



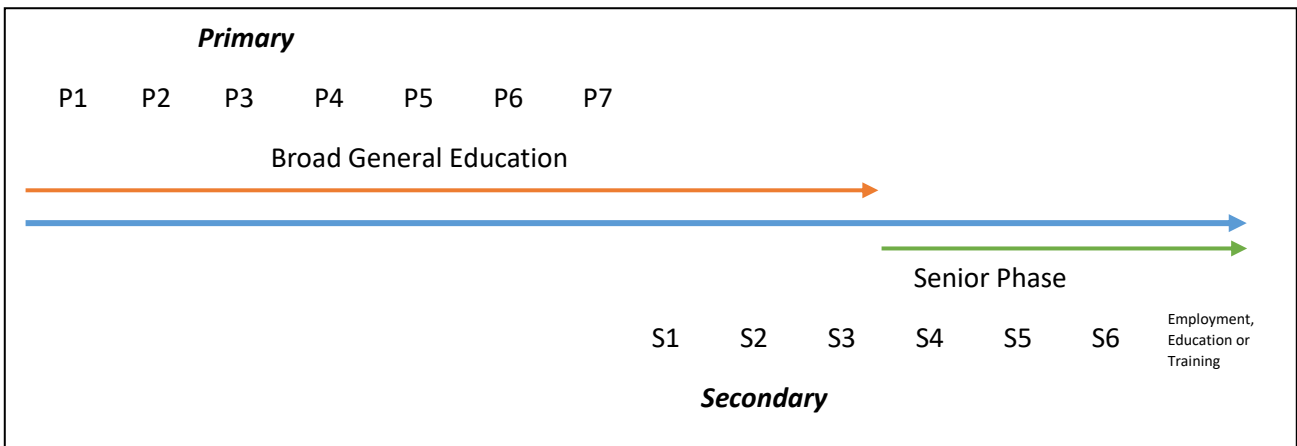
Education Pathways 2023-2024



Education Pathways

Education Pathways are the range of different routes that children and young people follow as they move into, through and out of the education system.

All children and young people will have individualised educational pathways, but they will all move in the same direction.



Broad General Education

The broad general education begins in early learning and childcare and continues to the end of S3 (the third year of secondary school). Its purpose is to develop the knowledge, skills, attributes and capabilities of the four capacities of Curriculum for Excellence:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

It is designed to provide the breadth and depth of education to develop flexible and adaptable young people with the knowledge and skills they will need to thrive now and in the future. It aims to support young people in achieving and attaining the best they possibly can.

During the broad general education, children and young people should:

- achieve the highest possible levels of literacy, numeracy and cognitive skills;
- develop skills for learning, skills for life and skills for work;
- develop knowledge and understanding of society, the world and Scotland's place in it
- experience challenge and success so that they can develop well-informed views and the four capacities.

Erskine Waterfront Campus provides the following educational opportunities within the broad general education from Early level to Level 4:

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HEALTH & WELLBEING

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Health & Wellbeing comprises experiences and outcomes in:

- Mental, emotional, social & physical wellbeing
- Planning for choices & changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood



Skills for Learning, Life and Work which can be developed through Health & Wellbeing are:

Listening & Talking; Personal Learning; Emotional Wellbeing; Physical Wellbeing; Planning For, Making Choices and Changes; Relationships; Information & Communication Technology; Working with Others; Remembering; Understanding; Applying; Analysing & Evaluating; Creating



LANGUAGES: LITERACY & ENGLISH

The development of literacy skills plays an important role in all learning.

