

# MENZIESHILL HIGH SCHOOL



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CHOICES

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CHOICES

AT 16+

Information Booklet for  
Senior Phase Pupils (S4 / S5),  
Parents and Carers



Dear Parent and Senior Pupil,

### **CHOICES AT 16 +**

Choosing courses at the end of fourth or fifth year can be just as difficult as the choice that was made at the end of second year or third year. To help you choose we have prepared this booklet to give you as much information as we can about the subjects and courses which will be available to you in Menzieshill High School next session. We have also included information on the new qualifications that are being introduced by the SQA as well as information on skills for work courses that are offered via our links with Dundee and Angus College.

### **USING THIS BOOKLET**

I recommend that you start by reading the section entitled "How to use this Booklet". I hope that by completing the Career Planner on page 6 and by following the correct pathway on pages 7-9 you will be able to select the information you require.

### **POINTS TO CONSIDER AND CAREERS INFORMATION**

The booklet also contains suggestions about the points you should consider when making your choice and information about the links between subjects/courses and various careers. Other information about the role of senior pupils in the school has been included in Section 3. Please note that all courses and levels are offered subject to the availability of suitable staffing, accommodation and budgets

### **CONSULTATION**

I would like to stress the need for consultation between pupils and their parents, carers and pupils and their teachers before the individual interview takes place so that firm decisions can be made. Subject Principal Teachers, Guidance Teachers, the Careers Adviser, Ms Caroline McDonagh (Principal Teacher of Guidance (Careers)) and Miss Scott, the Learning Resource Centre Manager, will be only too pleased to answer questions and help pupils to find any information they require about careers, entry requirements for further and higher education and the like.

### **INDIVIDUAL INTERVIEWS**

Each pupil will have a personal interview with their House Head / Guidance Teacher to discuss the choice of course form and to look at the options available in fifth and sixth year. At the end of the interview each pupil will be given their copy of the form outlining the result of the discussions and hopefully, agreed recommendations for subject/courses to be followed in fifth or sixth year.

### **QUESTIONS WHICH NEED ANSWERS**

Remember that if you have any additional questions about choosing courses or any other problems associated with the transition to fifth or sixth year please get in touch with reception and make an appointment to see the relevant Guidance Teacher.

### **DATE FOR RETURNING THE FORM**

The choice of course form has to be signed by a parent and returned to school as soon as possible. See the closing date on the cover of the Choice form.

### **FEEDBACK**

It is our intention to provide you with a high quality education service. If there are any comments about this booklet which you feel would be helpful for future parents and for the school please send them to me.

Yours sincerely

Helen Gray  
Head Teacher

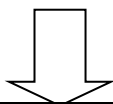
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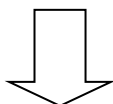
# HOW TO USE THIS BOOKLET

This booklet has been prepared to give pupils and parents the information they require to make a choice of course for next session.

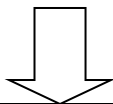
**First complete the Career Planner on page 4**



**Look carefully at the pathways on pages 5-7. These have been drawn up with the various options open to you in mind. Choose the pathway which most fits in with your plans for the future.**



**If you are staying on at school use the subjects that you have already studied and your career plans to select the subject information you need to read. Information about each subject can be found on the PlanIT plus website. Subject information may also be found on the Internet, the SQA website or from Principal Teachers**



**Make sure that you will satisfy the entrance requirements for any courses you are considering. For example:**

**Higher courses      -National 5.  
National 5 courses -National 4.**

**Your preliminary examination grades will help you in this. However, if you are not sure, ask the Principal Teacher concerned.**



# 1.1 THE NEW NATIONAL QUALIFICATIONS

As part of the introduction of the Curriculum for Excellence, the Scottish Qualifications Authority (SQA) has introduced new qualifications. The new qualifications **Nationals**, **Highers** and **Advanced Highers**, are being introduced in Scotland between 2013 and 2016. They replace the existing Access, Standard Grade, Intermediate, Higher and Advanced Higher qualifications.

Pupils in the current S4 are the first national cohort to sit the new Nationals. For session 2014-2015, the SQA has introduced the revamped Higher qualifications that are designed to more closely articulate with the Nationals.

These new qualifications aim to help young people demonstrate the knowledge and skills they've developed at school or college and enable them to prepare for further learning, training and employment.

The new, simplified format of the qualifications will also be easier for learners, parents and prospective employers to understand.

## What is changing?

The table shows how the new National Qualifications replace current qualifications:

SCQF Level	New National Qualifications	Replaces	Current National Qualifications
1 and 2	<u>National 1 and National 2</u>	>	Access 1 and Access 2
3	<u>National 3</u>	>	Access 3 Standard Grade (Foundation level)
4	National 4	>	Standard Grade (General level) Intermediate 1
5	National 5	>	Standard Grade (Credit level) Intermediate 2
6	Higher (new)	>	Higher
7	Advanced Higher (new)	>	Advanced Higher

For further information on the changes introduced to the new Higher courses see section 4 below. The SQA has produced a parental guide to the new qualifications, which can be found at the following link;

[http://www.sqa.org.uk/sqa/files\\_ccc/SQA\\_CfE\\_parents\\_guide.pdf](http://www.sqa.org.uk/sqa/files_ccc/SQA_CfE_parents_guide.pdf)

