

Education, Children and Families Committee

10:00 am, Tuesday, 10 December 2019

Edinburgh Learns: Pathways to develop our young workforce

Item number

Executive/routine

Wards

Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Approve the Edinburgh Learns Framework: Pathways to develop the young workforce, contained in Appendix 1
 - 1.1.2 Ensure impact of this framework across educational settings by agreeing to receive further annual reports from the Edinburgh Learns Pathways Strategic Board
 - 1.1.3 Note, in response to the motion from Cllr Laidlaw, the findings from a recent survey of all Edinburgh secondary schools on the breadth of learning in the senior phase, Appendix 2.

Alistair Gaw

Executive Director of Communities and Families

Contact: Lorna Sweeney, Schools & Lifelong Learning Senior Manager Quality, Improvement & Curriculum

E-mail: lorna.sweeney@edinburgh.gov.uk | Tel: 0131 469 3138

Report

Edinburgh Learns: Pathways to develop our young workforce

2. Executive Summary

- 2.1 This report provides a summary of the work of the Quality Improvement & Curriculum Service, in collaboration with our schools and partners, to support the improvement of Pathways to develop our young workforce in educational settings and schools. Edinburgh Learns, the Council Strategy to Raise Attainment for All, comprises key frameworks informed by data, research and strategies known to be successful in pursuit of the overarching aim of raising attainment for all our children and young people.
- 2.2 The Edinburgh Learns Pathways Framework is focused on improvement in employability skills and sustained, positive school-leaver destinations for all young people. It upholds the principle of local flexibility and school leaders being empowered to take their own decisions on the design of the curriculum, in the best interests of their learners. The curriculum should fulfil the entitlements of children and young people to a Broad General Education and Senior Phase. It takes account of the recently published *Scotland's Curriculum for Excellence - putting learners at the heart of education* (2019) - <https://scotlandscurriculum.scot/>. This refreshes the CfE narrative and sets it within the current context.

3. Background

- 3.1 Our goal is for all Edinburgh's children to thrive and take their place as highly skilled workers in a world-class city. To achieve this, they must develop excellent skills for learning, life and work, regardless of socio-economic barriers. It is a vision that is both ambitious and inclusive.

- 3.2 The Edinburgh Learns Framework - Pathways to develop our young workforce – exists to ensure: “*all learners are on the right route to the right job, through the right course via the right information*” [15-24 Learner Journey Review](#) (2018)
- 3.3 Ensuring all our learners are supported to make suitable, realistic and informed choices and follow progressive curriculum pathways that are tailored to their skills, strengths and interests is central to our inclusive economic growth and social justice ambitions.
- 3.4 By curriculum pathway we mean: “the totality of all that is planned for children and young people throughout their education” (Building the Curriculum 3, 2008).
- 3.5 In common with all other Edinburgh Learns frameworks, a strategic board has been convened since November 2018 which will oversee the implementation of this workstream. Members represent all stakeholders including parents, learners and partners. The Framework has been informed by a range of educational policy, national strategy and research led by Young Scot and cited within the *15-24 Learner Journey Review* (2018) into young peoples' experiences of the education and skills system.
- 3.6 Scotland's Youth Employment Strategy implements the recommendations of the Commission for Developing Scotland's Young Workforce (DYW): “*It is about Scotland's long-term economic success and wellbeing... This will need strong leadership and firm commitments across the education and business sectors and in national and local government to deliver the changes*” (Sir Ian Wood, 2014). It seeks to improve the transition of all children and young people throughout education, from 3-18, into sustainable, productive employment, benefiting individuals and improving the economy.
- 3.7 This strategy supports one of the key priorities within the National Improvement Framework: improvement in employability skills and sustained, positive school-leaver destinations for all young people. There are key milestones for authorities, schools and partners to focus on and a range of measures to drive improvement. The headline target *to reduce youth unemployment by 40% from 2014 levels by 2021* was achieved four years ahead of schedule in 2017.

