



COURSES FOR SCHOOL PUPILS

2025/26



Senior Phase 2025/26 Booklet

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Animals, Land and Environment

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

Course Title	Introduction to Horticulture, Agriculture and Estates (Incorporating Skills for Work -Rural Skills)
Level	SCQF 4
Campus	Arbroath and Kingsway
Days	Arbroath: Friday 9-1pm Kingsway: Tuesday 2-4pm and Thursday 1.15-3.15pm

Entry Requirements

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

Units to be Completed

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

Progression Pathways

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

Course Description

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

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

Unit Contents

Unit	Description
Estate Maintenance: An Introduction	This unit will be suitable for learners who have limited or no knowledge of the craft practices in estate maintenance. The outcomes require the learner to identify and describe the use of a range of tools and equipment and then use these to undertake a range of estate maintenance tasks. The learner will have the opportunity to develop manual dexterity that will be useful for progression to higher levels of

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

Assessment Method

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

National Progression Award: Investigation of Modern Agriculture Level 5

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

Entry Requirements

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

Units to be Completed

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

Progression Pathways

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

Course Description

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

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

Unit Contents

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

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

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

National Progression Award: Rural Skills – Animal Care Level 5

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

Entry Requirements

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

Units to be Completed

Mandatory Units
Rural Business Investigation
Animal Care: Accommodation and Handling
Animal Care: Small Animal Feeding

Progression Pathways

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

Course Description

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

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

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

Unit Contents

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

Assessment Method

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

National Progression Award: Rural Skills - Horticulture Level 5

Course Title	NPA Rural Skills - Horticulture
Level	SCQF 5
Campus	Arbroath and Kingsway
Days	Arbroath: Friday 9-1pm Kingsway: Tuesday 2-4pm and Thursday 1.15-3.15pm

Entry Requirements

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

Units to be Completed

Mandatory Units
Rural Business Investigation
Soft Landscaping: General Plantings
Horticultural Skills

Progression Pathways

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

Course Description

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

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

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

Unit Contents

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

Assessment Method

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

National Progression Award: Zoo Animal Behaviour and Welfare at SCQF Level 6

Course Title	NPA Rural Skills – Zoo Animal Behaviour and Welfare
Level	SCQF 6
Campus	Kingsway
Days	Kingsway: Tuesday & Thursday 2-4pm

Entry Requirements

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

Units to be Completed

Mandatory Units
Animal Survival Behaviour
Behaviour of Animals in Zoos
Welfare of Animals in Zoos

Progression Pathways

- Animal Care at Dundee and Angus College – the college offers Animal Care courses from Access (SCQF 3) thru HND (SCQF 8) – it is suggested that entry to the full time National Certificate in Zoo Animal Care, Behaviour and Welfare (SCQF Level 6) or entry into HNC Animal Care (SCQF Level 7) would be appropriate pathways for successful learners.
- Programmes in Further Education Colleges
- Other suitable Training or Employment

Course Description

The qualification allows pupils the opportunity to develop a foundation in the understanding and application of modern welfare standards in UK zoos, an awareness of legislation, keeping of records and the skills to design and implement an animal enrichment strategy.

Through a partnership with Camperdown Wildlife Centre the course will include working in a practical environment at the centre in order to monitor animal behaviour, design, create and implement enrichment, assess the effects of the enrichment and monitor and assess welfare standards.

The course also includes developing an understanding of animal behaviours in the wild and how these behaviours can be affected by being kept in captivity.

Learning and teaching will be split between Kingsway Campus and Camperdown Wildlife Centre throughout the programme. College staff will transfer learners between sites on “practical” days.

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

Unit Contents

Unit	Description
Animal Survival Behaviour	This unit allows pupils to develop knowledge of the survival strategies of wild animals, specifically looking at behaviours around maintaining an energy balance, reproductive strategies and social behaviours of

	different species. The aim of this unit, in the context of this programme, is to prepare the learner to be able to consider and assess behaviour seen in captive wild species.
Behaviour of Animals in Zoos	This unit is delivered in both a theoretical and practical context and allows pupils to develop understanding of nutritional requirements and associated behaviours in captive wild species. They will investigate the causes of preventions of uncharacteristic behaviours in these species. The learner will create a behaviour monitoring strategy and carry out behavioural monitoring at the wildlife centre and produce an evaluative assessment.
Welfare of Animals in Zoos	This unit is delivered in a theoretical and practical context and the learner will develop an understanding of the principles of animal welfare and its implementation in zoos. Learners will evaluate the welfare of a captive group of wild animals in a zoo setting and will design, produce, implement and evaluate an enrichment or enhancement strategy for a group of animals in the wildlife centre. There will be some flexibility for learner-groups to choose a preferred species within the park for their study.

Assessment Method

The Survival Behaviour unit is assessed by a short report covering the three areas: maintaining an energy balance, reproductive and social behaviours. Following discussion with the class tutor(s), learners will have discretion to write about species of their choosing, where appropriate. The Behaviour and Welfare Units will be assessed through continuous submission of work and plans to a portfolio or story-telling system such as Microsoft Sway.

Art and Design

National Progression Award: Photography Level 5

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

Entry Requirements

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

Units to be Completed

Mandatory Units
J4GA45 Understanding Photography
J4GB45 Photographing People
J4GC45 Photographing Places
J4GD45 Working with Photographs

Progression Pathways

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

Course Description

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

Unit Contents

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

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

Assessment Method

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

Building Services and the Built Environment

Preparation for Electrical Programme

Course Title	Preparation for Electrical Programme
Level	SCQF 4
Campus	Kingsway
Days	Kingsway: Monday and Wednesday 2-4pm or Tuesday 2-4pm and Thursday 1.15-3.15pm

Entry Requirements

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

Units to be Completed

Mandatory Units	
J13G 74	Safe Working Practices
J13H 74	Introduction to Energy
J13J 74	Introduction to Science
J13K 74	BSE An Introduction
J13L 74	Building Services Engineering: Employability Skills

Progression Pathways

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

Course Description

The Preparation for Electrical Programme has been designed as the starting point of an Electrical career pathway. The course can lead directly on to the Future Skills College - Electrical at SCQF level 5 or Certificate in Electrical Installation (SCQF level 5), and then to the NC Electrical Engineering at SCQF level 6 All of which will be delivered in the college environment. Successful completion of the course would allow pupils to apply for employment within the sector, as appropriate.

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

Unit Contents

Unit	Description
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.
Introduction to Energy	The learner 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. Learners will also learn the main types of material disposal as they apply to the BSE sector.
Introduction to Science	The unit is designed to enable the learner 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. Learners 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.
BSE An Introduction	The unit is designed to enable the learner 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. Learners 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: 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.

Assessment Method

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

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

Preparation for Plumbing Programme

Course Title	Preparation for Plumbing Programme
Level	SCQF 4
Campus	Kingsway
Days	Kingsway: Monday and Wednesday 2-4pm or Tuesday 2-4pm and Thursday 1.15-3.15pm

Entry Requirements

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

Units to be Completed

Mandatory Units	
J13G 74	Building Services Engineering: Introduction to Safe Working Practices
J13L 74	Building Services Engineering: Employability Skills
F1L6 10	Plumbing Services: An Introduction
J14F 74	Construction Crafts: Practical Copper Pipework
J148 74	Construction Crafts: Plumbing

Progression Pathways

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

Course Description

Preparation for Plumbing course has been designed as the starting point of a Plumbing career pathway. The course can lead directly on to the Pre-Apprenticeship - NPA Plumbing Skills (Level 5) or Future Skills College NPA Plumbing Skills (Level 5), and then to the NC Building Service Engineering at SCQF level 6. All of 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.

Unit Contents

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

Assessment Method

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

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

National Progression Award: Construction Engineering (Built Environment) Level 5

Course Title	NPA Construction Engineering (Built Environment)
Level	SCQF 5
Campus	Arbroath and Kingsway
Days	Arbroath: Friday 9-1pm Kingsway: Monday and Wednesday 2-4pm

Entry Requirements

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

Units to be Completed

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

Progression Pathways

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

Course Description

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

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

Unit Contents

Unit	Description
The Construction Industry and Principles of Building Design	This unit provides learners with a basic knowledge of different types of work carried out in the construction industry, including who is involved and how they contribute to sustainable building design.