## 1.2 POINTS TO CONSIDER

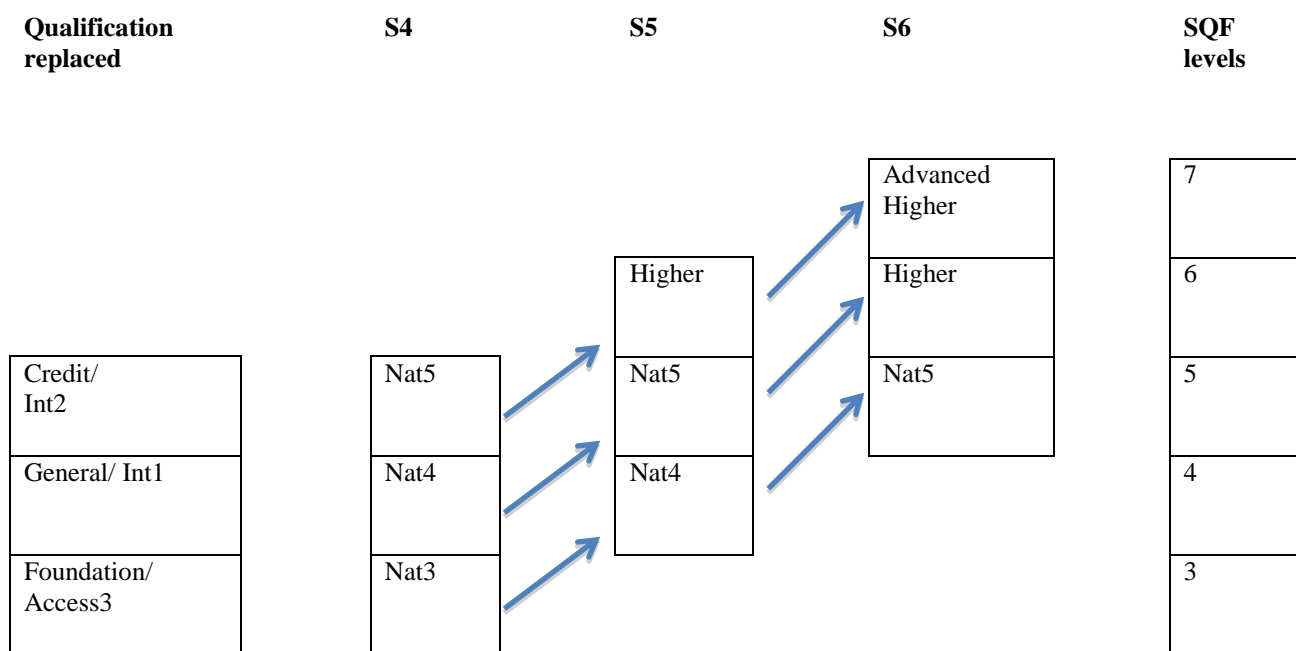
### 1.2a CAREER PLANS

This is one of the most important things to consider when you are choosing a course for next year. Some Universities, Colleges and employers have very specific entry requirements. If you have a particular course or career in mind you must check what these requirements are. See your Guidance Teacher if you are unsure of where to find the information you require. If you do not have a particular career in mind remember that many employers are looking for evidence of a good secondary education in a range of subjects to a particular standard.

### 1.2b PROGRESSION AND BREADTH

Pupils in fourth and fifth year should either;

- a) choose subjects or courses that are at a higher level than the ones previously studied i.e. moving from National 4 to National 5 or from National 5 to Higher (see below).



OR

- b) expand their portfolio of courses by picking subjects that they had not previously studied so as to widened their range of qualifications and skills in these areas.

Opportunities for pupils to progress on a personal level will also be available through specific programmes aimed at personal and social development, such as Progressions-Youth Achievement Awards or Duke of Edinburgh Award (see appendix 4). There will also be a number of courses available through links with Dundee and Angus College. (see appendix 3)



## 1.2c COURSE CHOICE

A pupil's choice of course for S5/S6 requires careful consideration. What they choose depends on:

- their abilities
- their previous performance
- their plans for the future

Most courses are available at different levels, so when moving into S5 pupils should really be thinking of what they would want, or would be able to achieve over two years if they were to stay on for S6.

### 1 *What should pupils think about before making their choices?*

- their ability and in particular their preliminary examination results
- whether a subject is necessary or useful for entry into Further or Higher Education or for their future career
- their willingness to make the effort that will be required – 2-3 hours study every evening
- the need to choose a range of subjects particularly if they are unsure about their future career
- their interest and enjoyment in a subject
- time managing their priorities by allocating more hours to study than part time employment.

### 2 *Who can help pupils make their choices?*

- their Guidance teacher
- their subject teachers including Principal Teachers
- the Careers Adviser
- their parents or carers
- the School Liaison Officers from colleges and universities.

### 3 *What else can pupils do to help them make more informed choices?*

- do some research themselves using the materials in the Careers Library
- check the entrance requirements for Further and Higher Education
- attend Open days for colleges and universities
- send for their own prospectuses from colleges and universities
- make an appointment to visit any college or university department of particular interest to see its facilities and ask about courses
- attend the information evening in the school in February 2014

## COMPLETION OF THE COURSE CHOICE REQUEST FORM 2014 - 2015

Read all of the sections of this booklet before making your choices.

It may be that you will **NOT** be able to study all of the subjects which you request.