- 3.8 Local authority Participation Measures and School Leaver Destination Results enable us to assess our performance. The participation measure shows the proportion of young people aged 16-19 years participating in education, training or employment. We need to narrow the gap between the proportion of those in the most deprived areas participating in education, training and employment compared with young people in the least deprived areas.
- 3.9 School measures of attendance, attainment, engagement and inclusion will also demonstrate how well the learning needs of our young people are being met through an improved curriculum offer.

4. Main report

- 4.1 In accordance with the recommendations arising from the *15-24 Learner Journey Review* (2018) to achieve the outcome of positive and sustained leaver destinations, our key strategic actions will focus on: Leadership; Career Information, Advice and Personal Support; Provision; and Performance self-evaluation.
- 4.2 Leadership: strong systems leadership is needed to bring together the worlds of education and business and complementary strengths in different education sectors to develop our young workforce. This is currently being achieved through the Pathways Strategic Board, Regional DYW Employer-led Board and School-College partnership.
- 4.3 We need to establish a culture based on parity of esteem and promote the curriculum offer using the Scottish Credit and Qualifications Framework (SCQF) to develop the language of progression and attainment at Levels of qualification.
- 4.4 Early Years and School senior leaders are empowered to design and implement their own curriculum model and narrative, based on national guidance, to best fit the learning needs of the children and young people within their unique educational setting.
- 4.5 Career Information, Advice and Personal Support: we must build the confidence of our children and young people that they are making the right decisions about their learning pathways in line with their aspirations and abilities - *#No wrong path*.

- 4.6 We need to fulfil children and young people's entitlements to personal support, enabling them to review their own learning with a key adult who knows them well, helps them to plan next steps and prepare for changes and choices.
- 4.7 Provision: We need the right balance and blend of learning options with parity of esteem between vocational and academic pathways across the system as a whole.
- 4.8 Taking curricular aims and translating them into practice is a continuous process. Getting the process of curriculum-making right is critical and <https://scotlandscurriculum.scot/5/> sets out key considerations, activities and ways of working to support this.
- 4.9 Our post-15 provision in schools is enhanced by the School-College partnership delivering additional vocational pathways at Edinburgh College campuses throughout the city. This includes Foundation Apprenticeships, alongside other Level 5 and 6 qualifications, such as National Progression Awards. The City of Edinburgh Council is now offering the Foundation Apprenticeship Children and Young People at the Hub schools of Wester Hailes and Liberton. This provides a viable pathway to the Modern Apprenticeship and ensures a skilled workforce for our expanded early years provision. The number of applications to Foundation Apprenticeships has increased significantly from last session.
- 4.10 Performance self-evaluation: Rigorous approaches to self-evaluation will build our capacity to improve outcomes for our learners.
- 4.11 The 2019 City of Edinburgh Participation measure indicates that the proportion of 16-19 years old participating was 92.2%, a 0.1 percentage point (pp) increase compared to 2018 (92.1%) and 0.7pp higher than the national rate (91.6%). Progress has been achieved through improved collaboration at a strategic level between The City of Edinburgh Council and critical partners. The overall figure of 93.6% for sustained positive leaver destinations 2017/18 is a 0.9 percentage increase compared to the previous session and is above the national figure.
- 4.12 Following its scrutiny of subject choice in schools, the Scottish Parliament's Education Skills Committee believes that substantial work must be undertaken by the Scottish Government to develop a better understanding of how subject

choices operate in practice and to address the unintended consequences emanating from the change in curriculum. The Deputy First Minister has therefore announced an independent review of the Senior Phase to explore how curriculum for excellence is being implemented for learners in S4-S6 and to identify any improvements that might be made to support the best outcomes for all young people. A survey on the breadth of learning in the senior phase across Edinburgh schools has been included (Appendix 2)