Literacy skills are developed when the child when has opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain literacy and thinking skills
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop understanding of what is special, vibrant and valuable about their own and other cultures and their languages
- explore the richness and diversity of language, how it can affect them, and the wide range of ways in which they and others can be creative
- extend and enrich their vocabulary through listening, talking, watching and reading

Skills for Learning, Life and Work which can be developed through Languages: Literacy & English are:

Reading; Writing; Listening & Talking; Personal Learning; Emotional Wellbeing; Working with Others; Remembering; Understanding; Applying; Analysing & Evaluating; Creating



NUMERACY & MATHEMATICS

The development of numerical and mathematical skills plays an important role in all learning

Learning in mathematics enables children and young people to:

- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- engage with more abstract mathematical concepts and develop important new kinds of thinking
- understand the application of mathematics, its impact on our society past and present, and its potential for the future
- develop essential numeracy skills which will allow them to participate fully in society
- establish firm foundations for further specialist learning
- understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills
- interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions
- apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts

Skills for Learning, Life and Work which can be developed through Numeracy & Mathematics are:

Listening & Talking; Number Processes; Money, Time & Measurement; Information Handling; Personal Learning; Working with Others; Remembering; Understanding; Applying; Analysing & Evaluating



RELIGIOUS & MORAL EDUCATION

SCIENCES

SOCIAL STUDIES

TECHNOLOGIES

WIDER ACHIEVEMENT AWARDS

Hi5 AWARD

INTERDISCIPLINARY LEARNING

Senior Phase

The senior phase takes place from **S4 to S6** in schools and includes ages 16 to 18 out of school. It is the phase when a young person will build up a portfolio of qualifications and continue to develop the knowledge, skills, attributes and capabilities of the four capacities of Curriculum for Excellence: It is designed to provide the breadth and depth of education to develop flexible and adaptable young people with the knowledge and skills they will need to thrive now and in the future.

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ART & DESIGN: NATIONAL 3/4

Course Overview

The purpose of the Course is to provide a broad practical experience of art and design practice and related knowledge and understanding. The Course encourages learners to experiment with and use a variety of art and design materials, techniques and/or technology. The Course offers learners opportunities to develop their practical skills at a basic level by communicating their thoughts and ideas when creating expressive and design work.

There are 2 mandatory units which make up the National 3/4 award:

1. Expressive activity
2. Design activity
3. Added Value Unit (National 4 only)

Learners who complete the units will develop their skills in:

- experimenting and using art and design materials, basic techniques and/or technology to produce expressive and design work
- communicating thoughts, feelings and ideas through their expressive and design work
- developing a basic knowledge and understanding of an artist's and a designer's work and practice identifying areas for improvement when reflecting on own work

Skills for Learning, Life and Work which can be developed through Art & Design are:

Personal Learning; Understanding; Applying; Creating

Progression

Career opportunities in art and design are many and varied-from hairdressing to landscape gardening to architecture and fine art .Modern art college courses are hugely diverse, with studies in computer graphics, animation, textiles, jewellery, fashion, interior and product design etc.



ENGLISH: NATIONAL 3/4/5

Course Overview

The main purpose of the Course is to provide learners with the opportunity to develop the skills of listening, talking, reading and writing, in order to understand and use language.

The Course offers learners opportunities to develop and extend a wide range of skills. In particular, the Course aims to enable learners to develop the ability to:

- listen, talk, read and write, as appropriate to purpose, audience and context
- understand, analyse and evaluate texts, as appropriate to purpose and audience in the contexts of literature, language and media
- create and produce texts, as appropriate to purpose, audience and context
- apply knowledge of language

There are 3 mandatory unit which make up the National 3 award:

1. Understanding Language (Reading and Listening)
2. Producing Language (Writing and Talking)
3. Literacy

There are 4 mandatory Units which make up the National 4 award:

1. Analysis & Evaluation (Reading and Listening)
2. Creation and Production (Writing and Talking)
3. Literacy
4. Added Value Unit



Learners who complete the units will be able to:

- Analyse and respond to a variety of texts through listening and reading.
- Create original texts in different styles.
- Plan and research topics and ideas.
- Communicate information with technical accuracy.
- Discuss and present information with peers.
- Apply knowledge of language as appropriate to task and audience.
- Report in different formats on topics of personal interest.

Assessment

There are no grades awarded at levels 3& 4 and neither are there external exams. Pupils must complete all Units to the specifications and will be continuously assessed throughout the year within a class setting.

The course is flexible and will allow pupils to develop at their own pace.