This will happen if:

- some courses have attracted so few requests that they are not viable,  
**or**
- the number of pupil requests only justify one section in one column of the timetable  
**or**
- staffing limitations require some courses to be withdrawn  
**or**
- staffing limitations do not allow more than one class at a particular level.  
**or**
- It is necessary to timetable two or more of the subjects chosen simultaneously.

## ENTRY LEVELS FOR PUPILS

If you choose a course with a specified entry level then this must be done on the basis of your Preliminary Examination results and not in terms of what you hope to achieve in the forthcoming SQA Examinations.

Achievement of a National 5 award will not automatically ensure success at Higher level.

Advised progress will normally be N5 A or B to Higher. N5 C will be in consultation with the Subject PT and N5 D will be to upgrade to A or B in S5 with a view to Higher Grade in S6.

If you choose a subject without having studied the corresponding N4 or N5 course (in some cases there may not be such a course) then **you must consult the Principal Teacher of the department concerned before entering your choice.**

### 1.2c CONSULTATION

When pupils are thinking about their course choice for next session, it is important that they discuss the options available to them with their parents and subject teachers before their interview with their House Head / Guidance Teacher.

The Principal Teachers of each subject department will also be pleased to answer any questions that pupils may have about the courses they are offering.

The Plan IT Plus database, available on the Internet at [www.planitplus.net](http://www.planitplus.net), and the My World of Work careers website ([myworldofwork.co.uk](http://myworldofwork.co.uk)) both give useful information regarding courses and progression routes.

### 1.3 STAFF CONTACTS

The following members of staff have a special interest in fifth and sixth year students:

**Mr. R. Brown** House Head / Principal Teacher of Guidance - Aberfeldy

**Mr. R. Clark** House Head / Principal Teacher of Guidance - Culdares

**Mr. R. Thompson** House Head / Principal Teacher of Guidance - Fortingall

**Ms. C. McDonagh** House Head / Principal Teacher of Guidance - Weem

**Ms Ainsley McKie** The Careers Advisor

**Miss E. Scott** Learning Resources Centre Co-ordinator –  
(Careers Library)

**Ms. K. Richardson** Business Manager - Liaison with S.Q.A.

Ms McDonagh and House Heads / Guidance teachers also deal with applications for entry to University and Colleges of Higher Education (UCAS).

## 1.4 EXAMINATION RESULTS

### 1.4a RESULTS NOT AS EXPECTED?

If your SQA examination results are not as you expected, or better than you expected then it is possible to change your choice of course in **August 2014**. You should collect your Choice of Course Form you complete in **February 2014** and update the results before you have a conversation with your guidance teacher regarding any change of course.

## 2.1 CAREER PLANNER

Name: \_\_\_\_\_

Subjects studied this session	Results expected
1.	
2.	
3.	
4.	
5.	
6.	

<b>Personal hobbies and/or interests</b>

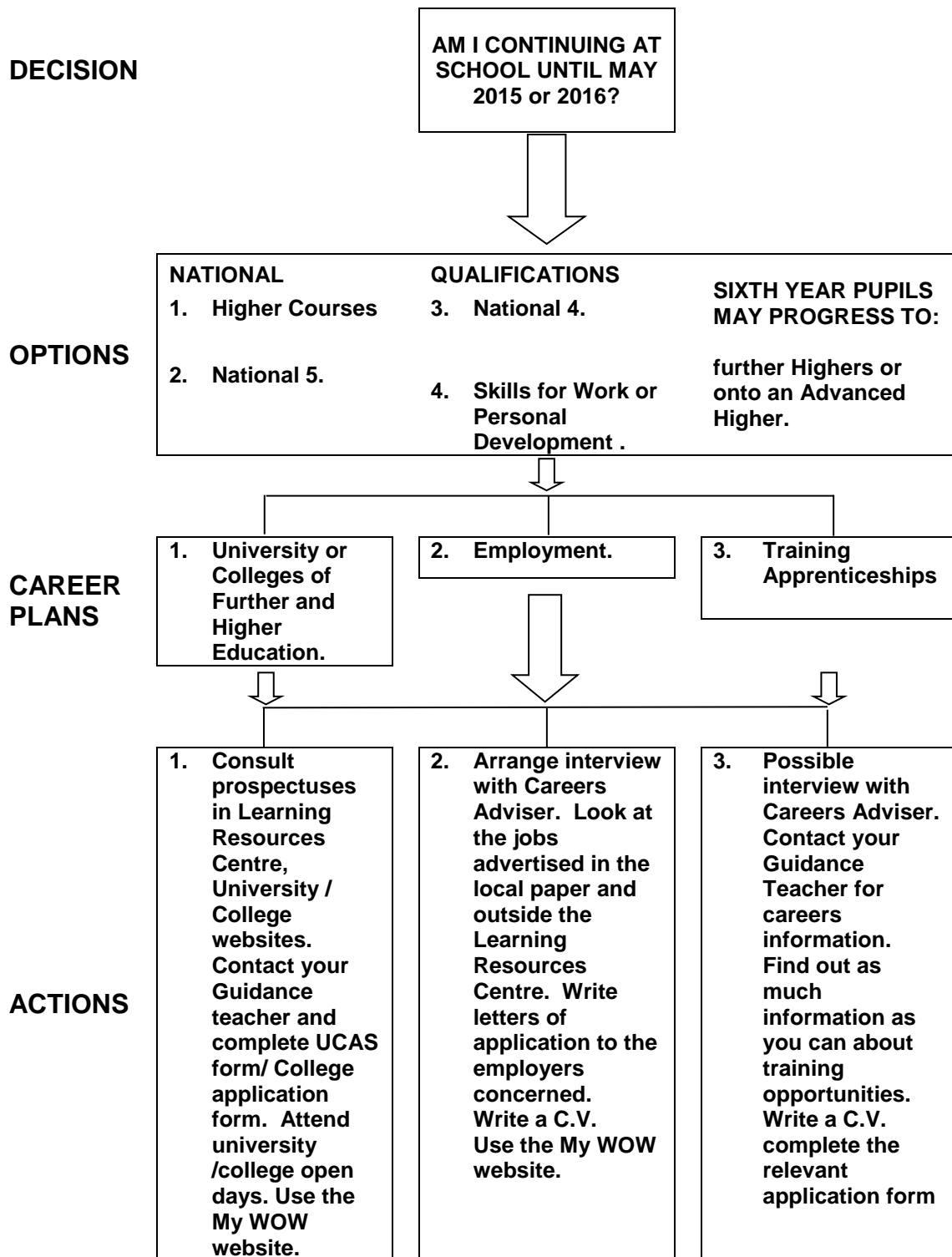
<b>Part-time jobs and other work experience, etc.</b>

<b>First Choice of Career:</b>
<b>Entrance Qualifications required:</b>
<b>Effect on choice of course:</b>

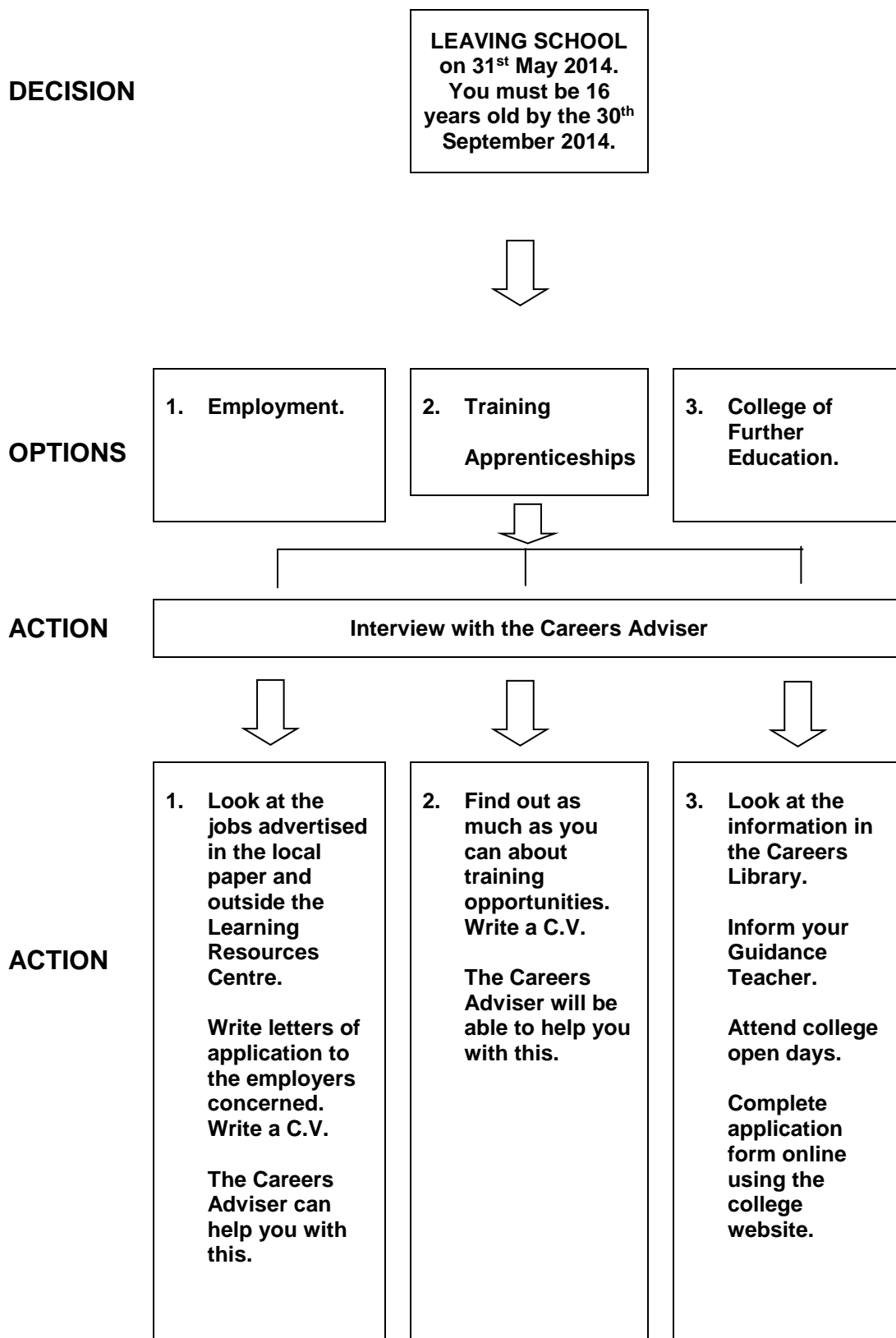
<b>Second Choice of Career:</b>
<b>Entrance Qualifications required:</b>
<b>Effect on choice of course:</b>