5. Next Steps

- 5.1 While there is no mandate for schools to implement any or all of the guidance contained within the suite of Edinburgh Learns documents, educational settings and schools will have opportunities to reflect on the value of the Pathways framework before the end of the school session.
- 5.2 Support early years and school settings to achieve and evaluate meaningful progress under the National Improvement Framework's priority 4: improvement in employability skills and sustained, positive school-leaver destinations for all young people.
- 5.3 Continue to implement Career Education Standard and Work Placement Standard across all educational settings.
- 5.4 Continue to explore, pilot and evaluate approaches to implementing the My World of Work portfolio as the basis for the P7 and S3 learning profiles to support transitions.
- 5.5 Conduct a thematic review of flexible and part-time pathways to ensure needs of learners being met and attendance is being accurately recorded.
- 5.6 Continue citywide tracking and monitoring of the 16+ Data Hub in collaboration with Skills Development Scotland and other partners.
- 5.7 Continue to work with key partners to provide the right support at the right time to young people who are at risk of not achieving a positive leaver destination.
- 5.8 Continue to develop the School College Partnership in the senior phase to expand the offer across SCQF levels and promote parity of esteem between vocational and academic pathways.

- 5.9 Continue to draw on the views of children and young people through participation forums such as My World of Work Ambassadors and Young Scot.
- 5.10 Ensure appropriate training is available to staff with a focus on key adult learning conversations informed by labour market intelligence and regional skills assessment
- 5.11 Report on the success of these actions as part of our annual Standards and Quality report

6. Financial impact

- 6.1 There are no financial implications contained in this report.

7. Stakeholder/Community Impact

- 7.1 Consultation and engagement took place with school senior managers and officers within the local authority and drew on research from Young Scot. We will continue to draw on the views of children and young people through the My World of Work Ambassador forum.

8. Background reading/external reference

- 8.1 15-24 Learner Journey Review (May 2018):
<https://www.gov.scot/publications/15-24-learner-journey-review-9781788518741/>
- 8.2 Scottish Parliament Education Skills Committee Report on Subject Choices in Schools (September 2019):
<https://digitalpublications.parliament.scot/Committees/Report/ES/2019/9/16/Subject-choices-in-schools#Overall-conclusions>
- 8.3 Scotland's Curriculum for Excellence - putting learners at the heart of education (2019): <https://scotlandscurriculum.scot/>
- 8.4 City of Edinburgh Annual Participation Measure (August 2019)
https://www.skillsdevelopmentscotland.co.uk/media/45917/2019_annualparticipationmeasure_edinburgh-city.pdf

9. Appendices

- 9.1 Appendix 1 – Edinburgh Learns Framework: Pathways to develop our young workforce
- 9.2 Appendix 2 – Survey on breadth of learning in the Senior Phase across Edinburgh schools

Appendix 1

EDINBURGH LEARNS

Framework: Pathways to develop our young workforce



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Aims

Our goal is to ensure that **every learner experiences the best teaching and learning in all our early years' settings and schools.**

Edinburgh Learns, the City of Edinburgh Council strategy to raise attainment for all, comprises key frameworks such as: Equity; Health and Wellbeing; Parental Engagement; Teaching and Learning; Inclusion and Quality Improvement. Each of these frameworks is informed by data, research and strategies known to be successful in pursuit of the overarching aim of raising attainment.

The Framework - Pathways to develop our young workforce – exists to ensure:

“all learners are on the right route to the right job, through the right course via the right information”¹

[15-24 Learner Journey Review](#) (May 2018)

We need Scottish education to deliver both **excellence** in terms of ensuring children and young people, from 3-18, acquire a broad range of skills and capacities at the highest levels, whilst also delivering **equity** so that every child and young person thrives and has the best opportunity to succeed, regardless of their social circumstances or additional needs. We want to develop with our partners an empowered and collaborative system, where everyone's contribution is heard and valued, and improving children and young people's outcomes from 3-18 is at the heart of everything we do.

By curriculum pathway we mean:

“the totality of all that is planned for children and young people throughout their education”²

Curriculum for Excellence spans learning from 3-18 years. Its aims are to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens. Scotland cannot afford to be one dimensional in its approach to education. Ensuring all our learners are supported to make suitable, realistic and informed choices and follow progressive curriculum pathways that are tailored to their skills, strengths and interests is central to our inclusive economic growth and social justice ambitions.

