



Craigie High School
Senior Phase Course Choice
in Partnership with
Dundee and Angus College

Further details can be found at:

<http://craigiehighschool.ea.dundee.city.sch.uk>

Course Title	Preparing for an Apprenticeship in Electrical or Plumbing
Level	SCQF 5
Campus	Kingsway
Days	2 days in college, 1day work placement
Start Date	August 2016
End Date	June 2017

Units to be completed

Mandatory Units
F16N10 Construction Occupation Practices; An Introduction
F1JP10 Construction Safety Practices; An Introduction
F1JR10 Efficient Construction Practices; An Introduction
F1L610 Plumbing Services; An Introduction
F1L711 Hot and Cold Water Systems: An Introduction
F1L811 Prepare and Secure Domestic Plumbing Appliances; An Introduction
F1L911 Install and Connect Domestic Plumbing Appliances; An Introduction
F1LB11 Discharge Systems; An Introduction
D9AG11 Basic Electrical Installation Systems and Protection
DH5810 Application of Electrical Hand-tools and Accessories
9AH 11 Basic Electrical Installation Skills
Z00418 Work Experience - Level 5
Z00460 Development Skills: Health and Safety - Level 5
Z00461 Professional Practice: CSCS Certification Scheme - Level 5
Z00462 Professional Practice: Preparing the Workplace - Level 5
Z00463 Introduction: Environmental Awareness - Level 5
Z00464 Portfolio Development: Mahara - Level 5
Z00466 Development Skills: Maintain Working Relationships - Level 5
Z00467 Technical Skills: Faults & Rectification on H/C Water Systems

Progression Pathways

Progression would be to gain an apprenticeship in Plumbing/ Electrical.
Progression could also follow a NQ or NC course at College.

Course Description

This programme provides pre-apprentice level training in electrical and mechanical services. It covers the essential skills and knowledge required to pursue careers in electrical and plumbing services. Will also develop key skills on work placement, Gaining experience with employers will give a greater understanding of the Industry

In the Modern Apprenticeship Schemes in the operation in the different areas.

Unit Contents

Unit Contents	
F16N10 Construction Occupation Practices; An Introduction	Health & Safety
F1JP10 Construction Safety Practices; An Introduction	Main Occupations in the Construction Industry
F1JR10 Efficient Construction Practices; An Introduction	Safe and efficient working practices
F1L610 Plumbing Services; An Introduction	Tools and materials used in the plumbing Industry
F1L711 Hot and Cold Water Systems: An Introduction	Hot & Cold water systems
F1L811 Prepare and Secure Domestic Plumbing Appliances; An Introduction	Fixing baths, showers, sinks correctly
F1L911 Install and Connect Domestic Plumbing Appliances; An Introduction	Connecting to sanitary appliances
F1LB11 Discharge Systems; An Introduction	Discharge systems, Wastes and Guttering's
D9AG11 Basic Electrical Installation Systems and Protection	Basic Electrical Installation Systems and Protection
DH5810 Application of Electrical Hand-tools and Accessories	Identification and safe working practices of hand tools
D9AH 11 Basic Electrical Installation Skills	Electrical wiring skills
Z00418 Work Experience - Level 5	Work experience built up on placement
Z00460 Development Skills: Health and Safety - Level 5	Health & Safety
Z00461 Professional Practice: CSCS Certification Scheme - Level 5	Health & Safety for placement on site, have to obtain CSCS card
Z00462 Professional Practice: Preparing the Workplace - Level 5	Work experience, in preparing a safe workplace
Z00463 Introduction: Environmental Awareness - Level 5	Reducing the carbon footprint
Z00464 Portfolio Development: Mahara - Level 5	Log on all experience at college/placement
Z00466 Development Skills: Maintain Working Relationships - Level 5	Knowledge about different trade's in industry
Z00467 Technical Skills: Faults & Rectification on H/C Water Systems	Identification of faults on hot and cold water system

Assessment Method

Continuous assessment, 1-3 outcomes per unit.

Course Title	Construction and Engineering
Level	National 3
Campus	Kingsway
Days	
Start Date	May 2016
End Date	May 2017

Units to be completed

Mandatory Units
Practical Experiences in Construction
Practical Experiences in Engineering
Developing Employability Skills in Construction and Engineering

Progression Pathways

- National 4 Engineering Skills
- National 5 Construction Crafts
- Programmes in Further Education Colleges
- Suitable Training/Employment

Course Description

The purpose of the course is to ensure that pupils start to understand the range of employment opportunities and job roles within these broad sectors. Pupils will also develop some of the basic generic practical skills and introductory knowledge and understanding necessary to enhance employment opportunities.

Unit Contents

Unit	Description
Practical Experiences in Construction	Pupils will select and use the basic tools, equipment and materials associated with construction at an introductory level, leading to various practical activities and the manufacture of an artefact. The pupil will learn basic construction terminology and skills.
Practical Experiences in Engineering	Pupils will select and use the basic tools, equipment and materials associated with engineering at an introductory level, leading to various practical activities and the manufacture of an artefact. The pupil will learn basic engineering terminology and skills.
Developing Employability Skills in Construction and Engineering	Pupils will explore the range of employment opportunities, career paths and job roles in the construction and engineering industries, and develop work practices and attitudes that will enhance their employability skills. They will also regularly review and evaluate these skills.

Assessment Method

Assessment in this course is continuous within each subject and pupils will build up a personal folder as they move from craft area to craft area. The assessment of the pupils work is a combination of self-review, peer review and assessor review which are recorded by observation checklists and review sheets. The review sheets are completed at the end of each craft subject.

Course Title	Hairdressing
Level	National 5
Campus	Kingsway
Days	
Start Date	May 2016
End Date	May 2017

Units to be completed

Mandatory Units
Salon Skills
Working in a Salon Environment
Creative Trends
Introduction to Colouring Process

Progression Pathways

Upon Leaving School

- Level 5/6 Hairdressing- Full time course
- Level 5 Beauty Care & Make Up
- Fulltime programmes at college
- Employment in the industry, as a salon assistant.

Course Description

The course content provides a broad, experiential introduction to hairdressing. The focus is on experiencing the salon environment and the development of vocational skills, knowledge and understanding. Practical experience of general salon duties, reception skills, communication and customer care is included. Specific skills in shampooing, conditioning, basic scalp massage, drying hair, colouring hair and cutting hair are developed. Current fashion trends are identified from a variety of sources, with pupils having the opportunity to experiment to produce an image which reflects these trends. Emphasis throughout all units is on the employability skills and attitudes which will help to prepare pupils for the workplace.

Unit Contents

Unit	Description
Salon Skills	This unit requires pupils to demonstrate salon/industry standards for shampooing, conditioning treatments, blow drying role of assistant and styling techniques. Pupils also evaluate their own employability skills.
Working in a Salon Environment	This unit requires the pupil to gain knowledge of workplace policies e.g. Health & Safety COSHH, demonstrate how the workplace policies are implemented in the salon, identifying risk and hazards. Pupils will also gain experience in responsibilities and skills required for a salon receptionist. Pupils will be introduced to the structure of practical organisation of salon activity.
Creative Trends	This unit allows pupils to explore current fashion trends using a variety of sources, to produce a mood board which reflects their style to be produced on a manikin head. This unit also allows pupils to evaluate their employability skills.
Introduction to Colouring Process	This unit will introduce pupil's to various types of colours, application techniques and processing methods, the learner will observe simulate application and removal.