<b>Things to find out, people to contact etc.</b>

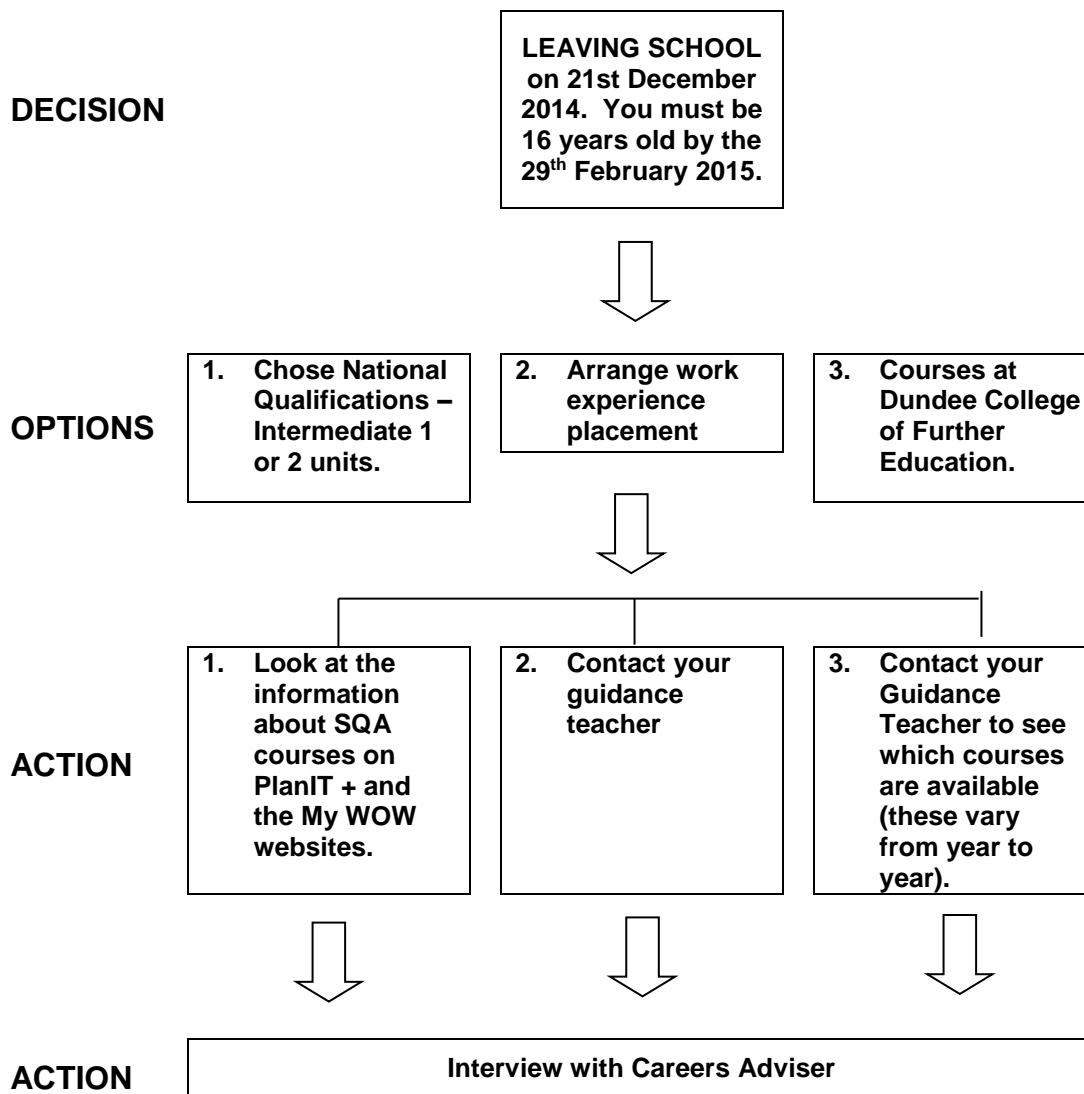
## 2.2 PATHWAYS FOR FOURTH AND FIFTH YEAR PUPILS WHO ARE CONTINUING AT SCHOOL



## 2.3 PATHWAYS FOR FOURTH YEAR PUPILS WHO ARE LEAVING SCHOOL IN MAY 2014



## 2.4 PATHWAYS FOR FOURTH YEAR PUPILS WHO ARE LEAVING SCHOOL IN DECEMBER 2014



## **3. GENERAL INFORMATION**

### **3.1 THE SENIOR SCHOOL**

#### **3.1a THE ROLE OF SENIOR PUPILS**

As a member of fifth or sixth years, you are a young adult and will be treated as such. As a senior pupil in Menziesshill High School you are allowed to enjoy certain privileges but you are also expected to take on more responsibility, not just for yourself but for other pupils in the school and in ways that support the work of the school.

You will be expected to take more responsibility for your own studies and progress as you prepare for work, college or university. Your subject teachers will continue to offer you help and advice and will expect from you in return, a mature commitment to your studies. This means being on time, attending regularly, setting yourself targets and keeping up to date with your work and homework. As part of this new responsibility you will be asked to complete and sign a Senior School Learning Agreement.

#### **3.1b STUDY TIME**

All Fifth Year pupils are expected to follow a full timetable. Sixth Year pupils may have study periods. This will be negotiated on an individual basis and is dependent on the levels and combinations of subjects studied in S6

#### **3.1c SERVICE TO THE SCHOOL AND COMMUNITY**

As a senior pupil you are expected to set an example to younger pupils, in your attitudes, dress, behaviour and commitment to the school and to learning both in and out with class.