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

Assessment Method

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

Business

National Progression Award: Accountancy Level 6

Course Title	NPA: Accountancy
Level	SCQF 6
Campus	Gardyne
Days	Gardyne: Monday and Wednesday 2-5pm

Entry Requirements

- Mathematics at National 5 level

Units to be completed

Mandatory Units
Preparing Management Accounting Information
Analysing Accounting Information
Preparing Financial Accounting Information
Recording Transactions in the Ledger
Professional Ethics for Accountants

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:

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

Course Description

The NPA 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 units. 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.
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

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

Foundation Apprenticeship: Accountancy Level 6

Course Title	FA in Accountancy
Level	SCQF 6
Campus	Gardyne
Days	Gardyne: Year 1 of 2 – Monday and Wednesday 2-5pm Year 2 of 2 – Monday and Wednesday 2-5pm

Entry Requirements

- Mathematics at National 5 level

Units to be completed

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

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

Progression Pathways

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

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

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

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

Course Description

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

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

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

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

2nd year of FA is the second part of your qualification.

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

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

Unit Contents

Unit	Description
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.
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.

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

Assessment Method

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

National Progression Award: Business Skills Level 6

Course Title	NPA: Business Skills
Level	SCQF 6
Campus	Gardyne
Days	Gardyne: Monday and Wednesday 2-5pm

Entry Requirements

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

Units to be completed

Mandatory Units
Understanding Business
Management of People and Finance
Web Apps: Word Processing
Web Apps: Spreadsheets
Contemporary Business Issues

Progression Pathways

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

Course Description

This National Progression Award (NPA) in Business Skills develops knowledge and understanding of the features and characteristics of small, medium and large organisations, and the issues facing businesses today. It will help develop learners' oral, written and evaluation abilities, and core skills such as problem solving and planning, and working with others. It will develop learners' ICT skills and enable them to be more confident in the use of software packages for administrative and business purposes.

The NPA covers areas such as understanding business, management of people and finance, working with various IT software packages (such as spreadsheets, databases, word processing and presenting information), and contemporary business issues.

Unit Contents

Unit	Description
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<p>Understanding Business</p>	<p>The general aim of this unit is to develop pupils' understanding of the business environment. The unit will develop skills, knowledge and understanding by carrying out activities relating to the role of business organisations and entrepreneurship in society.</p> <p>It introduces pupils to the main roles, activities and functions associated with businesses and other organisations. The unit will allow pupils to explore issues relating to the external environment in which organisations operate and the effect this can have on organisational activity.</p> <p>Pupils who complete this unit will be able to:</p> <ol style="list-style-type: none"> 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>Management of People and Finance</p>	<p>The general aim of this Unit is to enhance learners' understanding of the management of people and finance within large organisations. The Unit will develop the skills, knowledge and understanding required to make decisions about how to manage these resources effectively. In doing so, the Unit is designed to enhance the employability of learners by enabling them to carry out activities that will contribute to organisational success.</p> <p>Learners who complete this Unit will be able to:</p> <ol style="list-style-type: none"> 1. Apply knowledge and understanding of how the management of people can meet the objectives of large organisations 2. Analyse how the management of finance contributes to the effectiveness of large organisations
<p>Web Apps: Word Processing</p>	<p>This Unit is designed to enable learners to develop complex word processing skills and use web applications to create, share and work collaboratively on documents.</p> <p>Learners will gain practical experience in the use of the complex features of web and desktop word processing applications. The learners will be able to use complex word processing application features to format and present documents for a given brief. They will also gain skills in using the collaborative and cloud features of contemporary word processing packages. The Unit has a particular emphasis on using web applications, although this is not exclusive and desktop apps can be used so long as learners can collaborate on documents within a cloud-based service.</p> <p>On successful completion of the Unit the learner will be able to:</p> <ol style="list-style-type: none"> 1. Use complex features of a word processing application to a given brief. 2. Create a complex document. 3. Collaborate on a complex document

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

Assessment Method

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

Foundation Apprenticeship: Business Skills Level 6

Course Title	FA in Business Skills
Level	SCQF 6
Campus	Gardyne
Days	<p>Gardyne: Year 1 of 2 – Monday and Wednesday 2-5pm Year 2 of 2 –Monday and Wednesday 2-5pm</p>

Entry Requirements

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

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

Units to be completed

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

Mandatory Units – Year 2
Work Placement

Progression Pathways

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

Course Description

(Work placement & SVQ in Business & Administration)

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

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

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

The young person will gain experience of working with older adults, employability skills of timekeeping, attendance, team working, communication and demonstrating value-based practice including respect for self and others and equality and diversity principles. Certificate of work

readiness may also be offered to the young people on this Foundation Apprenticeship where appropriate.

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

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

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

Unit Contents

Unit	Description
Understanding Business	<p>The general aim of this unit is to develop pupils' understanding of the business environment. The unit will develop skills, knowledge and understanding by carrying out activities relating to the role of business organisations and entrepreneurship in society.</p> <p>It introduces pupils to the main roles, activities and functions associated with businesses and other organisations. The unit will allow pupils to explore issues relating to the external environment in which organisations operate and the effect this can have on organisational activity.</p> <p>Pupils who complete this unit will be able to:</p> <ol style="list-style-type: none"> 3. Give an account of the key objectives and activities of small and medium-sized business organisations. 4. Apply knowledge and understanding of factors that impact on the activities of small and medium-sized business organisations.
Management of People and Finance	<p>The general aim of this Unit is to enhance learners' understanding of the management of people and finance within large organisations. The Unit will develop the skills, knowledge and understanding required to make decisions about how to manage these resources effectively. In doing so, the Unit is designed to enhance the employability of learners by enabling them to carry out activities that will contribute to organisational success.</p> <p>Learners who complete this Unit will be able to:</p> <ol style="list-style-type: none"> 3. Apply knowledge and understanding of how the management of people can meet the objectives of large organisations 4. Analyse how the management of finance contributes to the effectiveness of large organisations

Web Apps: Word Processing	<p>This Unit is designed to enable learners to develop complex word processing skills and use web applications to create, share and work collaboratively on documents.</p> <p>Learners will gain practical experience in the use of the complex features of web and desktop word processing applications. The learners will be able to use complex word processing application features to format and present documents for a given brief. They will also gain skills in using the collaborative and cloud features of contemporary word processing packages. The Unit has a particular emphasis on using web applications, although this is not exclusive and desktop apps can be used so long as learners can collaborate on documents within a cloud-based service.</p> <p>On successful completion of the Unit the learner will be able to:</p> <ol style="list-style-type: none"> 4. Use complex features of a word processing application to a given brief. 5. Create a complex document. 6. Collaborate on a complex document
Web Apps: Spreadsheets	<p>The purpose of this Unit is to enhance learners' knowledge, understanding and practical problem-solving skills in using spreadsheet applications, through a range of complex practical and knowledge-based tasks. The Unit has a particular emphasis on using web applications, although this is not exclusive and desktop apps can be used so long as learners can collaborate on spreadsheets within a cloud-based service.</p> <p>On successful completion of the Unit the learner will be able to:</p> <ol style="list-style-type: none"> 1. Describe the complex functions and features of a spreadsheet application. 2. Create a complex spreadsheet to a given brief. 3. Collaborate on the production of a complex spreadsheet.
Contemporary Business Issues	<p>The purpose of this Unit is to develop learners' understanding of contemporary business issues through investigation of Small and Medium Enterprises (SMEs) and the business strategies appropriate for SMEs at different stages of the business life cycle. All businesses journey through a life cycle but may deal differently with the stages of the life cycle.</p> <p>This Unit will therefore examine the increasing complexity facing businesses at different stages of the life cycle and how priorities, objectives and functional activity may affect their operation</p> <p>On successful completion of the Unit the learner will be able to:</p> <ol style="list-style-type: none"> 3. Explain the features and characteristics of Small and Medium Enterprises. 4. Analyse business strategies of Small and Medium Enterprises.
Work Based Challenge	<p>This unit requires learners to undertake a work-based challenge project on their own or working as part of a team to develop, apply and reflect on their Innovation, Self-management and Social Intelligence meta-skills.</p>

Assessment Method

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

Children and Young People

Skills for Work: Early Learning and Childcare National 4

Course Title	SfW Early Learning and Childcare
Level	SCQF 4
Campus	Arbroath and Gardyne
Days	Arbroath: Friday 9-1pm Gardyne: Monday and Wednesday 2-4 pm

Entry Requirements

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

Units to be Completed

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

Progression Pathways

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

Course Description

The primary target group for this course is school pupils in S4 and above. The emphasis of this course is to help pupils begin to prepare for working in the early education and childcare sector and to develop employability skills. They will develop the knowledge and skills required in this vocational area. The course is designed as an introduction to early education and childcare at National 4 level and helps pupils begin to understand some of the demands and responsibilities of working in this sector.

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

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

Unit Contents

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

Skills for Work: Early Learning and Childcare National 5

Course Title	SfW Early Learning and Childcare
Level	SCQF 5
Campus	Arbroath and Gardyne
Days	Arbroath: 9-1pm Gardyne: Monday and Wednesday 2-4 pm

Entry Requirements

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

Units to be Completed

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

Progression Pathways

- National Certificate Group Award in Early Education and Childcare
- PDA, Education Support Assistance
- FA Social Services Children and Young People
- Further Education
- Training/Employment

Course Description

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

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

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

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

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

Unit Contents

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

Care and Feeding of Children and Young People	This unit enables pupils to examine the specific needs of a baby and continuing needs of a child, and how meeting these needs contributes to the holistic development of the child. The unit also provides pupils with the opportunity to examine issues in relation to feeding of babies and the provision of food and drink to children and young people within Early Learning and Childcare settings. Pupils will also develop an awareness of appropriate practice in relation to provision of hygiene for children.
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Assessment Method

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

Outdoor Learning level 5

Course Title	Outdoor Learning
Level	Equivalent to SCQF level 5
Campus	Gardyne
Days	Gardyne: Monday and Wednesday 2-4 pm

Entry Requirements

There are no entry requirements for this course. Pupils should have a genuine interest in personal growth and development, learning outdoors and are suitable for minimum SCQF level 5 study.

Units to be Completed

Mandatory Units
Career readiness: Outdoor learning, Play, Development and Reflective Practice
Global Citizenship and Environmental stewardship
Cross College Creative Learning
H18L45 Exploring Wellbeing
J61445 Enterprise Skills

Progression Pathways

This course could support progression onto Care, Social Science, Rural Skills and Environmental Studies Courses. This course underpins the key principles, knowledge and understanding around Health and Well-being, Human and Child Development, Play principles, Sustainability of our planet and Citizenship.

Course Description

This course is an alternative to classroom-based learning. Students will spend most of their time outdoors, in nature, gaining recognised qualifications. They will work together with others to plan, implement and evaluate stimulating activities to promote development and wellbeing of children and young people, understanding how to meet their own and other's needs. Students will develop and apply the Meta-Skills required for Life, Learning and Work through practice and experience,

exploring the key principles of health, safety, security and risk enablement. Learners will also develop an understanding of citizenship through sustainability and enterprise projects, where opportunities will be provided to apply creativity, community connections and leadership through the organisation of events for our college and local community, contributing to society whilst enhancing a stronger sense of self and purpose. This course fully embeds the four capacities and Experiences & Outcomes from the Curriculum for Excellence. It also aims to counteract many of the mental health issues young people are experiencing currently, recognising the positive impact the natural world has on our nervous system, building responsibility, confidence, enhancing social and emotional skills. This is a Dundee and Angus College qualification which we will work towards getting on SCQF.

Unit Contents

Unit	Description
Career readiness: Outdoor learning, Play, Development and Reflective Practice	Students will partake in a variety of outdoor learning activities including shelter building, tool skills and fire lighting. Students will learn the skills and knowledge required to lead outdoors activities for children and young people. Learners will also learn the core principles of reflective practice, a fundamental skill that underpins working within the education and care sectors.
Global Citizenship and Environmental stewardship	Learners will make links between the history, culture and environment of Tayside to our place within a global community. We will explore the importance of taking care of our natural environment, how we as citizens can make positive change and how we can help our local community. This unit links in with the Enterprise Skills unit.
Cross College Creative Learning	Learners will have the opportunity to engage in college-wide activities that will boost their confidence and wellbeing. Opportunities could include: teambuilding, axe throwing and archery and Alpaca Trekking.
H18L45 Exploring Wellbeing	Within this unit, learners will explore what it means to be well. They will identify factors that have both a positive and negative impact on wellbeing and methods of improving wellbeing. Students will be encouraged to consider their own wellbeing and the wellbeing of children and young people.
J61445 Enterprise Skills	This unit give students the chance to plan and implement their own event or initiative based on shared interest and community need. In the past students have arranged talks by third sector group, set up charity fundraisers

Assessment Method

This course will be assessed holistically, focusing on practical and reflective skills. Learners will complete reflective logs, demonstrate practical skills and participate in group tasks. Learners will also plan and run an event in their Enterprise Unit.

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

Please note there is the option for pupils to who have successfully completed year one of the two year course to gain the NPA in Social Services (Children and Young People) if they do not continue into year two.

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

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

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

Entry Requirements

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

Units to be Completed

Mandatory NPA Units	Mandatory SVQ Units
Play for Children & Young People	Support effective communication
Promoting the Wellbeing of Children & Young People	Support the health and safety of yourself and others
Communication	Develop your own knowledge and practice
Development of Children & Young People	Support the safeguarding of individuals
Safeguarding of Children & Young People	

Progression Pathways

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

Course Description

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

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

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

Unit Contents

NPA Unit	Description
Play for Children & Young People	This unit supports pupils to gain an understanding of different types of play and the benefits of play to children’s development. Pupils will also work on developing different play opportunities for children and reflect on the role of the adult in supporting play activities.
Promoting the Wellbeing of Children & Young People	In this unit pupils will explore the influences and circumstances that may have an impact on children’s wellbeing, explore risks to children’s wellbeing in an early years setting and explore the role of different adults in supporting children’s wellbeing.
Communication	In this unit pupils will explore different methods of communicating with children, investigate how children use play to communicate, explore how we can reduce barriers to communicating with children; Investigate ways to work with children and young people whose home language is different from the language of the setting and consider the importance of confidentiality.
Development of Children & Young People	In this unit pupils will explore what is meant by “development” and investigate ways in which development is individual to each child (considering different theories); and investigate how a variety of influences and circumstances relate to the development of children and young people.
Safeguarding of Children & Young People	In this unit pupils will explore the concept of “safeguarding” and the indicators of abuse, exploitation and neglect; investigate the concept of risk in terms of child protection; and investigate the legislation and policy which safeguards children and young people in Scotland
SVQ Unit	Description
Support effective communication	This standard identifies requirements when you support effective communication in settings where individuals are cared for or supported. This includes identifying how best to communicate with each individual and then supporting them to communicate with yourself and other people. It addresses your own communication skills, including how you

	respond to questions and concerns and how you communicate through records and reports.
Support the health and safety of yourself and others	This standard identifies the requirements when keeping yourself and individuals safe and secure within a work setting where children, young people or adults are cared for or supported. This includes carrying out health and safety checks before you begin work activities, ensuring your actions support health and safety, and taking action to deal with emergencies.
Develop your own knowledge and practice	This standard identifies the requirements for developing your practice within settings where individuals are cared for or supported. This includes reflecting on your current skills and knowledge in the workplace, taking opportunities to improve your practice and applying learning in the workplace.
Support the safeguarding of individuals	This standard identifies the requirements associated with safeguarding which must permeate all your work with individuals. The standard addresses the need to clarify your own understanding about safeguarding and what you must do in cases of actual or potential harm or abuse. The requirements also include relating to people in ways that promote safeguarding, working in ways that support rights, inclusion and wellbeing of individuals and supporting individuals to keep themselves safe.

Assessment Method

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

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

Computing and Creative Media

National Progression Award: Cybersecurity Level 5

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

Entry Requirements

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

Units to be Completed

Mandatory Units
Data Security
Digital Forensics
Ethical Hacking

Progression Pathways

- HNC in Cyber Security (with additional Highers)
- Certificate in Computing with Networking and Cyber Security
- Modern Apprenticeship in IT

Course Description

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

Unit Contents

Unit	Description
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 them 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.

National Progression Award: Esports Level 5

Course Title	NPA Esports
Level	SCQF 5
Campus	Gardyne
Days	Gardyne: Monday and Wednesday 2-4pm

Entry Requirements

English at SCQF level 4.

Units to be Completed

Mandatory Units
Esports: The Esports Industry
Esports: Game Performance
Esports: Organising and promoting Events

Progression Pathways

- Certificate in Computing with Games and Esports
- Certificate in Computing with Networking and Cyber Security
- Foundation Degree in Esports (with additional Highers and National 5 subjects)

Course Description

This course will introduce pupils to the world of competitive gaming – esports. Pupils will learn about the history of Esports, how it is organised in the UK and internationally. They will consider the roles in an esports team, Team tactics and how to look at game performance. You will also look at gaming computers and PCs used in esports. During the course pupils will be able to access the D&A Esports studio, which will give you access to excellent and new esports facilities. This will help you to plan and carry out an esports event as part of the course.