Assessment Method

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

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

- Open book assessment
- Performance evidence
- Personal evaluation of employability skills

Course Title	Practical Skills Life Science
Level	National 5/6
Campus	Kingsway
Days	
Start Date	May 2016
End Date	May 2017

Units to be completed

Mandatory Units
Experimental Procedures Chemistry
Experimental Procedures Biology
Working with Micro-organisms
Researching Chemistry
Earth's Resources and Sustainability
Science Communication

Progression Pathways

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

Course Description

A collection of science practical and theory units designed to give pupils an insight into skills required for progression to further study and/or employment. Skills developed are not regularly offered in schools.

Unit Contents

Unit	Description
Experimental Procedures Chemistry	This unit is designed to introduce a wide variety of chemical techniques including titrations and distillation. (SCQF Level 6)
Experimental Procedures Biology	This unit is designed to introduce a wide variety of biological techniques including microscopy, chromatography and electrophoresis. (SCQF Level 6)
Working with Micro-organisms	This is a largely practical unit in which you will develop knowledge and practical skills in the handling of bacteria and fungi and microscopic examination of microorganisms. (SCQF Level 5)
Researching Chemistry	This unit will allow to develop your researching and problem solving skills. It encourages group working and developing your own project. (SCQF Level 6)
Earth's Resources and Sustainability	Focusing on the earth and resources we use, this unit investigates through theory and practical, how we can manage and utilise efficiently resources for the future. (SCQF Level 6)
Science Communication	This unit will look at developing the valuable skill of scientific communication through a number of different means. (SCQF Level 6)

Assessment Method

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

Pupils will be encouraged to participate in independent learning as well as group work through the Experimental Procedures units, both require the completion of a group project involving research, planning and participation. The practical skills that are developed will be of huge benefit to them for progression onto further study or employment. The discipline required to carry out some of the practical procedures will assist with confidence, awareness of others and self-development.

Course Title	Engineering Skills
Level	National 4
Campus	Kingsway
Days	
Start Date	May 2016
End Date	May 2017

Units to be completed

Mandatory Units
Mechanical
Electrical/Electronic
Fabrication
Manufacture and Assembly

Progression Pathways

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

Course Description

The overall purpose of the course is to ensure that pupils start to develop the generic and practical skills, knowledge and understanding and employability skills needed within an engineering sector.

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

Unit Contents

Unit	Description
Mechanical	This unit is designed to be the first attempted on the course. Pupils are required to select the correct tools and materials required to safely manufacture an artefact. During the manufacture, pupils will read simple engineering drawings, measure and mark, select appropriate materials and work to specified tolerances. Embedded into the practical activities of this unit are the employability skills that employer's value. Although it is envisaged that all employability skills will be developed in this unit, not all will be assessed.
Electrical/Electronic	In this unit pupils will select the correct tools and components required to construct a basic functional electrical circuit from a given diagram and specification. Embedded into the practical activities of this unit are the employability skills that employer's value. Although it is envisaged that all employability skills will be developed in this unit, not all will be assessed.
Fabrication	In this unit pupils will select the correct tools, materials and equipment required to manufacture an artefact using cutting, hot and cold forming and mechanical and thermal joining techniques. Embedded into the practical activities of this unit are the employability skills that employer's value. Although it is envisaged that all employability skills will be developed in this unit, not all will be assessed.
Manufacture and Assembly	This unit is designed to be attempted only after successful completion of the preceding skills units. Pupils will select and safely use the correct tools and materials to manufacture, assemble and complete functionality tests on an artefact. Pupils will evaluate and report their findings on the manufacture, assembly and functionality tests of the artefact. Embedded into the practical activities of this unit are the employability skills that employer's value. Although it is envisaged that all employability skills will be developed in this unit not all will be assessed.

Assessment Method

Assessment is by producing a practical component or assembly to a given standard as well as completing documentation which will demonstrate pupil awareness of the underlying employability skills that they have gained on the module. For the documentation to be accepted pupils need to evaluate their own performance and identify the skills acquired. Tutor's contribute to this documentation and offer feedback on their work performance.

Course Title	Engineering Skills
Level	National 5
Campus	Kingsway
Days	
Start Date	May 2016
End Date	May 2017

Units to be completed

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

Progression Pathways

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

Course Description

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

Unit Contents

Unit	Description
Mechanical and Fabrication	<p>In this unit pupils will learn to select and use the correct tools, equipment, and materials required to manufacture an artefact. During the manufacture, pupils will read simple engineering drawings, measure and mark, select appropriate materials, and work to specified tolerances.</p> <p>The pupil will also develop and use basic engineering skills of cutting, shaping, drilling, tapping, forming, and joining. Embedded into the practical activities of this unit are the employability skills that employer's value. Although it is envisaged that all employability skills will be developed in this unit not all will be assessed.</p>
Electrical and Electronic	<p>In this unit pupils will select the correct tools and components required to construct a basic functional electrical circuit and an electronic circuit from a given diagram and specification. The unit is suitable for pupils with no previous electrical, electronic, or employment experience. Embedded into the practical activities of this unit are the employability skills that employer's value. Although it is envisaged that all employability skills will be developed in this unit, not all will be assessed.</p>
Maintenance	<p>In this unit pupils will select the correct tools, materials and equipment required to test, disassemble, repair, and assemble an engineering part. Embedded into the practical activities of this unit are the employability skills that employer's value. Although it is envisaged that all employability skills will be developed in this unit, not all will be assessed.</p>
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. 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.

Course Title	Automotive Skills
Level	National 4
Campus	Kingsway
Days	
Start Date	May 2016
End Date	May 2017

Units to be completed

Mandatory Units
The Garage
The Technician
The Car
The Vehicle Modification Project

Progression Pathways

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

Course Description

The National 4 Automotive Skills course has been designed to provide an introduction to the automotive industry and a progression route into further education or for moving directly into training or employment within the automotive industry. The overall purpose of the course is to ensure that pupils develop practical skills, knowledge and understanding and employability skills needed within the automotive industry as well as developing generic transferable employability skills.

Unit Contents

Unit	Description
The Garage	This unit introduces pupils to the structure and organisation of the retail automotive industry and the range of job roles and responsibilities within it. Pupils will use a range of research sources and activities to help develop their knowledge and understanding of the automotive industry, the businesses within it, and the diversity of job roles it offers. The Unit also provides a basic introduction to some of the health and safety legislation applicable to vehicle service and repair workshops.
The Technician	This unit has a practical focus and introduces pupils to some of the tools and techniques used by technicians in the automotive industry. Pupils will use a range of common hand tools as well as more specialised tools and equipment such as the torque wrench and trolley jack. Pupils will also learn the names, functions and serviceability of automotive components while engaging in practical activities and gain basic knowledge of working safely in an automotive engineering environment.
The Car	This unit introduces pupils to basic safety checks, wheel changing and valeting as carried out by technicians in the automotive industry. The pupil will use a range of common hand tools, as well as more specialised tools and equipment. To enrich the pupils understanding and range of associated skills they will carry out engineering processes such as removing and refitting vehicle service items.
The Vehicle Modification Project	This unit comprises a practical project and is designed to be completed after the Units <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.

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. For the documentation to be accepted pupils need to evaluate their own performance and identify the skills acquired. Tutor's will also contribute to this documentation and offer their own feedback on pupil work performance.

Course Title	Construction Crafts
Level	National 5
Campus	Kingsway
Days	
Start Date	May 2016
End Date	May 2017

Units to be completed

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

Progression Pathways

- Introduction to Construction (Group Award NPA in Construction)
- NC Built Environment (Kingsway Campus)
- NC Civil Engineering
- HNC in Construction (Kingsway Campus)
- National Progression Award in Painting and Decorating.
- National Progression Award in Carpentry and Joinery.
- Modern Apprenticeship in the Construction Industry.

Course Description

The course includes practical construction crafts units in three of the main construction trades. Pupils will learn a variety of skills in the trades' specific units. In addition, they will develop skills and attitudes that enhance employability, not just in the construction industry, but in employment generally.

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

Unit Contents

Unit	Description
Employability Skills	<p>Pupils are required to develop work practices and attitudes that enhance employability. They will review the skills they have developed and adapt their performance in subsequent activities.</p> <p>Pupils will carry out basic risk assessments and record their findings. They will also develop Skills in interpretation of drawings and in preparing basic materials schedules from drawing and specification information.</p>
One Brick Walling	<p>Pupils are required to set out and build short sections of one-brick wall in accordance with given drawings and to prescribed tolerances. This will give them experience of brick bonding techniques significantly beyond simple half-brick walls.</p>
Bench Joinery	<p>Pupils will learn a number of joinery jointing techniques. They will learn skills in measurement as well as how to cut, assemble and fix timbers into a frame from a given drawing.</p>
Decorative Painting Techniques	<p>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.</p>

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.

Course Title	Cosmetology
Level	National 4
Campus	Kingsway
Days	
Start Date	May 2016
End Date	May 2017

Units to be completed

Mandatory Units	
Health and Safety	Career Options and Choices
Prepare and Assist in the Workplace	Working with Customers and Colleagues.
Product Awareness	Hairdressing Practical
Beauty Practical	Make-up Artistry

Progression Pathways

- National 5 C2575 Group award
- Level 5 Hairdressing or Level 5 Beauty Care & Make Up – Full Time programmes
- Employment in the industry

Course Description

NPA Cosmetology: this qualification which has 5 mandatory units that cover topics such as Health and Safety, Product awareness, Prepare and assist in the workplace, Career Options and Choices, Working with customers and Colleagues.

There are also three optional units available: Hairdressing practical, Beauty practical and also Make-up Artistry.

This gives the pupil a basic underpinning knowledge of all the above areas. It will enable the pupil to a make a more informed choice for a future career. Also giving them transferable skills into other areas.

Unit Contents

Unit	Description
Health and Safety	<p>This unit introduces current relevant Health and Safety legislation, first aid procedures, safety equipment, fire regulations and specific organisational procedures for Health and Safety.</p> <p>Pupils will carry out an investigation on the health and safety procedures in the selected work area and the procedures to deal with hazards and emergencies in the workplace, this will involve listening, seeking advice and collecting and organising information from a number of sources. These are good opportunities for developing communication skills and problem solving.</p>
Prepare and assist in the workplace	<p>The focus of this unit is practical. The pupils will learn how to prepare and clear a selected work area, follow basic hygiene procedures, organisational and current health and safety procedures. The work will be carried out in relation to specified treatments in the hairdressing or beauty industry.</p>
Product awareness	<p>This unit requires the pupil to gain basic knowledge of the product range, which is used within the hairdressing and beauty industry. The pupils will gain the knowledge and skills required for the use of the products whilst carrying out practical activities and understand the reasons for safe and economical use, storage, handling and disposal of the products.</p>
Beauty practical	<p>The focus of this unit is practical. The pupils will learn how to perform a file and nail polish application to the hands safely and effectively. The pupils will also learn how to select suitable products and consumables for their treatments. They will complete the preparation for a basic facial cleanse, tone and moisturise and will learn how to perform a basic facial cleanse, tone and moisturise routine.</p> <p>In this Unit, the pupils will carry out practical activities in the selected workplace environment, which will involve listening, seeking advice, talking to customers and collecting and organising information from a number of sources. These are good opportunities for developing communication skills and for working co-operatively with others.</p>

Unit	Description
Career Options and Choices	This unit is designed to ensure that pupils have an understanding of varying career paths within their chosen industry (hairdressing/beauty/make up artistry). Pupils will be guided to investigate the varying routes that are available in order to achieve their ultimate goal. They will learn how to research employment vacancies, and respond appropriately to adverts relevant to those vacancies. Pupils will also investigate relevant information, which assists progression to the next level of learning within the industry.
Working with customers and Colleagues	Within this unit pupils will learn how to demonstrate a good positive approach when dealing with customers and colleagues by communicating, establishing and maintaining relationships and dealing with their needs. Pupils will also be able to identify their own needs by receiving and giving feedback to enable them to access opportunities for further training and improvement in their work. Pupils will also be able to achieve the Core Skill Working with Others at Access 3.
Hairdressing Practical	The focus of this unit is practical. The pupils will learn how to perform shampooing and conditioning treatments, how to effectively detangle, section, secure and control hair. They will also learn how to select and use tools and hand held electrical equipment to create a variety of shapes on hair.
Make-up Artistry	The focus of this unit is practical, it is designed to introduce pupils to the skills and practices in the Make-up Artistry industry. They will learn how to select and apply suitable products using basic make-up artist skills.

Assessment Method

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

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

- Open book assessment
- Performance evidence
- Projects into employment opportunities

Course Title	Retail
Level	National 5
Campus	Gardyne Campus
Day	
Start Date	May 2016
End Date	May 2017

Units to be completed

Mandatory Units
Working in Retail
Storing, Replenishing and Displaying Stock
Satisfying Customer Needs
Planning and Implementing an Event

Progression Pathways

- NC Retail with Fashion
- NC Business Level 5

Course Description

National 5 Skills for Work: Retailing provides a broad, experiential introduction to the sector and gives pupils the practical skills, knowledge and attitudes, needed to work in retailing. Pupils will develop an understanding of the needs of a retailer and an appreciation of the importance of customers. They also gain important employability skills and positive attitudes to the workplace and learning.

Unit Contents

Unit	Description
Working in Retail	This unit will provide pupils with the opportunity to develop identified employability skills by carrying out practical activities in a realistic working environment. This could be within a retail organisation, or a shop within college or school. A simulated environment should closely resemble a working store environment.
Storing, Replenishing and Displaying Stock	This unit is based on the principles of the five 'Rs'—having the right product in the right place at the right time, in the right quantity and at the right price. The unit focuses on the practical needs of retailing giving the pupil's the opportunity to learn about stock handling, stock replenishment and display. The legal requirements of pricing and health and safety at work will also be linked to these topics. Pupils will be able to demonstrate their learning while carrying out practical activities. Pupils will have the opportunity to develop skills relating to working co-operatively with others, the ability to follow instructions and to planning and organising their work while undertaking this Unit.
Satisfying Customer Needs	<p>Pupils will learn about the skills and knowledge that are important when providing a high degree of customer satisfaction. Pupils will learn about the features and benefits of products, complementary products, listening and questioning techniques, interacting with customers and how to be effective when dealing with customer complaints. The focus of learning will be on pupils acquiring good communication skills that will be used to establish and respond to customer needs. Pupils will identify opportunities to maximise sales and in doing so will learn how good service and appropriate selling skills can improve sales for a retailer.</p> <p>Pupils will also learn about current consumer legislation and how it affects retailers. This will cover the Sale and Supply of Goods Act, including age related restrictions, the Trade Descriptions Act, the Data Protection Act and the Disability Discrimination Act. The focus is to provide pupils with an understanding of how current consumer legislation impacts on the retail environment.</p>
Planning and Implementing an Event	This unit will provide pupils with the opportunity to develop transferable skills that are desirable to the retail industry along with many others. Pupils will be required to plan, implement and finally evaluate an event. In doing so they will be required to work effectively with others, and further develop their communications skills and their skills in planning and organisation. Pupils will have opportunities to develop their problem solving abilities when completing this unit due to the complexities of planning and implementing an event.

Assessment Method

Retailing: Satisfying Customer Needs F33J 11 – Role play, observation and series of questions.

Retailing: Storing, Replenishing and Displaying Stock F33H 11- restricted response questions and observation.

Retailing: Planning and Implementing an Event F33K 11 - holistic using a folio with relevant templates, candidate review sheets and assessor observation sheets.

Retailing: Working in Retail F33G 11- folio, practical activities and observation.

Course Title	Computing Software and Games Development
Level	National 5
Campus	
Days	
Start Date	May 2016
End Date	May 2017

Units to be completed

Mandatory Units:
Games Interface Design
Computer Games: Digital Games Design
Software Development
Games Programming

Progression Pathways

- Preparation for Interactive Media (Level 4/5)
OR
- Certificate in Interactive Media (Level 5/6)
OR
- HN computing related subject (Level 7) (Along with 2 relevant Highers)

Course Description

The course will allow pupils to gain fundamental skills in the development of software applications. They will learn about applications design, the development process, testing and evaluation techniques and, they will develop their creative skills with the many types of media elements common to interactive software. They will produce work both as an individual and as part of a team and develop skills in the use of a variety of software packages in order to design and develop their own applications.

Unit Contents

Unit	Description
Games Interface Design	<p>This unit is designed to provide knowledge and skills to enable them to evaluate and design user interfaces for games. The unit is practical in nature and they will gain knowledge and understanding of the techniques and concepts used in the creation of user interfaces for games. Planning, evaluation and design of creating a games interface will also be studied.</p> <p>All units will have Group work, class discussions and 1-2-1</p>
Computer Games: Digital Games Design	<p>This unit is designed to acquire an understanding of underlying concepts and fundamental principals involved in digital gaming planning and design. They will learn how to recognise and distinguish differences in numerous gaming platforms, environments and genres.</p> <p>Fundamental methods used in the Planning and Design stages involved in production of a digital game will also be studied.</p>
Software Development	<p>This unit is designed to develop knowledge and understanding of software development and to develop practical skills in software development through the use of a high level language within an appropriate software development environment.</p> <p>In particular, it will develop familiarity with standard language constructs in the context of short programs. They will apply this knowledge and understanding, and these skills to solve practical problems.</p>
Games Programming	<p>The purpose of this unit is to introduce pupils to the programming skills necessary to progress within the games industry. Pupils will acquire foundation knowledge of programming concepts, coding best practice and coding techniques.</p> <p>Pupils will analyse game specific code examples and learn to use segments of code to build a working computer game incorporating graphics.</p>

Assessment Method

Within all 4 units there is a mixture between practical based assessment in which pupils will need to demonstrate the technical skills learned throughout the unit in the form of a small project, as well as this pupils will be expected to undertake a series of extended response questions to demonstrate they understand the key theory and concepts of the unit.

Course Title	Early Education and Child Care
Level	National 4
Campus	Gardyne
Days	
Start Date	May 2016
End Date	May 2017

Units to be completed

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

Progression Pathways

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

Course Description

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

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

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

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

Unit Contents

Unit	Description
Child Development	The evidence for this unit will be gathered by means of a test of no more than 30 minutes, made up of short response questions and carried out under supervision, and the production of a folio, the evidence for which will be gathered by the pupil at relevant points during the unit.
Play in Early Education and Childcare	The evidence for this unit should be gathered through the compilation of a folio of evidence which demonstrates key aspects of knowledge and understanding, records play experiences and provides evidence of group plans and group presentations of planned play experiences. The folio may include photographs, as well as written/oral evidence.
Working in Early Education and Childcare	The evidence for this unit will be gathered through the production of a single folio of evidence. This will be gathered by the pupil at different stages throughout the unit and will provide evidence of knowledge and understanding and of the pupil's contribution to group investigations. Evidence of the pupil's review of the methods used for the investigations will also be required.
Care of Children	Evidence for this unit will be gathered through a short answer test lasting no more than 30 minutes and evidence of the pupil's contribution to a group investigation and presentation into the needs of children. Further details about unit assessment for this course can be found in the unit specifications and the National Assessment Bank (NAB) materials.

Assessment Method

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

Course Title	Early Education and Child Care
Level	National 5
Campus	Gardyne
Days	
Start Date	May 2016
End Date	May 2017

Units to be completed

Mandatory Units	Optional Unit
Working in Early Education and Childcare	Care and Feeding of Children
Play in Early Education and Childcare	
Child Development and Health	

Progression Pathways

- Scottish Progression Award in Early Education and Childcare (Higher)
- National Certificate Group Award in Early Education and Childcare (Higher)
- 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 5 Course in Early Education and Childcare.

The emphasis of this course is to help pupils prepare for working in the early education and childcare sector and to develop employability skills. They will develop a range of knowledge and skills required in this vocational area. The course is designed as an introduction to Early Education 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 Education and Childcare course.

Since the National 5 course is designed with progression from National 4 in mind, the majority of the units at the two levels have common titles and address similar content areas. At National 5 pupils will cover a broader range of issues in each area and study these issues in more depth. They will also develop a wider range of skills including research skills, the ability to evaluate their planning and preparation of play experiences and the ability to set realistic and achievable goals for personal development. The pupil will be expected to build on skills from National 4 and work proactively and independently.

Unit Contents

Unit	Description
Working in Early Education and Childcare	<p>This unit allows pupils to develop an understanding of the early education and childcare sector and to explain ways in which the sector meets the care, learning and development needs of children aged 0-12 years.</p> <p>Pupils will consider career options within the sector and the skills, qualities and qualifications required to fulfil these roles. They will reflect on their own skills, qualities and achievements in relation to these. There is no requirement for pupils to have a placement within an early education and childcare setting but the pupil will carry out an investigation of the sector. This may require pupils to visit early education and childcare settings.</p> <p>Pupils will work and be assessed in groups, as well as individually.</p>
Play in Early Education and Childcare	<p>This unit allows pupils to develop an understanding of the benefits of a variety of types of play to children aged 0-12 years. Pupils will learn how children benefit from a range of play experiences through planning, setting up and reviewing play experiences, either in a real or simulated context.</p> <p>The pupil does not require to have a work placement to complete this unit but may benefit from visiting early education and childcare settings that offer high quality child-centred play provision.</p>
Child Development and Health	<p>This unit is designed to introduce pupils to the principles of child development from 0–16 years. 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 health needs of children and how health factors may affect the development of children.</p>
Care and Feeding of Children	<p>This unit enables the pupil to examine the specific needs of a baby and continuing needs of the child and how meeting these needs contributes to the holistic development of the child. The unit also provides the pupil with the opportunity to examine issues in relation to feeding of babies and the provision of food and drink to children aged 0–12 years within early education and childcare settings. Pupils will also develop an awareness of appropriate practice in relation to provision of hygiene for children.</p>

Assessment Method

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

Course Title	Health Care
Level	National 4
Campus	Gardyne
Days	
Start Date	May 2016
End Date	May 2017

Units to be completed

Mandatory Units
An Introduction
Roles and Responsibilities
Health Awareness
Working Safely
Working Life Sciences Industry

Progression Pathways

- SVQs in Health and Social Care, National Courses or Units
- Training/Employment
- National 5 Health and Social Care

Course Description

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

The course introduces pupils to the health sector. It includes investigating the different types of provision, the range of services provided and the roles and responsibilities of those working in a type of provision. Pupils will also investigate the career opportunities in the health sector.

Care values are important when working in the health sector. Therefore, pupils will explore care values and participate in practical activities that allow pupils to demonstrate care values, including the importance of maintaining confidentiality and an awareness of equality and diversity. Pupils will also assess risks in relation to infection and participate in practical activities to demonstrate infection control measures.

Pupils will be given the opportunity to work as a member of a team to produce health promotion advice, encouraging co-operative working. They will learn about the main body systems as underpinning knowledge to inform the health promotion advice. Pupils will participate in a practical activity to take a physiological measurement.

Effective team working is an essential element of working in the health sector. Pupils will investigate a multidisciplinary team and explore the benefits of a multidisciplinary approach to users of the health sector. The course introduces pupils to the range of product types made by the Life Sciences Industry. Pupils will participate in a practical activity to demonstrate the use of a biomedical device.

Central to the course is developing the employability skills valued by employers in general and necessary for effective work in the health sector. These skills are embedded in the different units providing pupils with the opportunity to practice and develop these skills throughout the course.

Unit Contents

Unit	Description
An Introduction	<p>The unit introduces pupils to the health sector and explores its diversity. Pupils will learn about the range of provision and the extensive services provided by the health sector. Pupils will participate in practical activities which will help to develop knowledge and understanding of health sector environments.</p> <p>The unit also focuses on the employability skills and attitudes identified as being those most valued by employers. Pupils will be given the opportunity to reflect on and evaluate their own employability skills and record their progress throughout the unit.</p>
Roles and Responsibilities	<p>The unit introduces pupils to the range and diversity of careers in the health sector. The unit will also introduce pupils to the nature and importance of working in a multidisciplinary team. Pupils will learn about the importance of care values within the health sector and will participate in a practical activity which will enable them to demonstrate these in a health sector context.</p>
Health Awareness	<p>This unit will provide pupils with a basic introduction to the structures and functions of the main body systems. Through team working, pupils will produce advice in relation to the promotion of health.</p> <p>Pupils will participate in a practical activity which will help to develop knowledge and skills in taking a physiological measurement.</p>
Working Safely	<p>In this unit pupils will carry out a risk assessment. Pupils will identify possible hazards and risks, including risks relating to infection, in a setting within the health sector. Pupils will identify measures to minimise or eliminate these. This unit will allow pupils to develop an awareness of their own responsibilities in maintaining a safe working environment. Pupils will participate in a practical activity which will help develop knowledge and understanding of infection control measures.</p>
Working Life Sciences Industry	<p>The unit introduces pupils to the range of product types made by the life sciences industry and their application in the health sector. Pupils will participate in a practical activity which will help to develop knowledge and skills in the correct use of a biomedical device.</p>

Assessment Method

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

Course Title	Health Care
Level	National 5
Campus	Arbroath
Days	Wednesday 9-1pm
Start Date	May 2016
End Date	May 2017

Units to be completed

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

Progression Pathways

- SVQs in Health and Social Care
- National Courses or Units in Care
- HNC/ HND in Social Care
- Employment

Course Description

The primary target group for this course is school pupils in S4 and above. The National 5 course provides a **progression route** for pupils who have successfully completed the Skills for Work: Health Sector National 4 Course. The National 5 Course will build on the skills and knowledge developed in the National 4 Course and will introduce pupils to a range of more advanced skills.

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

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

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

Unit Contents

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

Assessment Method

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

Course Title	Higher Dance
Level	National 6
Campus	Kingsway
Days	
Start Date	May 2016
End Date	May 2017

Units to be completed

It is recommended that pupils attend at least one term of ballet/contemporary class to prepare for the Higher Dance Course.

Mandatory Units
Component 1 — Performance
Component 2 — Practical Activity

Progression Pathways

- Dance or other National Progression Awards in the Performing Arts– NPA
- NC Dance (Dundee and Angus College or other institution)
- Higher National Certificates/ Higher National Diplomas – HNC/ HND in Contemporary Dance performance (Dundee and Angus College or other institution)
- BA (hons) in Contemporary Dance Performance (Dundee and Angus College or other institution)

Course Description

‘The Higher Dance Course encourages pupils to be inspired and challenged when developing technical dance skills and performing, creating and appreciating dance.’

Based at The Space, home of the Scottish School of Contemporary Dance they will find themselves embraced by the creativity and imagination of the individuals currently training in the performing arts. The award-winning building will provide pupils with state of the art facilities and a support network of experienced professional tutors in a variety of dance styles.

The two main dance styles that the course will have emphasis on are Contemporary and Hip Hop but will also encompass a variety of supplementary classes/topics throughout the year.

Pupil’s will not only develop their knowledge and understanding of performing and choreographing dance but will have opportunities to work with professional dance artists and a variety of dance companies.

This course will also encourage pupils to attend a programme of dance performances that are scheduled throughout the year, which will help broaden cultural knowledge whilst promoting a positive attitude to learning proposing the opportunity for constant personal development.

Unit Contents

Unit	Description
Component 1 — Performance	Pupils will perform two tutor-choreographed technical solos in both contemporary and hip-hop, each lasting between 1.5 and 2 minutes, and each worth 35 marks.
Component 2 — Practical Activity	Section 1: Choreography will have 35 marks. In this Section, pupils create and present choreography for a group of dancers (excluding self), lasting between 2 and 3 minutes. Section 2: Choreography Review will have 35 marks. In this Section, pupils review their work as a choreographer by explaining the relationship between their research, theme and an initial motif, explaining the reasons for the choreographic choices made, and reflecting on their skills as a choreographer.

Assessment Method

Evidence for the units will be a combination of written, oral and/or recorded and performance evidence. Evidence may be presented for individual outcomes or it may be gathered for the unit as a whole through combining assessment holistically in one single activity. If the latter approach is used, it must be clear how the evidence covers each outcome.

Unit Title	Semester 1 - DNA and Genetics Semester 2 - Cell Biology: Theory and Laboratory Skills
Level	Level 7
Campus	Kingsway
Days	Thursday 10-12 pm
Start/End Date	Semester 1 - W/C 22 Aug 16 to 16 Dec 16 Semester 2 - W/C 16 Jan 17 to 12 May 17

DNA Genetics

Unit Description

This unit is designed to enable pupils to learn about and gain experience in the laboratory techniques of DNA and Genetics. Pupils will cover a number of areas in the DNA and Genetics field such as the cell cycle, how these events are controlled and what happens if it goes wrong. The events involved in meiosis and mitosis will also be covered and how these can give rise to genetic variation within a species. Pupils will look at gene expression, along with the impact of the environment on gene expression and study inheritance, which will consist of solving various genetic problems. Pupils will learn about population genetics and solve problems relating to frequency of genes in population. Pupils will also investigate what can affect the frequency of an allele within a population. In addition to the theory of genetics you will be carrying out a number of practical experiments such as PCR, gel electrophoresis and restriction digests and investigating how they are used by researchers and forensic scientists today in labs around the world.

Cell Biology

In this unit, you will learn, in more detail, the components and function of the cell membrane. Pupils will learn about the role of the cytoskeleton in the cell and will discover how proteins are folded and transported to the cell surface when synthesised as well as the fate of proteins synthesised in the cytoplasm. In addition, pupils will cover how proteins are targeted for destruction. Pupils will then focus on how cells communicate with each other and learn about the many disease conditions which arise due to problems in signalling. There will also be an opportunity to carry out some practical work related to cell biology such as Gram staining and identification of organelles using Electron micrographs.

Progression

These units are part of the HNC Applied Sciences framework. Successful completion of these units, along with the appropriate Highers, will allow progression onto the HNC Applied Science/ HND Applied Biological Sciences course at Dundee and Angus College or entry into a Life Science degree.

Unit Title	Semester 1 - Politics A Semester 2 - Politics B
Level	Level 7
Campus	Gardyne
Days	Gardyne - Thursday 10-12 pm
Start/End Date	Semester 1 - W/C 22 Aug 16 to 16 Dec 16 Semester 2 - W/C 16 Jan 17 to 12 May 17

Politics A

This unit is designed to develop pupils' knowledge and understanding of political concepts and theories of the state relevant to the relationship between the state and the individual. The unit will develop the pupil's ability to explain different political concepts and theories of the state, i.e. those developed by Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Burke, de Tocqueville, Thomas Jefferson etc. in a critical way, and evaluate and apply these concepts to theories of the state. It is intended for pupils who have a general interest in politics and political theory.

On completion of the unit pupils should be able to:

1. Explain political concepts and theories of the state.
2. Evaluate political concepts and apply them to theories of the state.

Politics B

This unit is designed to develop pupils' knowledge and understanding of the UK and Scottish systems of government. Students will study the nature of the UK constitution and decision making processes, forces that impact on the constitution and decision making processes, the roles and functions of the UK and Scottish Parliaments and Executives, local government, parties and pressure groups, and the key electoral systems operating within the UK.

Pupils will also study issues relating to Scotland's constitutional position within the United Kingdom. This unit is intended for those pupils who wish to develop their knowledge and understanding of politics and for those who wish to use it as a basis for further study.

On completion of the unit the pupils should be able to:

1. Analyse key topics relating to the governance of the United Kingdom
2. Analyse and evaluate key aspects of the Scottish devolved system of governance in relation to political concepts.

Progression

These units are part of the HNC Social Sciences framework. Successful completion of these units, along with the appropriate Highers, will allow progression onto the HNC/HND Social Sciences course at Dundee and Angus College or entry into a Social Sciences related course at Degree level

Course Title:	Foundation Apprenticeship – Software Development
Level:	Award Level 6
Campus:	Gardyne
Days:	Year 1: Monday 2-4, Wednesday 1-4 Year 2: Monday 1-4, Wednesday 9-3 (Employer)
Start Date:	August 2016
End Date:	June 2018
Entry requirements:	Minimum of five National 4 Passes

Introduction

On the back of the launch of our new Code Academy, Dundee & Angus College are keen to implement the Software Development Foundation Apprenticeship within the Dundee City and Angus regions. At present the Digital/ICT sector accounts for 2% (1,700) of employment within the Dundee region and just 1% (100) in the Angus region, however, when you look at the forecasted demand for this type of employment, Digital/ICT in Tayside is expected to need a growth of 71% to meet the demand, a lot more than any other sector in the region.

Scotland, as well as the rest of the UK, is facing a digital skills gap and with the country needing an estimated 11,000 new digital/ICT workers each year to meet current and future demands in the sector, we need to take urgent action to close this gap. A shared responsibility between schools, colleges and employers must exist and an invested commitment to work together to address these issues, develop our young workforce and make Scotland the world class digital nation that we know it can be, must be established.

Dundee & Angus College propose to deliver the programme as per the SDS Software Development Foundation Apprenticeship Summary Framework. Pupils will undertake the SCQF Level 6 NPA in Software Development in their first year attending 5 hours per week, this will give them the underpinning knowledge needed in Software Development concepts. The Second year will be more industry led and will provide a mix of skills and competence. Attendance will be 9 hours per week with 6 hours of that being devoted to a work placement. Details are shown below:

What will I study?

Units you will cover in Year 1: NPA Software Development Level 6
1. Computing: Applications Development
2. Computing: Authoring a Website
3. Software Design and Development

Units you will cover in Year 2: Diploma for IT & Telecommunications Professional (Skills & Demonstration of Competence)
1. Personal Effectiveness 2
2. Health & Safety in IT & Telecoms
3. Event Driven Programming or Procedural Programming 2 or Object Oriented Programme

Work Placement

In S5 pupils will conduct an **'industry challenge'** which will take the form of a live client project. This will involve pupils participating in a project set by a private sector web design and app development company, who will act as their client for a software application that they must design and build.

This work will be undertaken in May of the academic year, once pupils have undertaken the majority of the underpinning knowledge. It will last 4-5 weeks in which a representative from the company will support the pupils through the design and development process but also highlight the importance of communication and client management.