You may become involved in a range of activities, such as:

- Prefects (selected by interview)
- Peer tutoring
- Head Boy / Girl
- Paired Learning
- Working in nursery and primary school or community work
- Charity work
- Community work
- Other school involvement

#### **3.1d MONITORING YOUR PROGRESS**

At regular intervals during S5 and S6 your progress will be monitored by your class teacher, tutor teacher and guidance teacher. You will be regularly set targets to improve your work. Progress reports are issued throughout the school year to pupils and parents.

### **3.2 WORK EXPERIENCE AND WORK SHADOWING**

These are available to pupils in fifth and sixth years. Work experience allows young people to do the everyday work of company employees. Work shadowing involves keeping in step with a worker, observing and enquiring into the various tasks performed in a job.

Further details about both schemes are available from your Guidance Teacher.



### 3.3 THE SCHOOL LEARNING RESOURCE CENTRE AND CAREERS SECTION

#### 3.3a THE SCHOOL LEARNING RESOURCES CENTRE

All Fifth and Sixth year pupils are expected to abide by the L.R.C. 'Code of Conduct' which states:

- a. show consideration for others
- b. use your time well
- c. use resources responsibly
- d. use ICT sensibly

**Pupils who do not abide by the 'Code of Conduct' will not be allowed to use the L.R.C.**

In fifth and sixth year more than two books may be borrowed by arrangement with Miss Scott and extended loans may also be possible if necessary.

Books and resources may also be obtained from outside sources by inter-library-loan. Access to the University libraries can also be arranged.

The L.R.C. has a wide range of information technology available. CD-ROMs and computer databases can be used during study periods and facilities are also available for word processing or desk-top publishing investigations and projects. Access to the internet is also available if required.

#### 3.3b THE CAREERS SECTION IN THE L.R.C.

The Careers section provides information about jobs, training and further and higher education. Several computer databases, CD-ROMS and internet access are available.

1. **PlanIT Plus** to help you choose subjects and find out about careers  
[www.planitplus.net](http://www.planitplus.net)
2. [www.careers-scotland.org.uk/whichcareer/careersmatch](http://www.careers-scotland.org.uk/whichcareer/careersmatch)
3. **COURSE DISCOVER** provides information about Higher Education.  
[www.coursediscoveronline.co.uk](http://www.coursediscoveronline.co.uk)
4. University websites
5. [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk).

The Careers section also has a selection of other, careers related, computer software

Information about specific careers is filed using the CLCI classification and a master file of prospectuses is maintained.

The Careers section also contains a selection of DVDs and CD-ROMS

- i. on individual careers
- ii. on particular universities and colleges.

These can be viewed at lunchtimes or after school on request.

The Careers section is open throughout normal L.R.C. opening hours.

#### 3.3c CAREERS INTERVIEWS

Careers interviews can be arranged by contacting your Guidance Teacher.

For quick enquiries, the Careers Adviser is available at lunchtimes in the LRC, on a weekly basis. Check with your House Head /Guidance teacher.

### 3.3d Skills Development Scotland

**Your Careers Adviser can provide Information and advice on:**

Skills, qualifications and qualities for different careers  
Training and education opportunities  
Help choosing college and university courses  
Signposting to other agencies  
Preparing a CV  
Interview techniques  
Where to look for careers information and job opportunities

Have you visited their website? ;

[www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)

It's a great starting point – with lots of careers information, plenty of useful links and a parents section. Try out My Strengths and My DNA to discover more about yourself and your potential.

## 4. GENERAL INFORMATION ABOUT COURSES

### 4.1 INTRODUCTION

Most learners who entered S4 in session 2013-14 or thereafter, will study for the new qualifications at school in S4, S5 and S6, or at college

### 4.2 THE EXAMINATION SYSTEM

#### HOW WILL PUPILS BE ASSESSED

National 4 Courses are made up of Units, including an Added Value Unit. In order to achieve a Course at National 4, learners need to pass all Units plus an Added Value Unit assessment. The National 4 Added Value Unit assessment will be set and marked by your child's school or college. To assist schools and colleges, SQA will set the National 4 Added Value Unit assessments in 2013-14 and 2014-15. The Added Value Unit assessment performs a similar function to the Course assessment at National 5 and above.

National 5, Higher and Advanced Higher Courses will also include Units that are assessed and marked by the school or college. In order to achieve a Course at National 5, Higher or Advanced Higher, learners must pass all Units plus a Course assessment. Course assessments (in many but not all subjects this will be an exam) will continue to be externally marked by SQA or, where appropriate, internally assessed by the school or college, ensuring continuity with the current qualifications.

The Course assessment will normally be carried out using one or two assessment methods from seven possible types:

- assignment
- case study
- practical activity
- performance
- portfolio
- project
- question paper/test

National 4 qualifications will not be graded, but assessed as 'pass' or 'fail'.

Courses at National 5, Higher and Advanced Higher will be graded A to D, or 'No Award'.

If a learner does not achieve the overall Course assessment at National 4, National 5, Higher or Advanced Higher, they will still receive credit for any Units they have achieved at that level. So when the learner receives their qualification certificate, the Units they have passed within the Course will appear on the detailed record of attainment section of their qualifications certificate.

The option choice form for S5/6 will show you which subjects are available in each column.

Due to changes in the qualifications structures we advise students to consider their subject choices as a two year journey at the end of S4 if you are unable to get your best five requested choices in S5. Please note that given timetable or staffing restrictions it may not be possible to provide for all course choice requests in S5 alone.

### 4.3 COURSE INFORMATION: USEFUL WEBSITES

The PlanIT PLUS website gives information about all courses at different levels. It is available on PCs in the L.R.C and is accessed via the internet at;

[www.planitplus.net](http://www.planitplus.net)

It tells you:

- the recommended entry level to the course
- the units and outcomes for the course
- progression routes to other courses and employment opportunities available through the course

The PlanIT PLUS website is being updated with information on the new qualifications. The following link will take you to the section of the PlanIT PLUS website providing information on all the new National Qualifications;

<http://www.learningatschool.net>

Information on SQA courses for each subject can also be accessed on the subject page on the school website.

The SQA subject website can also be accessed from the following link;

<http://www.sqa.org.uk/sqa/45625.html>

### 4.4 INDUCTION AND FEEDBACK ON PROGRESS

At the start of each new course your teacher will inform you about the course details and assessments including unit assessments. These unit assessments must be passed to achieve an overall course award.

All S5 pupils will have an induction day. Progress reports are issued during the course of the year, to keep pupils and parents informed about progress in these courses.

# APPENDIX 1

## BASIC INFORMATION ON BENEFITS AVAILABLE TO SCHOOL PUPILS

This section gives brief details of benefits etc., available to pupils from Dundee City Council Education Department. Further details may be obtained from the school or by contacting the Education Office at the following address:

Dundee City Council Education Office,  
Floor 2,  
Dundee House,  
50 North Lindsay Street,  
DUNDEE DD1 1NL.  
Telephone: Dundee 433071  
<https://www.dundee.gov.uk/education>

### 1.1 FREE SCHOOL MEALS

Free School Meals are available to all pupils whose parents are in receipt of Income Support.

Application forms may be had from the School Office or Dundee City Council, Dundee House, Education Department.

Children attending Special Schools and Units will be provided with meals at no charge.

### 1.2 INSTRUMENTAL TUITION

In June 2013 Dundee City Council abolished all tuition fees for instrumental music instruction. An instrument hire service remains available at an annual cost of £83 which can be paid in two or ten instalments. Instrument hire is free for pupils in the first term of tuition. It is also free for pupils who are studying music for SQA qualifications and for those of families whose income is less than £15,910 per year. In all other cases there is a fee for instrument hire.

### 1.3 TRANSPORT

For pupils attending the local school proposed by the Authority, the Authority provides transport or pays travelling expenses where a child of secondary school age would have to walk over 3 miles to school.

Where a pupil is, at the parents' request, granted a place at a school other than the school proposed by the Authority, the parents have to make their own transport arrangements.

Application forms for transport may be had from the Dundee City Council, Dundee House, Education Department.

### 1.4 EDUCATIONAL MAINTENANCE ALLOWANCE

The EMA is an allowance of up to £30 per week that can be paid to eligible young people who stay in education after their 16th birthday. It can be paid for a maximum of 2 years. The young person has to complete a Learning Agreement that is a contract between the young person and their educational establishment.

If attendance falls below 100% in any week - no payment will be made for that week unless all absence has been covered by a medical certificate or been approved by education staff. If Learning Agreement conditions are not met (attainment and conduct) - no payment will be made.

Further information, guidance notes and application forms can be found on the local authority website via the following link;

<https://www.dundee.gov.uk/education/ema/>

# APPENDIX 2

## Menzieshill High School

### REQUESTING A COURSE FOR SESSION 2014 - 2015

#### 1. INTRODUCTION

The aims of our choice of course procedures are twofold:

- a. to give pupils and their parents the information they require to make an informed choice of course for next session; and
- b. to construct a timetable which meets the needs of our senior pupils.

That is why the choice of course form is **provisional**. Any subject conflicts, particularly at Higher level, should be indicated in the notes section of the form. This will enable us to review the way in which certain subjects are blocked together. However, due to restrictions on staffing and the requirements of the school as a whole, it is not always possible to meet the individual needs of every pupil, although we do try our best to do so.

All pupils and parents should refer to this booklet. Pupils are also reminded to look up the appropriate subject information using PlanIT and SQA websites in the Learning Resources Centre.

#### 2. CHOICE OF COURSE FORM 2014 – 2015 - INSTRUCTIONS FOR PUPILS

- a. All pupils make a choice based on courses and appropriate levels by identifying the appropriate courses and levels. Pupils make a provisional choice and then may be asked to review their choices in the light of demand and uptake of courses
- b. Pupils taking a mix of National 4/5 subjects only will choose 6 subjects from columns A-F.
- c. Pupils taking 1 or more subjects at Higher level will choose 5 subjects only from columns A-E. Pupils may also choose either a college option or campus (Advanced Higher) option if applicable. Advanced Higher courses may be delivered centrally in Dundee and will run based on the uptake across the whole city.
- d. The new timetable for S5 starts on **Monday 12<sup>th</sup> May 2014**. Work on new courses begins on that date.

#### 3. Problems / Queries

Any problems or queries about choosing a course for either Fifth or Sixth Year should be referred to your House Head / Guidance Teacher.