“Ultimately, it is about the future workforce, our young people, making informed and ambitious choices about jobs and careers, ready to take their place in the world as effective contributors.”³

Roseanna Cunningham, Former Minister for Youth Unemployment, 2014

¹ 15-24 Learner Journey Review, May 2018

² Curriculum for Excellence: Building the Curriculum 3: A Framework for Learning and Teaching, June 2008

³ <https://www.gov.scot/publications/developing-young-workforce-scotlands-youth-employment-strategy/> December 2014

Background

National Context

“we want our young people to be equipped with the skills and knowledge they need to reach their full potential in both their careers and their wider lives. We build our approach to this on three policy pillars of GIRFEC, Curriculum for Excellence and Developing the Young Workforce”⁴

Deputy First Minister John Swinney, May 2018

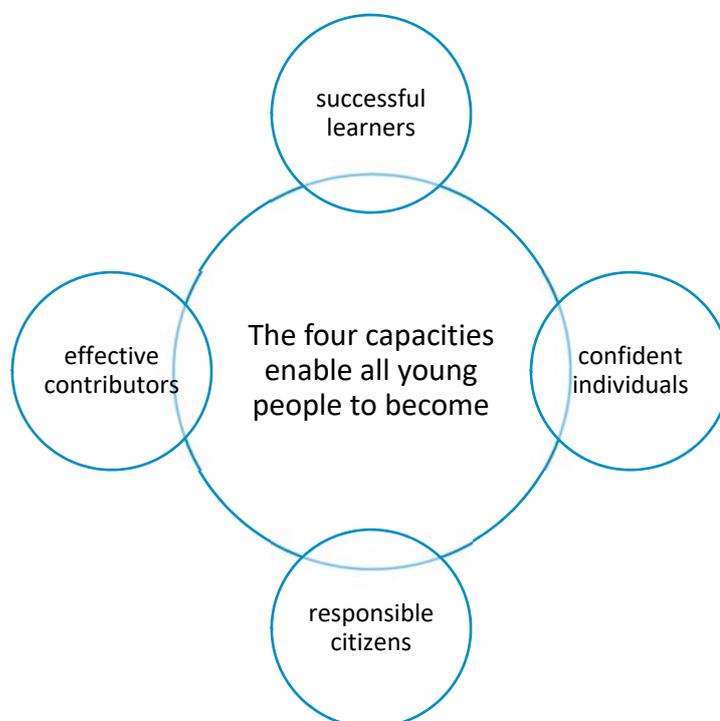
Scotland’s Curriculum for Excellence - putting learners at the heart of education (2019) - <https://scotlandscurriculum.scot/> has just been published.

This amends the initial Curriculum for Excellence (CfE) narrative and sets it within the current context.

As part of their learner journey all children and young people should have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today’s world.

It continues to place at its centre the four fundamental capacities, reflecting the lifelong nature of education and learning. Children and young people’s rights and entitlements are central to Scotland’s curriculum and every child and young person is entitled to experience:

- a curriculum which is coherent from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas from early years through to S3. This includes understanding the world, Scotland’s place in it and the environment, referred to as Learning for Sustainability



⁴ <https://www.gov.scot/publications/15-24-learner-journey-review-9781788518741/>

- a senior phase of education after S3, which provides opportunities to attain and achieve, including to study for qualifications, awards and other planned activities to develop the four capacities
- access to a flexible range of pathways for groups of learners with differing needs, including learning opportunities leading to work-related qualifications
- opportunities to develop skills for learning, skills for life and skills for work, with a continued focus on literacy, numeracy and health and wellbeing
- opportunities to maximise their individual potential, benefitting from appropriate personal support and challenge
- support to help them move into positive and sustained destinations beyond school

Scotland's Youth Employment Strategy implements the recommendations of the Commission for Developing Scotland's Young Workforce (DYW):

*"It is about Scotland's long-term economic success and wellbeing... This will need strong leadership and firm commitments across the education and business sectors and in national and local government to deliver the changes"*⁵

Sir Ian Wood, 2014

It seeks to improve the transition of all children and young people throughout education, from 3-18, into sustainable, productive employment, benefiting individuals and improving the economy. This strategy is one of the key priorities within the National Improvement Framework: improvement in employability skills and sustained, positive school-leaver destinations for all young people. There are key milestones for authorities, schools and partners to focus on and a range of measures to drive improvement. The headline target *to reduce youth unemployment by 40% from 2014 levels by 2021* has been achieved four years ahead of schedule in 2017.