Pupils will be expected to agree and abide by a code of conduct relating to behaviour and use of equipment and understand that the course will not just involve gaming on the PCs.

Unit Contents

Unit	Description
Esports: The Esports Industry	This unit will develop pupils' knowledge of the esports industry so that they understand it in a wider context. The unit focuses on enquiry skills, and no prior knowledge of esports is required. It is assumed that pupils have some experience playing computer games. Pupils will be introduced to the pathways in Esports, the required skills and the various roles in industry. They will look at the history and growth of esports. Pupils will research the different platforms that can

	be used for esports and investigate the characteristics of an esports game. They will also explore the etiquette that an esports player should adhere to and how teams should stay safe online.
Esports: Game Performance	This unit will introduce pupils to the fundamentals of game performance and the part this plays in the wider esports environment. Previous experience of PC gaming is desirable but not essential. Learners will be introduced to the technical aspects of esports, learning about different gaming platforms and their configurations. They will also become familiar with gaming terminology. Pupils will select an esports game and look at gameplay styles by investigating current teams and players. Pupils will perform in their selected game and analyse their gameplay.
Esports: Organising and Promoting Events	This unit will provide pupils with an introduction to planning, organising and promoting a live esports event. No prior planning experience is needed, although beneficial. Pupils will look at the different roles in planning an event. They will plan and organise small scale live esports event. They will create a branding for their team and promote the event using social media. Finally, pupils' will conduct the event and stream through their media of choice. When complete the event will be reviewed to identify areas of success and improvement.

Assessment Method

Within all units, pupils will undertake a mixture of assessment activities. These will be focused on esports, and will including, analysing gameplay and performance, planning branding and social media, and planning and carrying out a small esports event.

National Progression Award: Web Design Level 5

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

Entry Requirements

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

Units to be Completed

Mandatory Units
Computing: Website Graphics
Computing: Website Design and Development
Computing: Interactive Multimedia

Progression Pathways

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

Course Description

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

Unit Contents

Unit	Description
Computing: Website Design and Development	Pupils will learn the process of building a website using HTML and CSS by gathering requirements through a client brief. Pupils will learn to plan, design and test their own website.
Computing: Website Graphics	This unit focuses on website graphics. Pupils will capture, create and optimise their own graphics and develop an understanding of the usability and legal issues associated with using graphics on websites. Pupils will build a web page to incorporate their optimised images and graphics.
Computing: Interactive Multimedia	This unit will teach pupils how to add interactive elements to the website that they have designed and created. Elements such as Drop-down/fly-out menu — Photo gallery — News ticker or video file can be included and incorporated into their design.

Assessment Method

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

National Progression Award: Software Development (For Games Development) Level 6

Course Title	NPA Software Development (For Games Development)
Level	SCQF 5
Campus	Gardyne
Days	Gardyne: Monday and Wednesday 2-4pm

Entry Requirements

A good level of English and Mathematics (National 5) or completion of Web/Graphic Design and Development Skills for Work class. National 4/5 subject in Computing would be beneficial for progression to this NPA

Units to be Completed

Mandatory Units
Computing: Applications Development
Computing: Authoring a Website
Software Design and Development

Progression Pathways

- Certificate in Computing courses
- Modern Apprenticeship in Web Development/Digital Marketing/Creative & Digital Media
- HNC Courses (with additional Highers)

Course Description

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

This course will provide students with a foundation in software development, but with a focus towards Computer games development. Pupils will learn the technologies for software development, such as Java, HTML/CSS. Each of the 3 units on this qualification will be focused on the theme of computer games development but learning the underlying skills required for a range of software development. The focus on computer games will highlight the challenging, but engaging nature of games development and the importance and of the games industry to Dundee and the opportunities that exist within the industry.

This NPA would be ideal for students who wish to study a Computing qualification at Level 6 but cannot study Higher Computing. Or students who wish to learn coding to complement their broader skills. This course will focus much more on coding and software development skills than the NPA in Computer Games Development.

Please note that this is not a media driven course so there is limited focus on creation of graphics or other media for games.

Unit Contents

Unit	Description
Computing: Applications Development	The purpose of this unit is to enable pupils to develop skills in applications development. With a focus on Computer Games, pupils will learn how to design and create applications using a development environment. In the process they will develop their 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 games related 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

	<p>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.</p>
<p>Software Design and Development</p>	<p>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 a games development focused development environment.</p> <p>Pupils will develop their programming and computational thinking skills by designing, implementing, testing, and evaluating their creations and explaining how these programs work. They will develop an understanding of computer architecture and the concepts that underpin how programs and games work. All of this will be done using games as a medium for software development – learning a challenging but fun and in demand skill set.</p> <p>Pupils will also gain an awareness of the impact of contemporary computing technologies.</p>

Assessment Method

Each unit comes with several assessments to complete during the course, which will include closed book and open book tasks. Assessments will include writing code for games and websites, creating plans and designs and short answer and multiple-choice questions.

Construction

National Progression Award: Construction Crafts and Technician at Level 4

Please note there is the option for pupils to complete a Foundation Apprenticeship in Construction Crafts and Technician at Level 4 if pupils complete the work – based skills challenge unit.

Course Title	National Progression Award: Construction Crafts and Technician
Level	SCQF 4
Campus	Arbroath and Kingsway
Days	Arbroath: Friday 9-1pm Kingsway: Monday and Wednesday 2-4pm or Tuesday 2-4pm and Thursday 1.15-3.15pm

Entry Requirements

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

Units to be Completed

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

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

Progression Pathways

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

Course Description

The course contains practical Construction Crafts Units and a work-based skills project challenge within the delivery. It is especially suitable for pupils with an aptitude for and an interest in practical crafts work. Pupils will learn a variety of skills in the trades-specific units. In addition, they will develop skills

and attitudes that enhance employability, not just in the construction industry, but in employment generally.

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

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

Unit Contents

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

Carpentry and Bench Joinery: An Introduction	The unit is practical activities based and learners will produce carpentry and joinery items. Learners will be required to select, use and maintain a range of tools, materials and equipment. On successful completion of the unit the learner will be able to: Select, use and maintain tools, materials and equipment for carpentry and joinery, carry out tasks involving site carpentry and carry out tasks involving bench joinery.
Work-Based Skills Challenge	Pupils are set a challenge about working as part of a team on a real or simulated project for a real employer.

Assessment Method

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

National Progression Award :Construction Skills Level 5

Please note there is the option for pupils to complete a Foundation Apprenticeship in Construction Skill at Level 5 if pupils complete the work – based skills challenge unit.

Course Title	National Progression Award Construction Skills Level 5
Level	SCQF 5
Campus	Arbroath and Kingsway
Days	Arbroath: Friday 9-1pm Kingsway: Monday and Wednesday 2-4pm

Entry Requirements

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

Units to be Completed

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

Mandatory Units: Craft section: minimum of 1, maximum of 3 required.
Develop Bench Joinery Skills
Manufacture Joinery components
Develop Constructional Carpentry Skills
Develop Site Joinery Skills
Colour Practice: Painting and Decorating
Decorative Treatments

Decorative Painting
One Brick Walling: An Introduction
Construction Crafts: One Brick Walling
Block Walling: An Introduction
Single Lap Roofing Skills
Roofing: Regular Sized Natural Slates with Random Widths
Fixing Plasterboard and Applying Plastering Materials: An Introduction
Applying External Cement Work: An Introduction
Optional Unit
Work-Based Skills Challenge