# APPENDIX 3

## COLLEGE COURSE PROVISION 2014-15

Dundee and Angus College offer a number of course that pupils in S4-6 can apply to take as part of their subject choices. These courses tend to be more vocational in nature but are offered at a level consistent with the Scottish Qualification Framework. Pupils will study a number of SQA units at that level and will be accredited with these units on their SQA certificates. Please note that pupils taking this option will not be taking the final course assessment at these levels. These course will offer a very useful option for pupils who wish to pursue careers or future college courses in these areas and will also enable progression onto the following SCQF level course offered by the college.

The school will aim to timetable these courses into a particular column so that participation does not impact on other subject choices. The final range of courses available for our pupils will depend on college staffing and uptake across Dundee and as a result we would like pupils who are interested in these courses to choose a provisional school subject choice as well as indicating on the option form if they would like to be considered for one of the college courses. Pupils should contact guidance staff for further information on these courses and to collect an application form.

As these courses are offered across Dundee places will be offered after an interview with college staff.

The college currently intends to offer the following courses in 2014-2015 (this may be subject to change);

<b>COURSE</b>	<b>SCQF</b>	<b>STAGE</b>	<b>PRIOR QUALIFICATION</b>
Computing Software & Aps	5	S5/6	Previous experience in computing
Construction Crafts	4	S4/5/6	N
Construction Technology	6	S5/6	Level 4/5 Graphics/progression from S4 construction
Skills for Work Energy	4	S4/5/6	N
Engineering Skills	5	S4/5/6	N
Cosmetolgy	4	S4/5/6	N
Hairdressing	5	S4/5/6	N
Health & Social Care	4	S4/5/6	N
Health Sector	5	S4/S6	N
Introduction to Interior Design	5	S5/6	Graphic Comm/Art at level 5
Interior Design	6	S5/6	Graphic Comm/Art at level 5
Intro to Textiles	5	S/5/6	N4/N5 Art & Design
Textiles	6	S5/6	N4/N5 Art & Design /progression from Intro to Textiles

<b>COURSE</b>	<b>SCQF</b>	<b>STAGE</b>	<b>PRIOR QUALIFICATION</b>
Engineering Systems	5	S4/5/6	N
Practical Skills Life Sciences	6	S5/6	Chem/Biol at level 5
Retail	5	S4/5/6	N
Science in Action	5	S4/5/6	N



## APPENDIX 4

**In the senior school pupils will also have the opportunity to select a personal development course. In session 2014-15 we intend to offer the following courses;**

**Duke of Edinburgh award-** A practical programme based around the traditional Duke of Edinburgh (D of E) programme where each individual section can be gained, including a skill, a volunteering, a physical and an expedition.

The programme will be planned in partnership between pupils and pupil support workers and can include anything from art, beauty, life-skills, fashion, fitness, working with children, fundraising, dance, drama and lots more!

As part of your work towards the D of E award there may also be the option of gaining additional certification within the class ie. Food hygiene certificate.

Pupils will also work with Community Learning Development staff in a community setting and this work will be based on the interests, skills, strengths and preferences of the participants. Participants will be supported to make suitable, realistic and informed choices, set manageable goals and plan for their future transitions.

There will be an opportunity to investigate different careers/occupations, ways of working, and learning and training paths. Participants will be supported to recognise the relevance of their learning, skills and interests to their future lives.

**Progressions- (Young Adult Progression Awards -accredited) –** This programme will give learners the opportunity to gain additional pieces of certification such as Saltire awards, Dynamic Youth or Youth Achievement awards at appropriate levels. i.e. Bronze, Silver or Gold.

The exact content of this programme will be negotiated between workers and pupils and be tailored to best help pupils progress in life educationally, socially and emotionally. This may include taking part in practical life skills workshops, working in the community, arranging events and meeting organisations that will help inform future progress.

# APPENDIX 5

## UNIVERSITIES IN SCOTLAND

University of St Andrews, St Andrews, Fife	<a href="http://www.st-andrews.ac.uk">www.st-andrews.ac.uk</a>
University of Glasgow, Glasgow	<a href="http://www.gla.ac.uk">www.gla.ac.uk</a>
University of Aberdeen, Aberdeen	<a href="http://www.abdn.ac.uk">www.abdn.ac.uk</a>
University of Edinburgh, Edinburgh	<a href="http://www.ed.ac.uk">www.ed.ac.uk</a>
University of Strathclyde, Glasgow	<a href="http://www.strath.ac.uk">www.strath.ac.uk</a>
Heriot-Watt University, Edinburgh	<a href="http://www.hw.ac.uk">www.hw.ac.uk</a>
University of Dundee, Dundee	<a href="http://www.dundee.ac.uk">www.dundee.ac.uk</a>
University of Stirling, Stirling	<a href="http://www.stir.ac.uk">www.stir.ac.uk</a>
Napier University, Edinburgh	<a href="http://www.napier.ac.uk">www.napier.ac.uk</a>
Robert Gordon University, Aberdeen	<a href="http://www.rgu.ac.uk">www.rgu.ac.uk</a>
University of Paisley, Paisley, Renfrewshire	<a href="http://www.paisley.ac.uk">www.paisley.ac.uk</a>
Glasgow Caledonian University, Glasgow	<a href="http://www.gcal.ac.uk">www.gcal.ac.uk</a>
University of Abertay, Dundee	<a href="http://www.abertay.ac.uk">www.abertay.ac.uk</a>
Queen Margaret University College	<a href="http://www.qmuc.ac.uk">www.qmuc.ac.uk</a>
UHI Millenium Institute	<a href="http://www.uhi.ac.uk">www.uhi.ac.uk</a>