The recent Scottish Government [15-24 Learner Journey Review](#) (2018) emphasizes the themes of excellence and equity to ensure every child and young person in Scotland can fulfil their potential. Our education system needs to provide high-quality information, advice and support so children and young people are confident in making the right decisions about their curriculum pathway in line with their aspirations and abilities. Equally, in order to ensure all young people have access to the choices that are right for them, we need the right balance and blend of learning options in our post-15 education and skills system – with parity of esteem between vocational and academic learning and pathways across the system as a whole.

⁵ Education Working For All! Commission for Developing Scotland's Young Workforce final report, June 2014

Pathways Strategic Board

To ensure that systems and processes deliver the necessary improvements, the Pathways Strategic Board meets termly.

The Board comprises:

- Senior Education Manager – Chair
- Quality Improvement Education Officer – DYW (Secondary)
- Quality Improvement Education Officer – DYW (Primary)
- Quality Improvement and Education Officer – Early Years
- Senior Leaders from each sector
- Depute Principal Educational Psychologist
- Partners:
 - SDS Regional Manager
 - DYW (Employer-led) Regional Board
 - Edinburgh College
- Professional Association Representation

The Board will monitor performance through our local authority annual Participation Measure and School Leaver Destination Results. The Participation Measure shows the proportion of young people aged 16-19 years participating in education, training or employment. We need to narrow the gap between the proportion of those in the most deprived areas participating in education, training and employment compared with young people in the least deprived areas. School measures of attendance, attainment, engagement and inclusion will also demonstrate how well the learning needs of our young people are being met through an improved curriculum offer.

Roles, remits and responsibilities

All educators are responsible for developing and promoting a collegiate and collaborative culture to ensure:

“Edinburgh’s children and young people enjoy their childhood and achieve their potential”
Edinburgh Children’s Services Plan

To ensure a strategic approach to Pathways the Chief Education Officer

- Provides strong leadership to bring together worlds of education and business and create a better aligned system which enables smooth progression for learners and provides genuine choice

- Delivers an annual statement of progress in relation to Children's Services Plan Strategic Outcomes
- Liaises with partners including Education Scotland, the DYW (Employer-led) Board, Skills Development Scotland (S.D.S.), Edinburgh College and the South East Improvement Collaborative (S.E.I.C.) to ensure that the quality of the curriculum and learning pathways for all children and young people, is continually improved through effective collaboration

To ensure improved quality in pathways, officers work in partnership with authority support services to:

- Build collective leadership across the education and skills system
- Expand the offer and promote parity of esteem across all learning pathways, academic and vocational – increasing routes from schools into employment, further education closely linked to employment or higher education
- Consolidate partnership working with Edinburgh college and other training providers
- Devise an annual calendar of quality assurance activity in partnership with early years settings, schools and stakeholders to improve performance through rigorous self-evaluation
- Establish professional learning for all appropriate staff to improve quality of careers' advice, information and support

To ensure improved quality in pathways, school leaders and heads of establishment:

- Design curriculum rationale and narrative shaped by shared values and unique features of the school community or educational setting
- Implement curriculum based on national guidance and Curriculum for Excellence (CfE) design principles, taking account of learners' entitlements and the four capacities
- Collaborate effectively with partners to expand provision of learning pathways and support all young people into positive and sustained leaver destinations
- Provide equity of opportunity to maximise the successes and achievement of all our learners
- Promote parity of esteem across all learning pathways, academic and vocational – increasing routes from schools into employment, further education closely linked to employment or higher education

- Promote and shape the curriculum offer by using the Scottish Credit and Qualifications Framework (SCQF) to develop language of progression and attainment at Levels of qualification
- Engage meaningfully with children, young people, teachers, parents, partners and employers to promote understanding of different types of qualifications at each SCQF Level
- Facilitate a culture of professional learning and enquiry within own establishment to improve quality of careers' information, advice and support

To ensure improved quality in pathways, senior and middle leaders:

- Maintain focus on progressively developing skills of literacy, numeracy, health and wellbeing, digital literacy, creativity and employability across all curriculum areas and contexts of learning
- Expand flexible learning pathways which build on prior learning and ensure appropriate progression into sustained positive school leaver destinations, promoting parity of esteem between academic and vocational routes
- Develop use of *MyWOW* Profile and other tools to enable children and young people to track their own learning journey; understand strengths and areas for improvement
- Support teachers and practitioners to develop children and young people's learning about the world of work based on *Career Education Standard* entitlements
- Collaborate with partners, such as SDS Marketplace, Founders 4 Schools, Edinburgh College and DYW (Employer-led Board) to embed meaningful employer engagement based on *Work Placement Standard* across 3-18
- Ensure targeted support for equalities groups, at times of choice and change, promotes diverse participation across gender, black and minority ethnic groups, young people with disabilities and looked after/care-experienced

To ensure improved quality in pathways, educators:

- Provide earlier, relevant career information and advice based on current labour-market intelligence
- Highlight range of opportunities, learning pathways and skills required for world of work through embedded *Career Education Standard*

- Support children and young people to develop career management skills enabling them to make suitable, realistic and informed choices based on skills, strengths and preferences
- Through confident teacher judgments, alongside benchmarking and appropriate range of assessments, provide reliable evidence to plan appropriate learning pathways at key transition points
- Use robust assessment and moderation processes to track and monitor learners' progress to ensure pace, challenge and continuous progress in learning resulting in improved outcomes for all learners
- Address gender imbalances across the curriculum and challenge any prejudice-based choices about future careers
- Build ambition and better prepare children and young people for positive sustained leaver destinations through progressive learning that connects them more directly to employment
- Create opportunities for children and young people to be resilient, adaptable and value skills acquired
- Promote an international mind-set equipping all learners for the rapidly changing and increasingly globalised world

Key Strategic Actions

The strategic actions are not set out in detail in this paper as we do not seek to replicate national guidance. This section will set out advice in broad terms and signpost to the relevant publications.



Leadership

- Strong systems leadership is needed to bring together the worlds of education and business and complementary strengths in different education sectors to develop our young workforce
- We need a shared vision focused on supporting all children and young people into positive and sustained leaver destinations
- Our system needs to deliver the best value to the learner, wider society and the economy, where all learners are on the right route to the right job, through the right course via the right information
- Our starting point is to understand why the system needs to change to be better for the learner, accept this and then establish the conditions for this to be realised
- Early Years and School Senior Leaders are empowered to design and implement a curriculum model, based on national guidance, to best fit the learning needs of the children and young people within their unique educational setting
- We need to establish a culture based on parity of esteem and promote the curriculum offer using the Scottish Credit and Qualifications Framework (SCQF) to develop the language of progression and attainment at Levels of qualification (Appendix 1)

Effective transitions - Career information, advice and personal support

- Every child and young person, from 3-18, needs our educational system to provide high quality information, advice and personal support
- We must build the confidence of our children and young people that they are making the right decisions about their learning pathways in line with their aspirations and abilities - *#No wrong path*⁶
- We must ensure that learners are supported to make the best choice in the first place through embedded universal and targeted support

⁶ <https://www.nowrongpath.scot/>

- We need to fulfil children and young people's entitlements to personal support, enabling them to review their own learning with a key adult who knows them well, helps them to plan next steps and prepare for changes and choices
- Confident teacher judgments, alongside benchmarking and appropriate range of assessments provide reliable evidence to plan appropriate learning pathways based on achievement of CfE or SCQF Levels at key transition points
- Robust processes to track and monitor learners' progress are used effectively to ensure pace, challenge and continuous progress in learning resulting in improved outcomes for all learners
- Children and young people's learning about the world of work should be based on the *Career Education Standard*⁷ entitlements, current labour-market intelligence and opportunities for employer engagement through the *Work Placement Standard* (Appendix 2)
- Professional learning and enquiry within all settings should focus on improving the ability of educators, especially key adults, to provide high quality careers' information, advice and personal support

Resources:

- The Scottish Credit & Qualifications Framework (SCQF) www.scqf.org.uk recognises and gives credit for range of qualifications, learning and achievements (Appendix 1)
- