

DREAM, BELIEVE & ACHIEVE @ LASSWADE



LASSWADE HIGH SCHOOL



2017/18

LEARNER JOURNEYS

At Lasswade High School we aim to support all of our students to move into a positive and sustained destination from school. Our planning for the Broad General Education (S1-S3) and Senior Phase (S4-S6) in Curriculum for Excellence underpins this aim.



To achieve this aim we work to raise the awareness of the options and many different pathways that are available for students.

We have a proven track record of success in planning positive destinations from Lasswade. Our 'headline statistics' from last session include: 96% of our leavers moving on to a positive destination; 34% of students entering Higher Education; 32% of students moving on to Further Education and 26% transitioning in to employment. We are proud of these outcomes and are working hard again this session to ensure all students moving in to, through and beyond the Senior Phase are aware of the range of opportunities available to them, allowing them to keep their options open.

This booklet highlights the potential pathways and opportunities available to our students. The example journey's, whilst fictional, are based on real pathways which have, and continue to be, experienced by our students as they move through the school.

Throughout the booklet you will be signposted to both the range of academic qualifications on offer, as well as the wider opportunities for achievement, including experiences which allow students to develop a range of transferrable skills required for leaving school as well as allowing them to make an active contribution to the wider school community.

Mr C.Hornell

December 2017

Throughout this booklet you will also see reference to the *Skills at Lasswade* framework. These are the icons on this page and are included in each learner journey to help you find which journey might fit with a learner's skills. We use these icons across all the curriculum areas and they are used by Personal Support teachers in discussions with learners. This system has been developed with input from staff, employers and local authority colleagues and plays a significant role in the planning, delivery and evaluation of *Learning@Lasswade*.



Communication



Critical Thinking



Collaboration



Creativity

All of the learner journeys contained in this booklet make reference to additional supports, interventions, courses and/or opportunities available to students as they progress through the school. The following two pages provide key contact details and/or additional links where students and parents can access further information.

A range of up to date information can be accessed via:

our new school website - <http://lasswadehsc.bowenp.com/>

online twitter feeds - @LasswadeHSC

Additonal Support Needs/Support for Learning (including JASS programme) – Mrs S.Fleming (s.fleming2@mgfl.net)

Army Cadet Force – Lyndsay Mauran (Youth Worker – l.mauran@mgfl.net)

Career Ready Programme/Business Mentoring - <https://careerready.org.uk/>. Key school contact Mr A.Haggart (a.haggart@mgfl.net)

Confucius Hub – Mr C.Mitchell/Mrs J.Zhao
(c.mitchell@mgfl.net/j.zhao@mgfl.net)

Duke of Edinburgh Programme – Mr G.Boyle/Miss J McDonald
(g.boyle@mgfl.net, j.mcdonald@mgfl.net)

Edinburgh College for Foundation Apprenticeships and School College Partnership Courses (including Introduction to College courses) - <http://www.edinburghcollege.ac.uk/>. Key school contact Mrs J.McLaren (j.mclaren2@mgfl.net)

Lasswade Employability Programme (LEP) – Miss E.Helm
(e.helm@mgfl.net)

Lifelong Learning and Employability Team for volunteering opportunities, Activity Agreement Workers and Evening classes - Sharon Dalgleish, sharon.dalgleish@midlothian.gov.uk (0131 271 4535)

Light Up Learning - <https://www.lightuplearning.org/our-team> Key school contact Richard McLauchlan (richard@lightuplearning.org)

Modern Apprenticeships - <https://www.apprenticeships.scot/>

MYJET – Shona Thomson (Youth Worker – s.thomson@mgfl.net)

School of Rugby - <http://www.scottishrugby.org/information-schools-clubs>. Key school contacts - Mr J.Graham/Mr I.Moody (j.graham2@mgfl.net/i.moody@mgfl.net)

South East Scotland Academies (a partnership between Edinburgh College and Queen Margaret University) -
<http://southeastscotlandacademies.org>. Key school contact Mr G.Paris (g.paris@mgfl.net)

Senior Student Leadership Opportunities (Buddies, Prefects and Student Head Team/Office Bearers) – Mr C.Hornell (c.hornell@mgfl.net)

Skills Development Scotland (including referrals to a Work Coach) -
<https://www.myworldofwork.co.uk/> School based Careers Advisors - Judy Tyler and Chris Trotter (judy.tyler@sds.co.uk, chris.trotter@sds.co.uk)

Sports Council/Additional Experiences/Qualifications in Sport – Miss J.Clyne (Active Schools Team - judith.clyne@midlothian.gov.uk) or Miss S.McKay (PE Teacher – s.mckay@mgfl.net)

Tots 2 Teens – Mrs A. Sinnet (Nursery Manager – a.sinnet@mgfl.net) (01312714540)

For further information on the Qualification Framework, including information on different levels of study, assessment and progression in the Senior Phase (S4-6), please see appendix 1 at the end of this document. This document has been produced by the National Parent Forum of Scotland and further information can be accessed via <https://www.npfs.org.uk/>.

Throughout the learner journeys you will see reference to levels of study. The following table gives information based on when we would expect students to have achieved a particular level/benchmark.

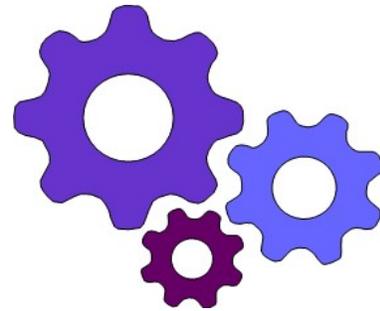
CfE Level - Benchmarks	Stage
Early Level	The final two years of early learning and childcare before a child goes to school and P1, or later for some.
First Level	To the end of P4, but earlier or later for some.
Second Level	To the end of P7, but earlier or later for some.
Third and Fourth Level	<p>S1 to S3, but earlier or later for some. The Fourth Level broadly equates to Scottish Credit and Qualifications Framework level 4.</p> <p>The Fourth Level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the Fourth Level outcomes.</p>
Senior Phase	S4 to S6, and college or other means of study.

Amy's Journey

Amy was successful within the Broad General Education (S1-3) achieving 4th level benchmarks across a range of curricular areas. She particularly enjoyed the integrated S1/2 Science course and was recognised by industry specialists for her outstanding contribution to her S1 STEM Connections group project at the showcase event. It was identified early in S1 that Amy's **Critical Thinking skills**, specifically her ability to **solve problems** and **analyse information**, were a key strength.



In S3 she elected to continue her studies within the Science faculty with an increased focus on the subjects of Biology and Chemistry. Her passion and interest for the Sciences was further enhanced after hearing first hand from a specialist based at the Bush Science Park who spoke as part of the S3 Inspirational Speaker Programme in preparation for the Senior Phase Course Choice process.



Early in S4 she identified she wanted to pursue a career in Medicine and continued her studies in Biology and Chemistry whilst also studying another 5 National 5 qualifications. After achieving 7 strong passes she elected to study 5 Highers in S5 including Higher Human Biology.

Amy recognised that her goal of studying Medicine was highly competitive. She further enhanced her skills and experiences through Volunteering with the PHAB club in the evenings through the Community element of the school as well as participating in the extra-curricular Duke of Edinburgh Silver Award.

Amy's outstanding academic success in S5 was recognized by the school when she was awarded the Dux of the school award and given a role as a House Captain in S6.

S6 was focused on further enhancing her attainment profile studying for 3 Advanced Highers, including some associated independent study, and engaging in a work placement in the local community hospital through the STEM MYJET programme. She also worked with Pathways to the Profession to prepare for the UKCAT entrance exam for University.

Amy was successful in achieving a place at Glasgow University to study Bachelor of Medicine, Bachelor of Surgery (MBChB).

Ben's Journey

Ben made a successful transition from P7 into S1 and settled well in to High School. During his transition phase he was identified by a PE teacher, who was delivering to P7s as part of the PE 3-18 pathway, that he was a talented and enthusiastic rugby player. He got involved and excelled in the School of Rugby programme in S1-2, developed in partnership with the Scottish Rugby Union.

In S3, this passion and interest in physical activity was further developed when he elected to study within the Rugby Academy, achieving a BTEC Level 2 Diploma through Borders College.

During S4 Ben selected a range of subjects that allowed him to keep his career options open, including a continued focus on both English and Maths, as he began to consider a career in teaching. S4 saw him achieve his National 5 in PE (predominately through Rugby) whilst also joining the Student Sport Council as a way of further developing his **Collaboration skills** of **working with others** and **making an effective contribution** to the school.

In S5, he sat 3 Highers in English, PE and Health and Food Technology and continued his studies in N5 Maths and Biology as he recognised the importance of this breadth of study when considering a career in teaching.

Ben successfully applied to the role of Head Boy at the end of S5 and this office bearer role supported his wider personal and leadership development.

Ben's S6 included 'crash' Highers in Modern Studies and Business Management whilst also extending his experiences within the PE department studying SCQF Level 6 awards in Exercise and Fitness Leadership as well as a Leadership award that included wider accreditation through Club Golf, Rugby Ready and Jog Scotland. He also won the award for School Sports Personality of the Year for his outstanding success in being selected for the Scotland U18 rugby squad.

Ben was successful in securing a teacher training place at Edinburgh University to study MA (Hons) Physical Education.



Hollie's Journey

Amy studied towards 3rd level benchmarks for the majority of the Broad General Education (S1-3). She experienced success in the field of STEM early in S1 where she worked as part of a group in the STEM challenge event delivered by the RAF and industry links.



Amy was particularly inspired by her S2 Connections experience whilst studying Artificial Intelligence (AI) and how technology is impacting on society. This experience challenged her towards 4th level benchmarks and she demonstrated a range of **Communication** and **Collaboration** skills such as **using technology to communicate and solve problems** as well as **working with others to break down and prioritise tasks to meet a deadline**.

During S3 she continued across a broad range of subject with a particular focus on Maths, Science and the Technologies, including a Computing Science elective. In S4, she further narrowed her subject by selecting both Computing Science at National 5 and a National Progression Award in Computer Games Development course at SCQF level 5.



In preparation for her S4 course choice she was introduced to the concept of a Foundation Apprenticeship (FA) by a Skill Development Scotland worker who presented at an assembly. She selected a FA in IT Software Development, due to both her interest in the career field as well as the knowledge of it as a growth industry, as part of a 2 year course in S5 and S6. This involved studying for a National Progression Award at SCQF level 5 in S5 and industry work placements in S6. During this time she also enrolled on the Career Ready programme where she received 1:1 support from a mentor from the world of IT which culminated in a paid summer internship during the summer holidays.

Through her industry connections developed as part of her FA she gained employment with a Software Development firm in Edinburgh at the end of S6.

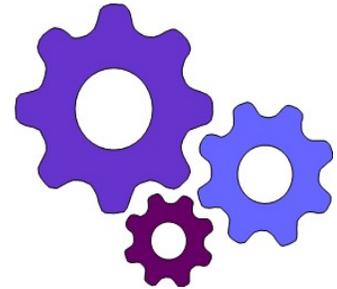
Jordan's Journey

Jordan arrived at High school after experiencing a range of adversity in his family life at the end of Primary school. Whilst an able learner, engagement with school during S1-S3 remained a genuine challenge. Due to the complex nature of the challenges he faced beyond the school he was discussed at a local authority Well-Being meeting and was allocated a Children and Families Practitioner who worked 1:1 with him focusing on some of his social and emotional challenges.



Jordan studied a reduced curriculum from S2 onwards and spent time in the Support for Learning Base as well as the school's Community Project.

S3 saw Jordan elect to take a Bronze Duke of Edinburgh (DoE) award, as well as a preparatory course delivered by the Army Cadet Force which led to him achieving an award in Uniformed and Emergency Services at SCQF Level 4 at the end of S4. He also spent a significant amount of time working with staff to secure National 3 qualifications in Maths, English, History and PE.