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

Progression Pathways

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

Course Description

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

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

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

Unit Contents

Unit	Description
Employability and Behavioural Skills	Pupils are required to develop work practices and attitudes that enhance employability. They will review the skills they have developed and adapt their performance in subsequent activities. Pupils will carry out basic risk assessments and record their findings. They will also develop Skills in interpretation of drawings and in

	preparing basic materials schedules from drawing and specification information.
The construction Industry and principles of design	Pupils are required to explore the 6 basic principles of building design and the variety of work sectors and career opportunities in the construction industry
Built Environment Design Project	Pupils are required to produce a project plan and present a design influenced by a client's requirements.
3D modelling for the built environment	Pupils are required to produce a simple 3D model of a building.
Develop Bench Joinery Skills	Pupils will learn several joinery jointing techniques. They will learn skills in measurement as well as how to cut, assemble and fix timbers into a frame from a given drawing.
Manufacture Joinery components	Pupils are required to produce a workshop rod, compile a cutting list and manufacture a panel door.
Develop Constructional Carpentry Skills	Pupils will carry out work on a hollow ground floor and erect a timber stud partition.
Develop Site Joinery Skills	Pupils will carry out work to fix a door frame, hang a door and fix a range of finishes to the frame.
Colour Practice: Painting and Decorating	Pupils are required to select, mix, match and apply colours using secondary and primary colours.
Decorative Treatments	Pupils are required to select and prepare tools and materials, produce bands and lines and enlarge and paint given design using free brush techniques.
Decorative Painting	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.
One Brick Walling: An Introduction	Pupils will learn the knowledge and understanding required to build one brick wall thickness and erect a one brick wall to given specifications.
Construction Crafts: One Brick Walling	Pupils are required to set out and build short sections of one-brick wall in accordance with given drawings and to prescribed tolerances. This will give them experience of brick bonding techniques significantly beyond simple half-brick walls.
Block Walling: An Introduction	Pupils will learn knowledge and understanding on how to build block wall and how to build block wall to given specifications.
Single Lap Roofing Skills	Pupils are required to prepare a roof surface prior to tiling. Lay and fix tiles to roof surface with a wet verge and ridge finish.
Roofing: Regular Sized Natural Slates with Random Widths	Pupils will prepare a roof surface to install a slate finish.
Fixing Plasterboard and Applying Plastering Materials: An Introduction	Pupils are required to fix plasterboard to timber backgrounds and prepare surface for plastering materials.
Applying External Cement Work: An Introduction	Pupils will learn how to prepare the backgrounds and set out metal trims/beads for the application of external cement work. Pupils will apply cement work in two coats.
Work-Based Skills Challenge	Pupils are set a challenge about working as part of a team on a real or simulated project for a real employer.

Assessment Method

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

Pupils must successfully complete each unit to achieve the course.

Engineering

Skills for Work Automotive Skills National 4

Please note there is the option for pupils to complete a Foundation Apprenticeship in Automotive Skills at level 4 if pupils complete the work – based skills challenge unit.

Course Title	SfW Automotive Skills
Level	SCQF 4
Campus	Arbroath and Kingsway
Days	Arbroath: Friday 9-1pm Kingsway: Monday and Wednesday 2-4pm

Entry Requirements

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

Units to be Completed

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

Progression Pathways

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

Course Description

The Automotive 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
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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 the basic hand skills and problem-solving abilities that an Automotive Technician requires.
Work Based Skills Challenge	This Unit is designed to enable learners to develop their meta-skills through planning, completing and evaluating a work-based project which is designed and delivered with sector-specific employer involvement or simulation. It will incorporate technical skills that the learner is gaining from the linked Skills for Work/NPA course and will provide them with opportunities to reflect throughout on the meta-skills they are developing, and to set and review goals in relation to their performance and development. The meta-skills developed through the work-based skills challenge will support learners in their preparation for their working life, as well as their future work-based learning or study choices, by helping them to become more self-aware and continuous learners able to adapt more easily to change and challenge.

Assessment Method

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

Skills for Work: Engineering Skills National 5

Course Title	SfW Engineering Skills
Level	SCQF 5

Campus	Arbroath and Kingsway
Days	Arbroath: Friday 9-1pm Kingsway: Monday and Wednesday 2-4pm

Entry Requirements

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

Units to be Completed

Mandatory Units
Mechanical and Fabrication
Electrical and Electronic
Maintenance
Design and Manufacture

Progression Pathways

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

Course Description

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

Unit Contents

Unit	Description
Mechanical and Fabrication	In this unit pupils will learn to select and use the correct tools, equipment, and materials required to manufacture an artefact. During the manufacture, pupils will read simple engineering drawings, measure and mark, select appropriate materials, and work to specified tolerances. The pupil will also develop and use basic engineering skills of cutting, shaping, drilling, tapping, forming, and joining. Embedded into the practical activities of this unit are the employability skills that employers value. Although it is envisaged that all employability skills will be developed in this unit, not all will be assessed.
Electrical and Electronic	In this unit pupils will select the correct tools and components required to construct a basic functional electrical circuit and an electronic circuit from a given diagram and specification. The unit is suitable for pupils

	with no previous electrical, electronic, or employment experience. Embedded into the practical activities of this unit are the employability skills that employer's value. Although it is envisaged that all employability skills will be developed in this unit, not all will be assessed.
Maintenance	In this unit pupils will select the correct tools, materials and equipment required to test, disassemble, repair, and assemble an engineering part. Embedded into the practical activities of this unit are the employability skills that employer's value. Although it is envisaged that all employability skills will be developed in this unit, not all will be assessed.
Design and Manufacture	<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.

Hair, Beauty and Complementary Therapies

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

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

Entry Requirements

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

Units to be Completed

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

Progression Pathways

- VTCT Level 2 Extended Certificate in Hair and Beauty skills – Senior Phase programme
- VTCT Level 1 Diploma in Beauty Therapy
- VTCT Level 1 Diploma in Hairdressing
- VTCT Level 2 Diploma in Beauty Therapy Studies
- VTCT SVQ in Barbering at SCQF Level 5
- Employment in the industry, as a Salon Assistant or Modern Apprenticeship in Hairdressing

Course Description

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

All units in this qualification directly prepare you for further study in the hair and beauty industry and includes all the required elements to develop your practical hair and beauty skills including a mandatory unit in 'Create a Hair and Beauty image using colour' where you undertake a photographic session to start to build a portfolio of your work. You can develop your knowledge and understanding of the importance of health and safety including skincare, eye treatments, hair removal, long hair work, cutting and clipping hair within a salon environment.

Unit Contents

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

Assessment Method

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

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

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

Entry Requirements

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

Units to be Completed

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

Progression Pathways

- VTCT Level 1 Diploma in Beauty Therapy
- VTCT Level 1 Diploma in Hairdressing
- VTCT Level 2 Diploma in Beauty Therapy Studies
- VTCT SVQ in Barbering at SCQF Level 5
- Employment in the industry, as a salon assistant or Modern apprenticeship in hairdressing

Course Description

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

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

Unit Contents

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

	problems that may affect or prevent the service being carried out. You will know how to use products to complete the look, give clients aftercare advice for the maintenance of the twist and plait and how to remove it.
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Assessment Method

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

D&A Certificate in Barbering

Course Title	D&A Certificate in Barbering
Level	SCQF Level 4
Campus	Arbroath and Kingsway TBC
Days	Arbroath: Friday 9-1pm Kingsway: Monday and Wednesday 2-4pm

Entry Requirements

We are looking for people who have a genuine keen interest in barbering and those who may see themselves following this as a chosen career path. There are no formal entry requirements for this course.

Units to be Completed

College Units	College Credits
Practical Skills – Health and Safety in a Barber Salon	1
Practical skills: Basic Barbering cutting skills	2
Total	3
VTCT Units	College Credits
UV10344 Presenting a professional image in a salon	1.5
UHB343 Style hair using barbering techniques	1.5
Total	3

Progression Pathways

- VTCT SVQ in Barbering at SCQF Level 5
- VTCT Level 2 Diploma in Hairdressing
- Employment in the industry, as a salon assistant or Modern apprenticeship in hairdressing

Course Description

The Introduction to Barbering is a qualification that has been designed to develop your basic Barbering practical skills in cutting and styling men's hair while developing an awareness of health and safety, personal care and appearance.

In this qualification, you will develop knowledge of health and safety whilst working in the barbering industry. The purpose of this qualification is to develop your practical skills to a level to enable progression into Level 2 Barbering full-time programme.

Unit Contents

College Unit	Description
Practical Skills – Health and Safety in a Barber Salon	The aim of this unit is developing an understanding of health and safety and its importance in the barber salon. You will learn the care of yourself and others, with tools & equipment and be able to identify hazards and risks to keep everyone safe.
Practical skills: Basic Barbering cutting skills	Throughout this unit you will develop knowledge and skills for basic Barbering skills to allow you to progress into this exciting career as a Barber. You will use basic cutting techniques learned, correct tools and equipment and make use of a mannequin head to create a variety of looks.
VTCT Units	Description
UV10344 Presenting a professional image in a salon	Through this unit you will develop an understanding of how to communicate professionally in a salon. You will explore the industry you are working in – looking at the effects of positive and negative behaviour, how you can present a professional image in the salon and how to maintain personal hygiene. For the purposes of this unit the generic term of practitioner has been used to incorporate the following roles: Barber, Beauty therapist, Complementary therapist, Hairdresser, Make-up Artist, Massage therapist, Nail technician. The term salon refers to a fixed business location that the above practitioners may operate within.
UHB343 Style hair using barbering techniques	Through this unit you will learn the basic skills of blow-drying and styling hair. You will work under the direction of a barber who will help you to identify the capability of your client’s hair so that you can choose from a range of products, tools and equipment to complete the look. You will need to demonstrate the ability to use heated styling equipment to finish the service. Part of this service is to provide your client with good aftercare advice.

Assessment Method

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

Health and Social Care

Skills for Work: Health Sector National 5

Course Title	SfW Health Sector
Level	SCQF 5
Campus	Arbroath and Gardyne
Days	Arbroath: 9-1pm Gardyne: Monday and Wednesday 2-4 pm

Entry Requirements

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

Units to be Completed

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

Progression Pathways

- SVQs in Health and Social Care
- Full Time College Course at Level 6
- Higher Level Courses in Health and Social Care
- Foundation Apprenticeship: Social Services and Healthcare Level 6

Course Description

This introductory course is taught by qualified nurses and involves both practical skills activities and theory classes to give a flavour of what working in a health and social care setting involves and the skills, knowledge and values required to work in this field. We have a full clinical skills room which is set up to replicate a side room in a hospital ward and learning will take place in here as well as in the classroom setting. Working in either a health or social care setting requires staff to have good practical skills as well as sound underpinning theoretical knowledge and this course aims to give pupils a strong grounding in both areas. This can spark an interest in pursuing a career in various areas of care: social care officer, healthcare support worker, nursing, social work, pharmaceuticals and life sciences.

Unit Contents

Unit	Description
Working in the Health Sector	This unit introduces pupils to the range of provision and the services provided by the Health Sector in their local area. Pupils will participate in an interview for a specific job role, which will help to develop knowledge and understanding of the world of work. The unit also focuses on the employability skills and attitudes identified as being those most valued by employers in the Health Sector. Pupils will be given the opportunity to reflect on and evaluate their own employability skills and record their progress throughout the unit.
Life Sciences Industry and the Health Sector	This unit is designed to introduce pupils to the contribution of the life sciences industry in the diagnosis and treatment of illness. Pupils will investigate the safety of pharmaceutical products made by the life sciences industry and the health and safety responsibilities of employers and employees in the life sciences industry. Pupils will also undertake a risk assessment in relation to production, storage or use of products made by the life sciences industry.
Improving Health and Well-being	This unit is designed to introduce pupils to the wide range of options available in the Health Sector that help tackle current health and lifestyle issues. It introduces pupils to the health and safety risks to workers in the Health Sector and the importance of a healthy lifestyle. Also, through team working, pupils will give advice in relation to the promotion of health.

Physiology of the Cardio-Vascular System	<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 in the course in order for pupils to improve technical and employability skills. There is a mixture of open and closed book assessments.

Foundation Apprenticeship: Social Services and Healthcare Level 6

Please note there is the option for pupils to who have successfully completed year one of the two year course to gain the NPA in Social Services (Health and Social Care) if they do not continue into year two.

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

	1 Year of 1 – Monday, Tuesday, Wednesday 2-5pm and Thursday 1.15-4.15pm
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Entry Requirements

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

Units to be Completed

Mandatory NPA Units	Mandatory SVQ Units
Social Services in Scotland	Support effective communication
Communication in Care Relationships	Support the health and safety of yourself and others
Safeguarding People	Develop your own knowledge and practice
Safe Practice and Wellbeing in Social Services	Support the safeguarding of individuals
Human Development and Social Influences	

Unit Contents

NPA Unit	Description
Social Services in Scotland	First, we explore how these services are provided, the different types available, why people might need them, and the roles of Social Service and Healthcare Partnerships. Then, we look at the values, principles, and standards that guide social services, including the National Health and Social Care Standards, the responsibilities outlined in the SSSC Codes of Practice, the key values social workers should have, and the importance of maintaining professional boundaries. Lastly, we discuss reflection as a learning tool, covering the stages of the reflective cycle and how to apply it to your own learning.
Communication in Care Relationships	In care relationships, it's crucial to communicate clearly and explore various methods to do so. Understanding when to seek advice is also key. Reducing communication barriers involves identifying them, using active listening and body language, and adapting your approach. It's important to give constructive feedback and encouragement. Supporting individuals' communication needs means promoting active participation, respecting cultural contexts, and ensuring everyone has enough time to express themselves. Lastly, maintaining confidentiality involves following legal requirements and handling information securely.
Safeguarding People	In this unit, learners will delve into the crucial topic of safeguarding. They will start by investigating the need for safeguarding and the kinds of needs adults might experience. They'll learn to recognise signs and symptoms that indicate someone needs safeguarding and understand factors that increase this need. The concept of grooming and perpetrator behaviour will also be covered. Next, learners will explore safeguarding rights and responsibilities, including key legal points, actions to take when concerns arise, and the importance of duty of care. They'll be taught appropriate responses to disclosures of risk or need for safeguarding. Finally, learners will focus on preventing the need for safeguarding interventions. This includes understanding social services values, self-safeguarding steps, person-centred approaches, and the benefits of

	partnership working and information sharing. By the end, learners will be equipped to safeguard themselves and others effectively in social services settings.
Safe Practice and Wellbeing in Social Services	Working in social services involves understanding various risks and responsibilities. Key risks include personal safety, safety of service users, and environmental safety. To stay safe, it's important to follow steps that protect both yourself and those you serve. Health and safety responsibilities are shared among employees and employers, guided by the Duty of Care and SSSC Codes of Practice. Risk assessments are crucial for identifying potential hazards and implementing measures to mitigate them. This process involves understanding the purpose of risk assessments and following a structured approach to ensure a safe working environment.
Human Development and Social Influences	In this unit, learners will explore the stages of human development and the impact of social influences. They'll start by identifying the main stages of human development and applying a relevant theoretical model to describe this progression. This will involve understanding different phases of life and how they affect individuals' growth. Next, learners will examine how social influences impact people's wellbeing and development. They'll identify various social factors and apply relevant concepts or theories to gain insights into these processes. By the end, learners will have a thorough understanding of human development stages and the significant role social influences play. This knowledge will equip them to better support individuals in various contexts.
SVQ Unit	Description
Support effective communication	This standard identifies requirements when you support effective communication in settings where individuals are cared for or supported. This includes identifying how best to communicate with each individual and then supporting them to communicate with yourself and other people. It addresses your own communication skills, including how you respond to questions and concerns and how you communicate through records and reports.
Support the health and safety of yourself and others	This standard identifies the requirements when keeping yourself and individuals safe and secure within a work setting where children, young people or adults are cared for or supported. This includes carrying out health and safety checks before you begin work activities, ensuring your actions support health and safety, and taking action to deal with emergencies.
Develop your own knowledge and practice	This standard identifies the requirements for developing your practice within settings where individuals are cared for or supported. This includes reflecting on your current skills and knowledge in the workplace, taking opportunities to improve your practice and applying learning in the workplace.
Support the safeguarding of individuals	This standard identifies the requirements associated with safeguarding which must permeate all your work with individuals. The standard addresses the need to clarify your own understanding about safeguarding and what you must do in cases of actual or potential harm or abuse. The requirements also include relating to people in ways that promote safeguarding, working in ways that support rights, inclusion

	and wellbeing of individuals and supporting individuals to keep themselves safe.
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Progression Pathways

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

Course Description

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

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

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

2-year programme (5th & 6th Year) – in 5th year pupils in Angus will attend college one day a week. In Dundee, pupils will attend college two afternoons a week. Pupils will study health and social care SQA units, which make up a National Progression Award at SCQF Level 6. Pupils will learn about different topics such as, Effective Communication, Safeguarding, Human Development, Services for People. Then in 6th year, pupils in Angus will undertake a placement one day a week. Pupils in Dundee will undertake a placement two afternoons a week. While there they will complete 4 Scottish Vocational Qualifications (SVQ) units linked to their practice and experience while on placement. Therefore, in total, over the two years, pupils will complete 8 SQA units which complete the full Foundation Apprenticeship award.

Hospitality

National Progression Award: Professional Cookery Level 4

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

Entry Requirements

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

Units to be Completed

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

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

Progression Pathways

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

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

Course Description

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

Unit Contents

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

Assessment Method

Ongoing practical observation, portfolio of evidence and online tests.

Foundation Apprenticeship: Hospitality Level 5

Course Title	FA in Hospitality Level 5
Level	SCQF 5
Campus	Arbroath
Days	Friday: 9-1pm

Entry Requirements

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

Units to be Completed

Mandatory Units

Skills for Work: Developing Skills for Working in Hospitality
Skills for Work: Front of House Operations
Skills for Work: Hospitality Events
Skills for Work: Developing Skills for Working in the Professional
Work Based Skills Challenge

Progression Pathways

- SVQ Hospitality Services (Full time)
- Modern Apprenticeship Hospitality Services Level 5
- Professional cookery SVQ Level 2 (Full time)

Course Description

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

This includes:

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

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

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

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

- Self-management
- Social intelligence
- Innovation

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

Unit Contents

Unit	Description
Developing Skills for Working in Hospitality	In this unit pupils will investigate a range of hospitality provisions. They will identify the organisational aims of hospitality establishments, the products and services provided and the job roles of staff. Pupils will be involved in identifying the employability skills and attitudes relevant for employees in the hospitality industry. They will also demonstrate the skills involved in preparing for and participating in a simulated job interview. Pupils will review and evaluate their own employability skills. On completion of the unit they should be able to demonstrate a positive approach in a range of these skills.
Developing Skills for Working in the Professional Kitchen	In this unit pupils will learn about menu planning, food preparation techniques and cookery processes, food hygiene, health and safety procedures, equipment, terminology, safe knife handling and appropriate storage of finished dishes prior to service. Pupils will also prepare, cook, and present a range of commodities and evaluate finished dishes. Pupils will work as a team member and participate in a

	number of activities which will help them to develop the skills identified within this unit.
Front of House Operations	In this unit pupils will learn about the work undertaken by front of house staff, specifically reception and the associated customer care skills. They will also experience the skills needed to undertake food and drink service in a variety of styles and establishments. Pupils will participate in a number of activities which will help them to develop the skills identified within this unit.
Hospitality Events	In this unit pupils will be involved in planning, organising, running and evaluating a small-scale hospitality event. Pupils will work as part of a team and participate in all the activities involved. Pupils will have the opportunity to use existing skills such as contributing constructively to group discussions, contributing to the provision of food and food service, and following food hygiene and health and safety procedures. They will also develop new skills such as planning and publicising hospitality events.
Work Based Skills Challenge	Pupils will use the skills and knowledge developed in the Skills for Work award to design and deliver a project. Pupils will: <ul style="list-style-type: none"> • Work closely with an employer • Deliver the project to a real-life client • Develop an understanding of the hospitality sector

Assessment Method

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

Skills For Work: Hospitality Level 5

Course Title	SfW Hospitality Level 5
Level	SCQF 5
Campus	Kingsway
Days	Monday and Wednesday 2-4pm

Entry Requirements

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

Units to be Completed

Mandatory Units
Skills for Work: Developing Skills for Working in Hospitality
Skills for Work: Front of House Operations
Skills for Work: Hospitality Events
Skills for Work: Developing Skills for Working in the Professional

Progression Pathways

- SVQ Hospitality Services (Full time)
- Modern Apprenticeship Hospitality Services Level
- Professional cookery SVQ Level 2 (Full time)

Course Description

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

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

Unit Contents

Unit	Description
Developing Skills for Working in Hospitality	In this unit pupils will investigate a range of hospitality provisions. They will identify the organisational aims of hospitality establishments, the products and services provided and the job roles of staff. Pupils will be involved in identifying the employability skills and attitudes relevant for employees in the hospitality industry. They will also demonstrate the skills involved in preparing for and participating in a simulated job interview. Pupils will review and evaluate their own employability skills. On completion of the unit they should be able to demonstrate a positive approach in a range of these skills.
Developing Skills for Working in the Professional Kitchen	In this unit pupils will learn about menu planning, food preparation techniques and cookery processes, food hygiene, health and safety procedures, equipment, terminology, safe knife handling and appropriate storage of finished dishes prior to service. Pupils will also prepare, cook, and present a range of commodities and evaluate

	finished dishes. Pupils will work as a team member and participate in a number of activities which will help them to develop the skills identified within this unit.
Front of House Operations	In this unit pupils will learn about the work undertaken by front of house staff, specifically reception and the associated customer care skills. They will also experience the skills needed to undertake food and drink service in a variety of styles and establishments. Pupils will participate in a number of activities which will help them to develop the skills identified within this unit.
Hospitality Events	In this unit pupils will be involved in planning, organising, running and evaluating a small-scale hospitality event. Pupils will work as part of a team and participate in all the activities involved. Pupils will have the opportunity to use existing skills such as contributing constructively to group discussions, contributing to the provision of food and food service, and following food hygiene and health and safety procedures. They will also develop new skills such as planning and publicising hospitality events.

Assessment Method

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

Performing Arts

National Progression Award: Dance Level 5

Course Title	NPA Dance
Level	SCQF 5
Campus	Kingsway
Days	Monday and Wednesday 2-4pm

Entry Requirements

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

Units to be Completed

Mandatory Units
Dance: Choreography
Dance: Alternative
Dance: Contemporary

Progression Pathways

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

Course Description

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

Unit Contents

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

Assessment Method

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

Science

Forensic Science (NPA Criminology) Level 5

Course Title	Forensic Science (NPA Criminology)
Level	SCQF 5
Campus	Kingsway
Days	Monday and Wednesday 2-4pm

Entry Requirements

There are no entry requirements for this course however school staff should ensure pupils are suitable for level 5 study. It would be suitable for those with, or currently studying, National 5 Biology.

Units to be Completed

Mandatory Units
Forensic Science: Applications
Criminology: Crime Scenes
Criminology: Crime in the Community

Progression Pathways

Completion of these units (and additional National 5 courses) will allow progression onto our Certificate in Applied Sciences course.

Course Description

This course provides a National Progression Award at Level 5 and allows you to develop good knowledge and understanding of forensic science.

Unit Contents

Unit	Description
Forensic Science: Applications	In this unit, you will explore the exciting world of forensic science! You'll get hands-on practical experience with techniques like DNA isolation, blood typing, and chromatography to analyse evidence. You'll learn how to safely use microscopes to examine fingerprints and even conduct blood spatter analysis to understand how patterns form at a crime scene. As you investigate real-life cases, you'll piece together how forensic evidence is used and discover the latest innovations in forensic technology.
Crime Scenes	In this unit you will explore both the physical and psychological evidence found at crime scenes. You'll learn the proper crime scene protocols, how to secure a scene and preserve crucial forensic evidence while exploring the role of First Officer Attending. You'll learn how to identify different types of physical evidence, understanding how every trace left behind can be collected and analysed. When looking at a crime scene, there's more than just physical evidence like fingerprints or blood; there's also psychological evidence that helps us understand the person who committed the crime. This means we can make guesses about their mindset and what they might be like. By studying things like whether the

	criminal tried to clean up the scene or how they chose their weapon, investigators can learn about the criminal's intentions and personality.
Crime in the Community	This unit is designed to help you understand crime in your local area. You'll learn about different types of crimes and how they are classified, and how the media reports crime, including the language used and its impact on people's perceptions of safety. You will investigate the ways crime is addressed in your community, including policing strategies and consequences for offenders. To succeed, you'll need to complete research activities and assessments, which can be done in various formats like reports or presentations.

Assessment Method

You will be assessed through the completion of practical work and course work.

Professional Development Award: Modern Biological Techniques Level 7

Course Title	PDA in Modern Biological Techniques
Level	SCQF 7
Campus	Kingsway
Days	Monday and Wednesday 2-4pm

Entry Requirements

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

Units to be Completed

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

Progression Pathways

Successful completion would allow progression to HNC Applied Science.

Course Description

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

Unit Contents

Unit	Description
Microbiology: Theory and Laboratory Skills	The Microbiology unit is designed to enable you to understand key aspects of micro-organisms, the different habitats they are found in, and their beneficial and detrimental effects. You will also develop practical

	skills in microbiological techniques and how different species can be studied in the laboratory.
Biotechnology: An Introduction	On completion of this unit you will be able to explain key aspects of biotechnology, including how genetically modified organisms are produced, the large scale synthesis of biotechnology products, and the traditional and novel applications of biotechnology. You will also develop awareness of ethical issues relevant to biotechnology while developing your practical skills in biotech techniques.
Cell Biology; Theory and Laboratory Skills	The cell biology unit will give you an in depth understanding of how cellular processes work. You will study the cell membrane structure and function, fate of proteins within the cell, how cellular communication works and the cell cycle. You will also complete some molecular biology practical's such as gel electrophoresis and cell staining.