National 5

From 2017/2018 the National 5 course will be assessed through coursework and examination

Progression

The progression from National 3/4/5 English is to continue with English at National 4/5/6 or further study, employment and/or training.

LIFESKILLS MATHS: NATIONAL 2/3/4/5

Course Overview

National Qualifications in Lifeskills Mathematics support numeracy and are designed to develop learners' mathematical reasoning skills for learning, life and work. These Courses develop confidence and independence in handling information and mathematical tasks in both personal life and in the workplace. The Courses motivate and challenge learners by enabling them to think through real-life situations involving mathematics.

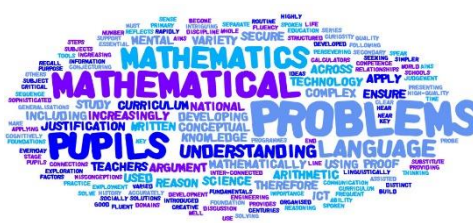
There are 2 mandatory units and 3 optional units which make up the National 2 award:

Mandatory units

1. Lifeskills Mathematics: Number and Number Processes
2. Lifeskills Mathematics: Shape, Space and Data

Optional Units (2 from 3 units must be completed)

1. Lifeskills Mathematics: Money
2. Lifeskills Mathematics: Time
3. Lifeskills Mathematics: Measurement



There are 3 mandatory units which make up the National 3 award:

1. Lifeskills Mathematics: Manage Money and Data
2. Lifeskills Mathematics: Shape, Space and Measures
3. Numeracy

There are 4 mandatory units which make up the National 4 award:

1. Lifeskills Mathematics: Managing Finance and Statistics
2. Lifeskills Mathematics: Geometry and Measures
3. Numeracy
4. Added Value Unit

Assessment

There are no grades awarded at these levels and there are no external exams. Pupils must complete all Units to the specifications and will be continuously assessed throughout the year within a class setting.

The course is flexible and will allow pupils to develop at their own pace.

National 5

From 2017/2018 the National 5 course will be assessed through coursework and examination

Progression

The progression from National 2/3/4/5 Lifeskills Maths is to continue with Lifeskills Maths at National 3/4/5, Mathematics at level 6 or further study, employment and/or training.

PERSONAL ACHIEVEMENT AWARD: NATIONAL 2

Course Overview

The Award has been developed to meet the diverse needs of learners by providing a framework that offers opportunities for personalisation and choice, and which recognises relatively small but significant pieces of learning. The framework for the Award is based around two themes, *Developing Independence* and *Taking Part in the Community*. The framework is sufficiently flexible to allow centres to develop relevant and engaging teaching and learning approaches within practical and interdisciplinary learning contexts, and to adopt an open and flexible approach to assessment.

The *Personal Achievement Award (SCQF level 2)* has three different stages of achievement: Bronze, Silver and Gold. The Award provides both lateral and horizontal progression opportunities. Learners can progress through the Bronze, Silver and Gold stages, building on their achievements at each stage.

Type of Award	Number of Units required	Combination of Units
Bronze (SCQF level 2)	2 Units	One from each theme*
Silver(SCQF level 2)	4 Units	At least one from each theme*
Gold (SCQF level 2)	6 Units	At least two from each theme*



Assessment

Learners will be able to provide evidence for Units using their usual means of communication.

Progression

This Award or its components may provide progression to:

- Personal Development Award at SCQF level 2
- other Units, Awards and Courses at SCQF levels 2 and/or 3
- further study, employment and/or training

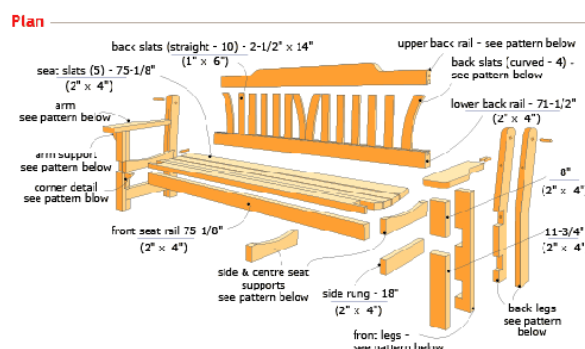
PRACTICAL WOODWORKING SKILLS: NATIONAL 4/5

Course Overview

The Course is practical, exploratory and experiential in nature. It combines elements of technique and standard practice with elements of creativity. The Course provides opportunities for learners to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in wood. The Course also gives learners the opportunity to develop thinking, numeracy, and employability, enterprise and citizenship skills.

There are 4 mandatory units which make up the National 4 award:

1. Flat-frame construction
2. Carcase Construction
3. Machining and Finishing
4. Making a Finished Product from Wood (Added Value Unit)



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

- skills in woodworking techniques
- skills in measuring and marking out timber sections and sheet materials
- safe working practices in workshop environments
- practical creativity and problem-solving skills
- knowledge of sustainability issues in a practical woodworking context

Assessment

The assessment of the Units in this Course will be as follows.

Flat-frame Construction

In this Unit, evidence will be required that the learner can produce basic flat-frame joints and assemblies to a given standard. Evidence of knowledge will also be required.

Carcase Construction

In this Unit, evidence will be required that the learner can produce basic carcase constructions to a given standard. Evidence of knowledge will also be required.

Machining and Finishing

In this Unit, evidence will be required that the learner can carry out simple machining and finishing to a given standard. Evidence of knowledge will also be required.

Progression

This Course or its Units may provide progression to:

- other qualifications in practical technologies or related areas
- further study, employment and/or training

STEPS TO WORK AWARD: NATIONAL 3/4

Unit Overview

The principal aims of the Steps to Work Award are to enable learners to:

- develop self-esteem, self-awareness and self confidence
- develop the ability to engage in learning
- recognise opportunities and possible progression routes
- develop the skills and attitudes necessary to become successful learners and effective contributors
- develop a range of employability skills
- recognise their own uniqueness and to consider the wider contribution they can make to society as responsible citizens
- engage in a range of learning activities in the context of personal development and employability

The Award is achieved through the attainment of Units in a variety of subject areas.

Assessment

Units are assessed as to the requirements of the individual unit

Progression

This Unit may provide progression to:

- relevant programmes in further education colleges
- training/employment



WELLBEING: NATIONAL 3/4

Course Overview

The Wellbeing Award helps learners to explore factors that influence personal wellbeing, and to make decisions that contribute to improving personal wellbeing.

The Awards encourage learners to look at connections between mental, emotional, social and physical health, and to look at different ideas of health and wellbeing at a personal, community, societal or global level.

The Award aims to enable learners to:

- develop an understanding of wellbeing
- explore factors that influence wellbeing
- find and use sources of information to understand wellbeing
- present findings from an investigation
- identify choices and make decisions about improving wellbeing
- set targets and make a plan for an activity to improve wellbeing
- undertake an activity to improve wellbeing

The Award consists of of two mandatory Units

1. Exploring Wellbeing
2. Improving Wellbeing

Assessment

Assessment for the Award will consist of gathering evidence to show that the learner is able to successfully complete all the tasks in the Units. Evidence can be gathered as learners work through the Units.

Progression

This Award or its components may provide progression to other Awards such as the Employability Award, Personal Development Award or Leadership Award.

Learners might want to follow up an interest in other linked subjects such as Physical Education, Health and Food Technology, Care, and Social Studies.



WORK PLACEMENT: NATIONAL 3/4

Unit Overview

The Work Placement Unit is designed to recognise the valuable learning and development which takes place as a result of participating in a suitable work placement. Learners will have an opportunity to think about their abilities and career aspirations and identify a learning goal in preparation of their placement. During the placement they will have the opportunity to demonstrate their ability to work with others and carry out allocated tasks. Learners will review their progress on completion of the placement.

On successful completion of the Unit the learner will be able to:

- 1 Prepare for and complete a work placement.
- 2 Demonstrate appropriate behaviours and attitudes during a work placement.
- 3 Review progress and learning gained in the workplace.

Assessment

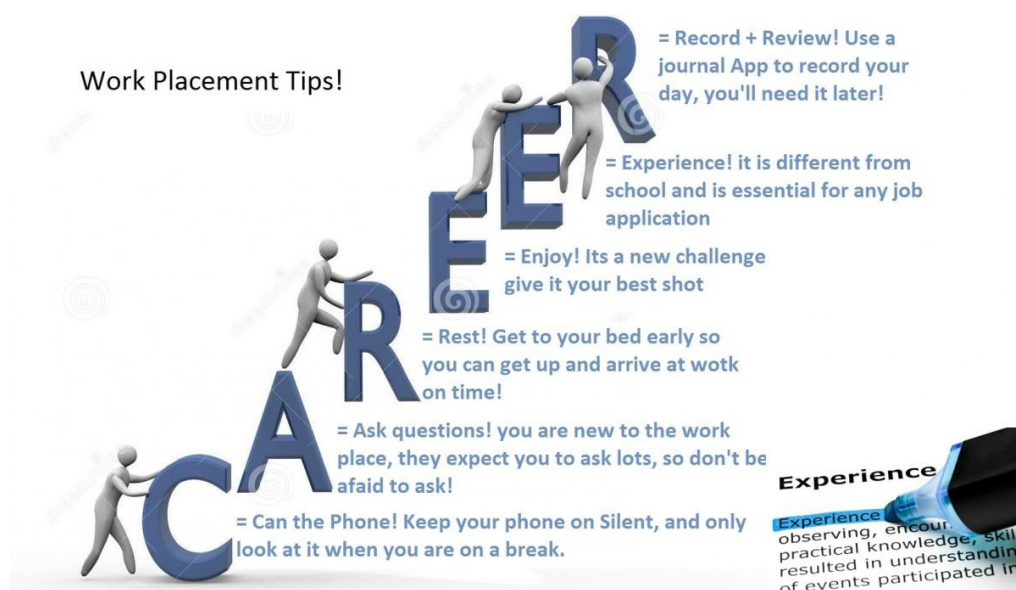
Evidence will be generated by the learner at appropriate points throughout the Unit. The evidence will consist of:

- written and/or recorded oral evidence generated by the learner for Outcomes 1 and 3.
- an observation checklist to support performance evidence for Outcome 2.

Progression

This Unit may provide progression to:

- relevant programmes in further education colleges
- training/employment



BIKEABILITY

Course Content

Bikeability Scotland is a cycle training scheme designed to give young people the skills and confidence they need both to cycle safely on the roads, and to encourage them to carry on cycling into adulthood. There are 3 levels.

Level 1: Delivered in a traffic-free environment.

- Fit your helmet correctly.
- Check your bike is ready to ride.
- Get on and off your bike safely.
- Ride your bike and make it go where you want it to.
- Avoid objects through good bike control.
- Use your gears effectively.
- Control the bike with one hand.
- Observe all around you whilst cycling.
- Stop safely and quickly if you need to.



Level 2: Delivered on quiet residential streets

- Start and finish an on-road journey.
- Pass parked cars or slower moving vehicles and side roads.
- Make a u-turn.
- Identify and react to potential hazards.
- Communicate your intentions with other road users and pedestrians as appropriate.
- Use road positioning effectively.
- Use junctions, including turning left and right in and out of minor roads.
- Use the Highway Code and make decisions on safe riding strategy

Level 3: Delivered on roads with larger volumes of traffic travelling at higher speeds

- Cycle almost anywhere using complex road junctions and features such as roundabouts, multi-lane roads and traffic lights.
- Plan your route using any road.
- Understand driver blind spots and how to avoid them.
- Filter through queuing or slower moving traffic.
- Identify and react to hazardous road surfaces.

DUKE OF EDINBURGH'S AWARD

Course Content

The Duke of Edinburgh's Award (commonly abbreviated **DofE**) is the name for a youth awards programme. The Award recognises adolescents and young adults for completing a series of self-improvement exercises. The programmes are at three progressive levels which, if successfully completed, lead to a Bronze, Silver or Gold Duke of Edinburgh's Award.

With assistance from adult Leaders, participants select and set objectives in each of the following areas:

- **Volunteering:** undertaking service to individuals or the community.
- **Physical:** improving in an area of sport, dance or fitness activities.
- **Skills:** developing practical and social skills and personal interests.
- **Expedition:** planning, training for and completion of an adventurous journey in the UK or abroad.
- At Gold level, participants must do an additional, fifth, **Residential** section, which involves staying and working away from home for five days, doing a shared activity.

To achieve an award, the participant must work on each section for a minimum period of time, and must be monitored and assessed by someone with knowledge of the chosen activities. Each progressive level demands more time and commitment from participants: Bronze 3–6 months; Silver: 6–9 months; Gold: 12–18 months. Participants are required to show regular activity and commitment to the award for the duration of their DofE programme, which is usually at least one hour per week.



DYNAMIC YOUTH AWARD: SCQF LEVEL 3

Course Content

Youth Scotland's Dynamic Youth Awards provide a framework to support quality work with young people. They offer recognition and accreditation for young peoples' achievements. They are easy to use and incorporate into existing or planned activities and can be delivered in a range of settings including youth and community projects, schools and colleges. The Awards follow a Plan-Do-Review process which enables young people to more effectively recognise and articulate their learning and achievements within different contexts. This increases their self-esteem, improves motivation and keeps young people engaged with learning. Through self and peer assessment young people develop skills for learning, life and work. The Awards fully support the aims, values, purpose and implementation of Curriculum for Excellence.

Key Features of the Award:

The Dynamic Youth Awards

- Are for young people age 10+
- Have a minimum 5 hours of time commitment
- Have 5 levels(Star Rating) based on the young person's cumulative hours
- Can be incorporated into existing or planned activities
- Can be used in a range of settings
- Are inclusive and suitable for young people with a range of interests and abilities
- Are externally quality assured by Scottish Qualifications Authority (SQA)
- Are Scottish Credit and Qualifications Framework (SCQF) credit scored and levelled (Level 3)



CPR PROGRAMME

Course Content

Every year 30,000 people in the UK have an out-of-hospital cardiac arrest, but the survival rate is less than 1 in 10.

The British Heart foundation is on a mission to change that. One of its objectives is to train people in CPR.

CPR is a Cardiopulmonary resuscitation training course which enables learners to undertake a training course and learn how to:

- deal with an unconscious person
- recognise a heart attack and a cardiac arrest
- perform CPR
- deal with choking
- respond to serious bleeding.

Assessment

The course lasts 2 hours and is ungraded. Pupils must complete all tasks to the specifications and will be continuously assessed throughout the training session.



JOHN MUIR AWARD



WHAT IS IT?

It's an environmental award scheme focused on wild places.

It helps people connect with nature and enjoy and care for wild places.

It's for people of all backgrounds – groups, families and individuals.

It's non-competitive, inclusive and accessible.

WHY USE IT?

To help appreciate and value nature, urban greenspace and wild landscapes.

To encourage awareness, understanding and responsibility for wild places.

To promote personal development through outdoor experiences.

To encourage an environmental agenda – for individuals and organisations.

To recognise and celebrate achievements of each individual that meets Award Criteria.

WHO'S IT FOR?

It's open to all. We don't set rigid guidelines for younger ages, however participants should understand and meet Award Criteria – generally this works best at upper primary level and older. Adults are welcome to get involved too – on their own, in groups or alongside their younger charges.

From pupils to professors, prisoners to pensioners – a genuinely diverse cross-section of society participates.

We have created a Family Award that welcomes involvement as a family unit and can include all ages.

SO WHAT?

Using the John Muir Award with groups and organisations can:

- Help to enhance the impact of your work, through
 - action for the environment
 - promoting a culture of environmental awareness and care in an organisation
 - encouraging behaviour and action, attitudes and values-based learning for individuals
- Support an approach in which the environment is not seen in isolation or as an add on, but an essential component at the heart of outdoor experiences, of adventure, of learning, of creativity, of wellbeing.