Due to concern around the potential risk of disengagement it was agreed to refer Jordan for an Activity Agreement (AA) Worker from the Lifelong Learning and Employability Team. This worker began engaging with Jordan mid way through 4th Year in preparation for transitioning beyond school. As Jordan was a 'Christmas leaver' his AA worker helped him secure an extended work experience placement in a local leisure centre from August of his S5 until December which helped him develop his understanding of expectations in the workplace as well as **Critical Thinking skills** including **using his initiative**.

Jordan was referred on to an Employability Fund course run by Street League which focuses on using football as a means of developing transferrable employability skills. This programme supported Jordan to achieve coaching qualifications and he now supports the school by volunteering with the S1 football team.

Toni's Journey

Toni made the transition to High school studying towards 2nd level benchmarks across most curricular areas. She enjoyed practical learning but lacked an understanding of some key 'building blocks' in literacy and numeracy. Toni was supported through the school's paired reading programme by an S6 support buddy and also received support in her Maths and English classes with two teachers timetabled in the classroom during her lessons.



In S3 she began to make progress towards 3rd level benchmarks and achieved National 3 passes in People and Society and Environmental Science. As part of her S3 experience she began an extended work based placement within the school Nursery. This built her confidence in engaging with adults and developed her **Communication skills** including **conversation skills** with the young people and the importance of **customer service skills**.

During S4 she was successful in the application process for a day release work experience placement through the MYJET programme. As part of her package she also studied Tots 2 Teens (Early Education and Childcare SCQF Level 5) and a range of other National 4 qualifications.



With the support of a school based Youth Worker and allocated Skills Development Scotland Work Coach she explored two different routes in to the Childcare industry: a college course or a Modern Apprenticeship route through a company. She recognised that this was a growth industry due to the Government's commitment to an increase in Childcare hours and therefore knew there would be a range of employability opportunities locally.

Toni left at the end of S4 and secured employment through a Modern Apprenticeship with a local Nursery and studies Playwork SVQ Level 3 (SCQF Level 7) on a day release programme at Edinburgh College.

Humza's Journey

Humza spent the majority of his Broad General Education (S1-3) studying towards 3rd level benchmarks across the breadth of the curriculum. He experienced increased levels of challenge within the S2 Enterprise and Employability Connections theme where he was pushed towards 4th level work during his final presentation on the economic impact of Brexit.



During S2, his interest in Creative Industries was developed through the Radio Project delivered in partnership between the Drama department and Music with Technology specialist. This encouraged him to choose electives in Drama and Music with Technology in S3 whilst also providing backstage technical support on the School Show production of *School of Rock*. His **Creativity skills** were highly valued by staff and he began to **learn new specialist skills** in sound, lighting and stage production.

In 4th year he sat 5 National 5's in English, History, Chemistry Drama and Music with Technology whilst also studying Maths at National 4 and opting for a National 4 in Media. During this Media experience, he visited the STV studios in Edinburgh as part of a industry insight visit and this informed his decision making around a future career in Film and Media.



In S5 and S6 he progressed on to a number of Highers as well as enrolling on the Creative Industries Academy delivered in partnership with Edinburgh College and Queen Margaret University. During this experience he studied towards a National Progression Award in Film and Media on day release from school and also developed a range of important networks with employers in the industry. This experience gave him a head start through studying for qualifications beyond the school whilst also challenging him to balance the demands of both school and Academy programmes.

At the end of S6 Humza was accepted as a direct entry candidate to study BA (Hons) in Film and Media at Queen Margaret University.

Thomas' Journey

Thomas made good progress towards 3rd level benchmarks in S1 and 2 and particularly enjoyed his studies within the Creative Design faculty, specifically excelling in the practical element of Design and Technology. This flair for Design and talent in the workshop saw him pursue his studies in a Design and Manufacture elective in S3 .



It was identified that Thomas may benefit from additional mentoring and 1:1 support through the school's partnership with Light Up Learning. He was paired with Richard, an experienced mentor who built an excellent working relationship with Thomas. They worked together to explore Thomas' areas of interest and passions and Richard exposed him to an additional range of opportunities beyond the school, including visits to Edinburgh University. This commitment from Light up Learning was maintained until Thomas left school.



During S4 Thomas studied Design and Manufacture and Graphic Communication at National 5 and a range of other subjects at National 4/5 level. His S4 work experience was with a local construction firm which encouraged him to consider a future in the industry. During this time, Thomas' **Creativity skills** flourished and he developed in to a **resourceful** and **enterprising** student who could **think 'outside of the box'** to find solutions to specifications set by staff.

Thomas' S5 consisted of a mixture of National 5's and Highers including a Higher in Personal Development, a SCQF level 5 Skills for Work Construction award and a Level 4 award in Employability working with a National Construction firm. The Design and Technology staff also arranged for some holiday work experience as a Stonemason at St Mary's Cathedral in Edinburgh.

Thomas left school at the end of S5 and secured a Modern Apprenticeship at the Cathedral studying a Stonemasonry Advanced PDA (SCQF Level 7) at Edinburgh College on block release.

Emma's Journey

Emma made good progress through the Broad General Education (S1-3) and particularly enjoyed practical learning and group work. She thrived in the Home Economics department taking part in the after school cookery club as well as experiencing success in the S1 Sustainability Connections project which focused on the ethical considerations of Fairtrade.



In S2, she was selected to work with Columba 1400, a newly formed partnership with the school, and attended a residential trip to the Isle of Skye. During this time she reflected on her values, developed her **Collaboration skills**, specifically her ability to **take a leadership role in a group** and developed a passion for outdoor learning.

In S3, she chose a broad range of subjects including an elective in Practical Cookery and Food Technology as well as Geography. This led to her selecting National 4 Hospitality Practical Cookery as well as Geography in S4, in the knowledge that she would have the opportunity to engage in field work during her National 5 studies.



Moving in to S5, she progressed on to National 5 Hospitality Practical Cookery and Practical Cake Craft as well as a Skills for Work Travel and Tourism course at SCQF Level 5 and a Higher in Personal Development. She also elected to study a School-College Partnership course in Professional Cookery (SCQF level 5). This course led to part time work in the college restaurant EH15.

Emma left school at the end of S5 moving after securing fulltime employment working in a local restaurant.

Anishka's Journey

Anishka was successful within the Broad General Education (S1-3) achieving 4th level benchmarks across a range of curricular areas. She particularly enjoyed her experiences in the Social Studies faculty and in Languages where she experienced both French and Mandarin. This taster Mandarin experience in S2, delivered through the school's Confucius Hub, ignited a passion for Chinese language, culture and tradition.



Anishka was also successful during the schools participation in the Youth Philanthropy Initiative (YPI), delivered in partnership with the Wood Foundation. This experience developed her **Communication skills**, specifically her ability to **present to variety of audiences**.

Anishka selected French and Mandarin electives in S3 as well as continuing her studies in both Modern Studies and History. This led on to her studying these subjects at National 5 in S4 alongside Maths, English and RMPS.

In S5 Anishka continued her studies through a 5 Higher programme in English, History, Modern Studies, French and Mandarin. During this year she successfully applied to attend a summer school in Tianjin facilitated by the Confucius Institute for Scottish Schools (CISS). This immersion programme influenced her aspiration to study and work abroad.



During S6 she elected to study Advanced Higher Mandarin, Advanced Higher RMPS, Higher Leadership and a crash Higher in Politics. In addition she undertook an online Young Applicants in Scottish Schools Scheme (YASS) module in an Introduction to Law in Contemporary Scotland.

Anishka was successful in applying for a Scholarship to study in China at the end of S6 and aims to return to study Law with Contemporary Chinese Studies LLB (Hons) at Bangor University.

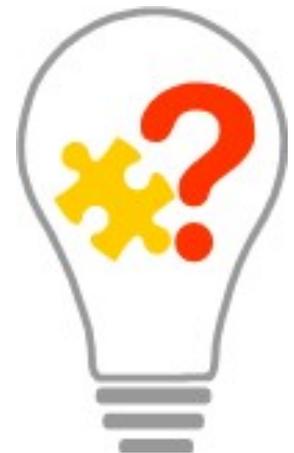
Caroline's Journey

Caroline made a successful transition from Primary school and made good progress towards achieving 3rd level benchmarks across most curricular areas. Through her work in the Art and Design department she identified she had a range of **Creativity skills** such as her ability to **be resourceful** and **use materials in a unique way**. This work was reflected in her high quality entries on Didbook, the online profiling tool used in Personal Support within the Broad General Education (S1-3).



In S3, Caroline chose to study Art, Fashion and Textile Technology as well as an elective in Business Studies. This led to her selecting these subjects at National 5 in S4 as well as a range of other courses at National 4. At the start of S4 Caroline was allocated a Business Mentor through the school's partnership with Bright Green Business. Caroline met her mentor on a regular basis throughout the year allowing her the time and space to explore her post school options alongside developing her confidence.

In S5, Caroline elected to study Highers in English, Fashion and Textile Technology and Leadership. She also elected to study on the Lasswade Employability Programme (LEP) which allowed her to spend two afternoons per week in the world of work during her S5, as well as study an Enterprise and Employability Award at SCQF level 5.



This work based learning programme helped her gain full time employment at the end of S5 with a local creative design firm. Caroline's aspiration is to set up her own business in the industry within the next 5 years.

Katie's Journey

Katie made the transition to High school studying towards 1st level benchmarks across most curricular areas. She struggled with the move to High School but enjoyed practical learning. Katie struggled with both literacy and numeracy and this had an effect on her ability to access the rest of the curriculum. She regularly struggled to maintain positive relationships with her peers. Katie was supported through the school's paired reading programme by an S6 support buddy and also completed the Toe By Toe program that seemed to build her confidence. Katie was also part of the JASS group where she enjoyed learning more about her community and began to improve her social skills.



Attendance gradually became more and more of an issue for Katie. Her family situation made coming to school a challenge and she fell further behind her peers. She became a school refuser and was supported back into school on a phased basis via the Support for Learning Department. Katie found mainstream classes too stressful so she followed an individualised timetable based around Support for Learning and the Nurture Principles. In S3 Katie started securing National 3 Qualifications (English, Maths, History, RME and Modern Studies) alongside developing her Literacy and Numeracy skills. Katie thrived working in smaller groups with consistent adults. She was supported to attend License To Cook ,a small cooking class delivered in conjunction with the Home Economics department, where she developed her independent cooking skills and gained a national qualification.



Katie developed well in the nurturing environment and her communication skills and confidence began to develop. Health and Wellbeing formed part of her day where she worked on essential life skills and attended the gym 1:1 to help her make healthier life choices. Katie gradually began to grow in confidence and **communicate more effectively with staff**.

During S4 Katie continued to work towards National 3/4 qualifications. Although she was not ready to attend the weeks work experience in the November of S4 she did help support younger members within the Support for Learning department and enjoyed helping at her old primary school for a day. In the February of her S4 we managed to arrange for her to volunteer at a local old folks home one afternoon a week. A family member worked in that sector and this had become her goal. She worked well supporting the older generation and her confidence and skills base continued to grow. Katie returned to school full of stories from her placement and a smile on her face.

Katie was put forward for the Introduction to College course in March at Edinburgh College and attended with the support of a school learning assistant. Katie had always liked the idea of attending college but would never have had the confidence to apply. She loved the week long experience which in turn gave her the confidence to submit an application.

Katie left at the end of S4 and secured a place at Edinburgh College studying Social Care. She completed the first year then secured employment in the care sector.

The National Parent Forum of Scotland Summary of Progression

Progression in the Senior Phase

What is Progression?

Children and young people progress in their learning in different ways. Progression in learning is built into the learning levels of the Broad General Education (early years to s3) and into the qualifications and awards of the senior Phase (s4 to s6/college). Assessment will ensure that children and young people are building on what they already know and can do, in order to gain more knowledge and skills. Progression is built into the learning levels of the Broad General Education and continues into the qualifications and awards of the senior Phase.

Progression in learning ensures that

- skills and knowledge are developed continually
- literacy, numeracy and health and wellbeing are developed and enhanced in all learning
- learners progress at their own pace with support from staff
- children and young people's interests are reflected and developed through choices within courses
- learners are engaged and motivated in their own learning through goal-setting, evaluation and planning next steps
- learning is effectively monitored, tracked and reported regularly to learners and parents/carers

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Curriculum for excellence learner entitlements

- a coherent 3-18 curriculum
- Personalisation and choice
- health & wellbeing, Literacy and Numeracy
- Eight curricular areas: Expressive arts, Languages, health & wellbeing, Mathematics, religious & Moral Education, science, social studies, Technologies
- Opportunities to develop skills for learning, life and work

Every child is different, progressing in different ways and at different rates. Your school will reflect your child's progress and next steps in learning in profiles, school reports and parent meetings.



the National Parent
Forum of Scotland

Understanding Progression and SQA Qualifications

The table below shows the range of qualifications that is available. Learners can progress in different ways, choosing qualifications to reflect their interests and to enhance their knowledge and skills.

All SQA qualifications sit within the Scottish Credit and Qualifications Framework (SCQF)

SCQF Level	1	2	3	4	5	6	7	8
	National 1	National 2	National 3	National 4	National 5	Higher	Advanced Higher	Scottish Baccalaureate
School	Course Awards				Skills for Work Courses			
	National Progression Awards							
College	National Certificates						Higher National Certificates	Higher National Diploma
							Scottish Vocational Qualifications	
Work-Based					Modern Apprenticeships & Personal Development Awards			

Lifelong learning through work, university, college, training providers

SQA Curriculum for excellence national Qualifications (40+ subject choices) are Nationals 1 to 5, Highers, Advanced Highers and Scottish Baccalaureates.

Awards (14 options) recognise wider achievement and skills development eg Leadership, Scottish studies, Enterprise & Employability.

Skills for Work (22 options) offer practical experiences linked to careers eg Food Technology, Travel and Tourism, hospitality, Laboratory science, Energy.

National Progression Awards (295+ options) assess skills and knowledge in specialist vocational areas, linking to national occupational standards eg aquaculture, administration, Bakery, Construction, digital Media, Performing arts, sport and Leisure.

National Certificates develop knowledge and skills linked to national occupational standards eg art and architecture, aeronautical Engineering, Media.

Higher national Certificates and higher national Diplomas provide practical skills and theoretical knowledge for employment or higher Education eg accounting, Nautical science, Quantity surveying.

Scottish vocational Qualifications are based on job competence. They form part of Modern apprenticeship programmes.

Professional Development Awards are for those already in a career wishing to extend their skills.

Modern Apprenticeships offer young people aged over 16 paid employment alongside training in a wide range of sectors.

Further information

- Scottish Credit and Qualifications Framework: www.scqf.org.uk
- SQA qualifications and SCQF levels: www.sqa.org.uk/files_ccc/readyreckoner.html
- Education Scotland: <http://tinyurl.com/olfukg4>

SQA Qualifications

- Curriculum for Excellence National Qualifications: www.sqa.org.uk/sqa/58948.html
- Scottish Baccalaureates: www.sqa.org.uk/baccalaureates/awards: www.sqa.org.uk/sqa/41280.2540.html
- skills for work: www.sqa.org.uk/sqa/25259.998.html and www.sqa.org.uk/skillsforwork
- Scottish Vocational Qualifications (SVQ): www.sqa.org.uk/sqa/2.html
- National Certificates (NC) and National Progression awards (NPA): <http://tinyurl.com/mmm7mjzk>

Modern apprenticeships

- www.myworldofwork.co.uk/modernapprenticeships
- Modern apprenticeships, training and qualifications: www.sqa.org.uk/sqa/35912.html
- Modern apprenticeship providers: www.mappit.org.uk

Choices, careers and other awards

- Careers advisors in schools, colleges and universities: www.skillsdevelopmentscotland.co.uk
- Tools to help choices: www.planitplus.net/schoolzone
- work experience information: www.workit.info
- www.myworldofwork.co.uk/section/parents-and-carers
- The Open university's Young applicants in schools Programmes: www.open.ac.uk/choose/yass/
- Other awards: <http://tinyurl.com/kfvny44>

For our Nutshell summaries of National 1 to National 5 courses, revised Highers, assessment and skills, Visit www.parentforumscotland.org



 the National Parent Forum of Scotland

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enquiries@parentforumscotland.org

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