment
- External Examination

For more information: <http://www.sqa.org.uk/sqa/47927.html>

Courses Offered:

Engineering Science National 4, National 5, Higher and Advanced Higher

Progression:

Progression is usually from S3 Engineering science. It involves greater specialisation and progression to either N4 or N5 in S4 and N5 or Higher in S5 and S6. Progression to Advanced Higher in S6 is also a possibility.

Course Aims:

The aims of the Course are to enable learners to:

- apply knowledge and understanding of key engineering facts and ideas
- understand the relationships between engineering, mathematics and science
- apply skills in analysis, design, construction and evaluation to a range of engineering problems
- communicate engineering concepts clearly and concisely, using appropriate terminology
- develop an understanding of the role and impact of engineering in changing and influencing our environment and society

For more information: <http://www.sqa.org.uk/sqa/45648.html>

National 4 Assessment

Mandatory Units:

- Engineering Contexts and Challenges (National 4)
- Electronics and Control (National 4)
- Mechanisms and Structures (National 4)

Added Value Unit:

- Engineering Science Assignment (National 4)

For more information: <http://www.sqa.org.uk/sqa/47451.html>

National 5 Assessment

Course Assessment

- Added Value Unit: Engineering Science Assignment (National 5)
- External Exam (National 5)

For more information: <http://www.sqa.org.uk/sqa/47458.html>

National 6 (Higher) Assessment

Course Assessment:

- Assignment
- External Examination

For more information: <http://www.sqa.org.uk/sqa/47928.html>

Courses Offered:

Graphic Communication National 4, National 5, Higher and Advanced Higher

Progression:

Progression is usually from S3 Graphic Communication. It involves greater specialisation and progression to either N4 or N5 in S4 and N5 or Higher in S5 and S6. Progression to Advanced Higher in S6 is also a possibility.

Course Aims:

The aims of the Course are to enable learners to:

- Develop skills in graphic communication techniques, including the use of equipment, graphics materials and software
- Extend and apply knowledge and understanding of graphic communication standards, protocols, and conventions where these apply
- Develop an understanding of the impact of graphic communication technologies on our environment and society

For more information follow the link: <http://www.sqa.org.uk/sqa/45651.html>

National 4 Assessment

Mandatory Units:

- 2D Graphic Communication (National 4)
- 3D and Pictorial Graphic Communication (National 4)

Added Value Unit:

- Graphic Communication Assignment (National 4)

For more information follow the link: <http://www.sqa.org.uk/sqa/47452.html>

National 5 Assessment

Course Assessment

- Graphic Communication Assignment (National 5).
- External Examination

For more information follow the link: <http://www.sqa.org.uk/sqa/47459.html>

National 6 (Higher) Assessment

Course Assessment:

- Assignment (National 6)
- External Examination

For more information follow the link: <http://www.sqa.org.uk/sqa/47929.html>

Courses Offered:

PRACTICAL METALWORKING National 4 and National 5

Course Aims:

- Use a range of metalworking tools, equipment and materials safely
- Adjust tools where necessary, following safe practices
- Read and interpret drawings
- Measuring and marking
- Respond independently to demonstrations and explanation
- Develop flexibility in application of processes
- Develop knowledge and understanding of material properties
- Gain awareness of sustainability issues in a practical metalworking context

For more information follow the link: <http://www.sqa.org.uk/sqa/45657.html>

Assessment:

National 4

Mandatory Units:

- Practical Metal Working: Bench skills (National 4)
- Practical Metal Working: Machine Processes (National 4)
- Practical Metal Working: Fabrication and Thermal Joining (National 4)

Added Value Unit:

- Making a finished product from metal (National 4)

For more information follow the link: <http://www.sqa.org.uk/sqa/47454.html>

National 5

Course Assessment:

- Practical Activity (70%)
- External Exam (30%)

For more information follow the link: <http://www.sqa.org.uk/sqa/47461.html>

Courses Offered:

PRACTICAL WOODWORKING National 4 and National 5

Progression

Progression is usually from S3 Practical Wood and Metalworking. It involves greater specialisation in processes associated with woodworking and progression to either N4 or N5 in S4 and beyond.

Course Aims:

- Develop Woodworking techniques using hand and machine tools
- Measure and mark out timber sections and sheet materials
- Respond independently to demonstrations and explanation
- Read and interpret drawings
- Develop safe working practices in workshop environments
- Develop flexibility in application of processes
- Develop practical creativity and problem-solving skills
- Gain awareness of sustainability issues in a practical wood working context

For more information follow the link: <http://www.sqa.org.uk/sqa/45660.html>

Assessment:

National 4

Mandatory Units:

- Carcase Construction (National 4)
- Flat frame Construction (National 4)
- Machining and Finishing (National 4)

Added Value Unit:

- Making a finished product from wood (National 4)

For more information follow the link: <http://www.sqa.org.uk/sqa/47455.html>

National 5

Course Assessment:

- Practical Activity (70%)
- External Exam (30%)

For more information follow the link: <http://www.sqa.org.uk/sqa/47462.html>

National Progression Award: Practical Science Level 5 – Dundee College

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.