Assessment Method

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

Social Sciences

National Progression Award: Criminology Level 5

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

Entry Requirements

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

Units to be Completed

Mandatory Units
Criminology: Crime in the Community
The History and Development of Criminology
Criminology: Crime Scenes

Progression Pathways

- Higher/NPA Psychology (Level 6)
- NPA Criminology (Level 6)
- Advanced Certificate in Social Sciences (along with other N5s)
- Advanced Certificate in Health and Social Care (along with other N5s)
- National Certificate level 6 Early Education and Childcare (along with other N5s)

Course Description

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

Unit Contents

Unit	Description
Criminology: Crime in the Community	Categorising of crime, by the police, will be examined and applied to your local community. An examination of the reporting of crime will also occur, with the emotive language used by the press, being scrutinised. Crime prevention in our local community will be analysed too.
The History and Development of Criminology	The learner will develop an understanding of the wide and varied development of theories and concepts concerning the nature of crime and the criminal throughout time. Key sociological and psychological approaches in twentieth century criminology will be examined and evaluated.

Criminology: Crime Scenes	During this unit, you will develop an understanding of the different types of physical evidence available at a crime scene, the importance of preserving evidence and how this evidence is utilised. You will also develop an understanding of psychological evidence available at a crime scene and how that information can be used to understand the scene.
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Assessment Method

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

National 5 / National Progression Award: Psychology Level 5

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

Entry Requirements

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

Units to be Completed

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

Progression Pathways

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

Course Description

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

Pupils who start on the full National 5 course may opt to reduce to the NPA level 5 qualification after the prelim and after discussions between the pupil and the department.

Unit Contents

Unit	Description
Research	This unit introduces pupils to the research process, research methods and ethics used in psychology. Pupils will develop knowledge and understanding of factors to consider when planning and carrying out psychological research. Pupils will also develop numerical skills and an understanding of psychological terminology.
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. Memory, phobias and happiness may also be examined during this unit. Learners 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, prejudice and non-verbal communications. Pupils will use relevant concepts and research evidence to explain how the thoughts, feelings and behaviours of individuals are developed through interaction within the social environment.

Assessment Method

Your grade at National 5 Psychology is composed of a closed book exam in May/June and an assignment submitted to SQA in April. This assignment is open book and is equivalent to a third of your overall grade. College unit assessments and a prelim will be sat for this National 5 qualification. For Arbroath N5 candidates, there is an option for an NPA in this level of Psychology to be awarded depending upon circumstances and achievement in internal assessments and this option would be discussed with students during the academic year.

The NPA follows the same units as the National 5 qualification. There is no end exam for the NPA Group Award, just unit completion.

National Progression Award: Criminology Level 6

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

Entry Requirements

Existing evidence of National 5 study in relevant subjects.

Units to be Completed

Mandatory Units
Criminology: Crime in Society
Criminology: Nature and Extent of Crime
Criminology: Forensic Psychology

Progression Pathways

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

Course Description

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

Unit Contents

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

Assessment Method

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

Higher/National Progression Award: Psychology Level 6

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

Entry Requirements

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

Units to be Completed

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

Progression Pathways

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

Course Description

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

Pupils who start on the full Higher course may opt to reduce to the NPA level 6 qualification after the prelim and after discussions between the pupil and the department.

Unit Contents

Unit	Description
Research	This unit examines the research process, research methods and ethics used in psychology. You will develop knowledge and understanding of factors to consider when planning and carrying out psychological research. You will also develop numerical skills and an understanding of psychological terminology.
Individual behaviour	The general aim of this unit is to enable you to analyse individual behaviour. Pupils will investigate topics and learn how these topics can be explained, using psychological approaches and theories; one topic examined in this unit is sleep and dreams. Other topics that may be covered include memory, psychopathology and stress. You will evaluate approaches and theories and apply psychological knowledge to show how an understanding of psychology can be applied.
Social behaviour	The general aim of this unit is to enable you to analyse how interaction with others shapes behaviour. You will investigate psychological explanations for social behaviour and will use research evidence to analyse how the thoughts, feelings and behaviours of individuals are influenced by their social environment. Some topics that may be covered during this unit include conformity and obedience, altruism and aggression. You will apply psychological knowledge and understanding to explain examples of everyday social behaviour, one being conformity and obedience.

Assessment Method

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

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

Professional Development Award: Criminology Level 7

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

Entry Requirements

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

Units to be Completed

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

Progression Pathways

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

Course Description

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

Unit Contents

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

Assessment Method

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

Professional Development Award: Psychology Level 7

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

Entry Requirements

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

Units to be Completed

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

Progression Pathways

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

Course Description

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

Unit Contents

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

Assessment Method

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

Sport and Fitness

Sports and Fitness NCFE 1 (Participation, Sports Coaching and Fitness Development)

Course Title	Sports and Fitness NCFE 1 (Participation, Sports Coaching and Fitness Development)
Level	Comparable to SCQF Level 5
Campus	Arbroath – Saltire Centre Gardyne
Days	Arbroath: Friday 9-1pm Gardyne: Monday and Wednesday 2-4pm

Entry Requirements

There are no entry requirements for this course however, school staff should ensure pupils have a genuine interest in participating in sports and fitness related activities and are suitable for Level 5 study. This course is ideal for S4 pupils.

Units to be Completed

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

Progression Pathways

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

Course Description

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

Unit Contents

Unit	Description
Participating in sport	This unit enables pupils to develop their practical skills in sport through organising and participating in sports activities. Pupils will work with others to plan a sports activity, participate in a sports activity and evaluate their own performance and the performance of others following the activity. The unit is underpinned by pupils gaining the required knowledge and understanding of sporting rules and regulations
Development of Personal fitness	This unit will provide pupils with an understanding of the fitness, training and psychological requirements of those who participate in specific sports, along with an understanding of barriers to participation in sport. It gives pupils the opportunity to plan and implement their own fitness programme and to monitor and review their progress of the training programme.
Sports coaching	This unit allows pupils to develop their understanding of the roles and responsibilities of a sports coach, considering personal skills, coaching and communication techniques. Pupils will have the opportunity to plan, deliver and evaluate their own coaching sessions within a sport/activity of their choice.

Assessment Method

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

Sports and Fitness NCFE 2 (Strength & Conditioning, Performance Analysis, Tactical Awareness and Healthy Exercise & Nutrition)

Course Title	Sports and Fitness NCFE 2 (Strength & Conditioning, Performance Analysis, Tactical Awareness and Healthy Exercise & Nutrition)
Level	Comparable to SCQF Level 5
Campus	Arbroath – Saltire Centre Gardyne
Days	Arbroath: Friday 9-1pm Gardyne: Monday and Wednesday 2-4pm

Entry Requirements

Ideal for S5 and S6 Pupils who have completed a year on the NCFE programme within the Sports and Fitness department, where they may return to complete further units by selecting Sports and Fitness NCFE in their column choice for a second year. Completion of the four units will allow certification of a Level 2 NCFE Diploma in Sports Coaching. Please note that completion of Sports and Fitness NCFE 1 is not mandatory for this course and staff will liaise with pupils within the first few weeks to determine which pathway is appropriate.

Units to be Completed

Mandatory Units
Developing sporting skills and tactical awareness
Performance analysis for sport
Strength and conditioning training
Introduction to healthy exercise and nutrition

Progression Pathways

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

Course Description

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

Unit Contents

Unit	Description
Developing sporting skills and tactical awareness	This unit provides learners with the opportunity to develop their understanding of technical and tactical skills for a sport of their choice. There is an opportunity for learners to assess and analyse their own technical and tactical skills, along with the analysis of a professional sports person. Through analysis of their own performance, learners will develop a plan to improve their sports performance.
Performance analysis for sport	In this unit learners will gain an understanding of the benefits of performance analysis in sport, with ways to consider how physical, tactical, physiological and technical performance can be measured. In addition, learners will explore the use of technology to support the process of performance analysis. Learners will also be given the opportunity to conduct some analysis of sporting performance and provide feedback based on their findings.
Strength and conditioning training	In this unit learners will understand the physiology of strength and conditioning. Learners will explore the way the body responds to strength and conditioning, considering injury prevention, adaptations to training and ways to maximise sessions. Learners will have the

	opportunity to plan, lead and evaluate a strength and conditioning session for a specific sport.
Introduction to Healthy exercise and nutrition	This unit provides learners with an introduction to exercise and nutrition. Learners will explore the effects of exercise in the body, the components of fitness and different types of training and how specific populations (such as people aged 50+) should adhere to key safety guidelines. In addition, learners will consider the impact and importance of good nutrition and the health benefits related to this.

Assessment Method

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



COURSES FOR SCHOOL PUPILS

www.dundeeandangus.ac.uk/advice-support/options-for-senior-school-pupils