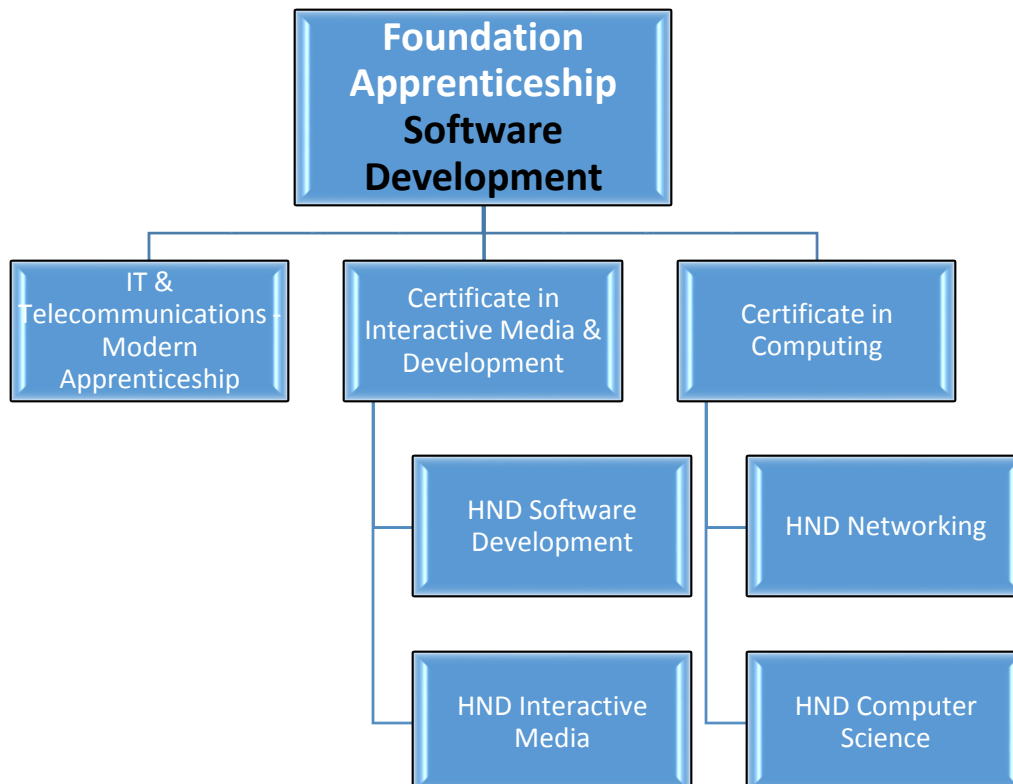
This company have also offered to undertake **3 x short industry master classes** throughout the initial weeks leading up until May so pupils are aware of their company, the design process and the software development industry.

In S6, pupils will undertake a **meaningful work experience** placement within either a public or private sector company. The pupil will gain hands on experience of working within a software development environment in which they will partake in a wide range of roles including software design, testing and maintenance.

Pupils will be with employers up to 1 day per week.

The pupil will also gain employability skills of timekeeping, attendance, team working, communication and demonstrating value based practice including ensuring dignity and privacy, respect for self and others and equality and diversity principles.

Progression Opportunities



Course Title:	Foundation Apprenticeship - Financial Services
Level:	Award Level 6
Campus:	Gardyne
Days:	Year 1: Monday and Wednesday 2-5 pm Year 2: Days tbc
Start Date:	August 2016
End Date:	June/July 2018
Entry requirements:	<ul style="list-style-type: none"> • S5 and S6 pupils with a strong desire to work within the Financial Services Industry • Previously achieving at National 5 (Grades A -C) or Intermediate 2 (Grades A-C) • Desirable: Undertaking other Higher subjects such as English, Maths, Business Management, Admin, Accounting, Economics, History, Modern Studies or Science subjects

Introduction

The Financial Services industry in Scotland employs over 91,000 people. The sector has a diverse skills requirement and recruits talent from modern apprentices through to graduate levels. With the support of well recognised employers the Foundation Apprenticeship in Financial Services aims to equip pupils with industry knowledge, giving them a head start in the recruitment market place.

This new pathfinder presents an opportunity for senior phase pupils to gain an industry specific vocational qualifications that combines sector specific skills alongside the knowledge that underpins these skills in a workplace setting while still at school.

Dundee and Angus College seeks to attract school pupils that are able to demonstrate excellent communication skills with an understanding and receptiveness to work readiness.

What will I study?

The Foundation Apprenticeship in Financial Services pathfinder activity comprises:

- SQA Award in Financial Services at SCQF Level 6
- SVQ Level 3 in Providing Financial Services at SCQF Level 6 (3 Credits)
- Embedded and mapped Core Skills
- Work placement experience

Academic Qualification

Units you will cover: SQA Award in Financial Services at SCQF Level 6

1. Financial Services: An Introduction (SCQF 6)
2. Financial Services: The Regulatory Framework (SCQF 6)
3. Financial Services: Communications (SCQF 6)
4. Financial Services: Promoting Positive Customer Relationships (SCQF 6)
5. Personal Finance Awareness (SCQF 5)
6. Working with Others (SCQF 5)

The course structure develops the skills of investigating, analysing, evaluating and presenting information, as well as applying knowledge and understanding.

Vocational Qualification

Units you will cover: SVQ Level 3 in Providing Financial Services at SCQF Level 6

1. Develop yourself to improve and maintain workplace competence in a financial services environment (SCQF 5)
2. Develop productive working relationships in a financial services environment (SCQF 6)
3. Ensure you comply with regulations in the financial services environment (SCQF 5)

The vocational skills will be developed, demonstrated and assessed whilst on work experience placement through the achievement of the SVQ units within the framework of the “Financial Services” Course.

Pupils will develop further employability skills whilst on work experience placement to enable them to generate the necessary evidence required for the SVQ 3 in Providing Financial Services at SCQF Level 6. They will have the opportunity to relate all of their theoretical knowledge gained in S5 to practise undertaken whilst in S6. Pupils will develop reflective practice skills as part of this process.

Work Placement

In S6, pupils will undertake a maximum of 2 day/week work experience placement in a relevant Financial Service setting. For some pupils this may be a combination of ½ day in College to complete their “Knowledge” component followed by 1 or 1½ day work placement. Pupils 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.

Course Title:	Health and Social Care
Level:	SCQF Level 5/6
Campus:	Gardyne
Year 1:	2pm – 5pm x 2 afternoons per week Monday and Wednesday
Year 2:	2 Full Days Work Placement days TBC
Start Date:	August 2016
End Date:	June 2018
Entry requirements:	4 National 4s – one of which must be English

Introduction

As part of the Senior Phase provision 2016/17, Dundee and Angus College would like to offer S5 pupils the opportunity of a 2 year Pathway programme in Health and Social Care.

The National 5 Care Course comprises of 3 mandatory units focusing on values and principles, human development and behaviour and social influences in addition to an externally assessed and marked project. The course structure develops the skills of investigating, analysing, evaluating and presenting information, as well as applying knowledge and understanding. Flexibility within the Units will offer the opportunity for personalisation, as the learner can choose which care issues and settings to investigate.

What will I study?

Year 1 (2 x ½ days in College) – Care National 5

Mandatory Units:
Values and Principles
Social Influences
Human Development and Behaviour
Externally Assessed Project

These units will be delivered in S5 in order to provide underpinning knowledge before application to practice within a work experience placement in a care setting in S6.

Work Placement

In S5 pupils will conduct an industry challenge which will take the form of a project activity relating to the requirements of the National 5 Care course. This will involve pupils in a care setting participating in job shadowing enabling interaction with services users to further develop skills in communication and gain an understanding of the client group. In addition pupils will develop skills in personal reflection and enable connections to be made with knowledge previously gained.

Year 2 (2 days) - Work Placement - SVQ Level 2 in Social Services and Healthcare

Vocational Qualifications

Vocational skills will be developed, demonstrated and assessed whilst on work experience placement through the achievement of the SVQ units within the framework. Pupils will develop further care and employability skills whilst on work experience placement to enable them to generate the necessary evidence required for the SVQ 2 Social Services and Health Care at SCQF Level 6. Pupils will gain an understanding of the National Care Standards which underpin health and social care practice. They will have the opportunity to relate all of their theoretical knowledge gained in S5 to practice undertaken whilst in S6. Pupils will develop reflective practice skills as part of this process.

Work Placement

In S6, pupils will undertake a work experience placement in a relevant care setting within the health service, local authority, private or 3rd sector employer. Pupils will gain experience of working with older adults, rehabilitation services or people with learning disabilities with the aim of supporting the promotion of independent living skills. Pupils will also gain employability skills of timekeeping, attendance, team working, communication and demonstrating value based practice including ensuring dignity and privacy, respect for self and others and equality and diversity principles

Mandatory Units:	
Support effective communication	<ul style="list-style-type: none">• Identify how best to support communication with and by individuals• Support individuals to communicate• Communicate with individuals and key people• Respond to questions and concerns of individuals and key people• Contribute to communicating through records and reports
Support the health and safety of yourself and individuals	<ul style="list-style-type: none">• Carry out health and safety checks before you begin work activities• Ensure your actions support health, safety and security in the place where you work• Take action to deal with emergencies
Develop your own knowledge and practice	<ul style="list-style-type: none">• Reflect on your current practice• Plan to develop your knowledge and practice• Apply acquired knowledge and skills in your work

Course Title:	Apprenticeship Pathway– Engineering
Level:	Award Level 5
Campus:	Dundee
Days:	Year 1: Wednesday 9-4 pm Year 2: 3 days to be decided
Start Date:	
End Date:	July 2017
Entry requirements:	

Introduction

As part of the Senior Phase provision 2016/17, Dundee and Angus College would like to offer pupils in S4 and S5 the opportunity of a 2 year Pathway programme in Engineering. If you are interested in a career in the Engineering Craft and Technician sectors and wish to gain some initial skills and knowledge that will aid you to progress into an apprenticeship programme, whether that be as an employed apprentice or as a fulltime student within Dundee & Angus College Engineering department, then this is the programme for you. You would be required to be working towards or achieved National 4/5 in Maths or Physics, Communication and a Technical subject.

This Foundation Apprenticeship will give you increased confidence when entering the world of work and more attractive to employers seeking to recruit.

This programme of Foundation Apprenticeship meets a number of areas mentioned in the Scottish Governments Developing Scotland's Young Workforce report, the SDS Engineering Regional Skills Assessment Plan and the SDS Skills Investment Plan for Engineering.

What will I study?

SVQ 2 Performing Engineering Operations at SCQF Level 5

Mandatory Units:	
Working Efficiently and Effectively in Engineering	<p>Prior to undertaking the engineering activity, you will be required to carry out all necessary preparations, within the scope of your responsibility. This will include preparing the work area and ensuring that it is in a safe condition to carry out the intended activities.</p> <p>You will need to obtain the appropriate job documentation, work instructions, tools, equipment and materials required for the work activities undertaken, and to check they are in a safe and usable condition. Planning your work activities before you start them will also form part of this unit.</p>

Mandatory Units:	
	<p>On completion of the engineering activity, you will be required to return your immediate work area to an acceptable condition before undertaking further work. This may involve placing part-completed or completed work in the correct location, returning and/or storing any tools and equipment in the correct area, removing any waste and/or scrapped materials, and reporting any defects or damage to the tools and equipment used.</p>
<p>Using and Communicating Technical Information</p>	<p>This will prepare you for entry into the engineering or manufacturing sectors, creating a progression between education and employment, or will act as a basis for the development of additional skills and You will be required to extract the necessary data from the various specifications and related documentation, in order to establish and carry out the work requirements, and to make valid decisions about the quality and accuracy of the work carried out.</p> <p>You will also need to be able to communicate and record technical information, using a range of different methods such as producing detailed sketches, preparing work planning documentation, producing technical reports and recording data from testing activities</p> <p>Your responsibilities will require you to comply with organisational policy and procedures for obtaining, using and communicating the technical information applicable to the activity. You will need to take account of any potential difficulties or problems that may arise with the activities, and to seek appropriate help and advice in determining and implementing a suitable solution.</p> <p>You will work under a high level of supervision, whilst taking responsibility for your own actions and for the quality and accuracy of the work that they carry out. Your knowledge will provide a good understanding of the types of documentation available for use, and will provide an informed approach to applying and communicating engineering instructions and procedures.</p> <p>You will be able to read and interpret the documentation available, and will know about the conventions, symbols and abbreviations to the required depth to provide a sound basis for carrying out the activities to the required specification.</p>
<p>Complying with Statutory Regulations and Organisational Safety Requirements</p>	<p>You will be required to comply with all relevant regulations that apply to your area of work, as well as general responsibilities as defined in the Health and Safety at Work Act.</p> <p>You must be able to identify the relevant qualified first aiders or appointed person, and know the location of the first aid facilities. You will have an understanding of the procedures to be adopted in the case of accidents involving injury, and in situations where there are dangerous occurrences or hazardous malfunctions of equipment, processes or machinery.</p> <p>You will also need to be fully conversant with the organisation's procedures for fire alerts and for the evacuation of premises.</p> <p>You will be required to identify hazardous situations, equipment, materials or conditions, and know how to take appropriate action to</p>

Mandatory Units:	
	<p>eliminate/minimise the risks to life, property and the environment within your immediate work surroundings. As part of hazard control, you will be required to recognise the hazards in the engineering environment in which you work, and to have an appreciation of the risk involved with those hazards and the precautions you can take to lower the risk of injury or damage to plant and equipment. Whilst working in the engineering environment, you will be required to note and report any changes in the work area or process that may affect your own safety or the safety of others.</p> <p>You will be expected to dress, behave and maintain the workplace in a manner that is acceptable to the organisation in which you work and the type of activities being carried out. This will require you to observe all relevant statutory and organisation regulations, and to comply with codes of good practice and safe working procedures at all times.</p> <p>Your responsibilities will require you to comply with organisational policy and procedures for the activities undertaken.</p> <p>You will need to take account of any potential difficulties or problems that may arise with the activities, and to seek appropriate help and advice in determining and implementing a suitable solution. You will work under a high level of supervision, whilst taking responsibility for your own actions and for the quality and accuracy of the work that you carry out.</p> <p>Your knowledge will provide a good understanding of your work, and will provide an informed approach to working safely in an engineering environment. You will understand the safety requirements and your application, to the required depth to provide a sound basis for carrying out your activities safely and correctly.</p>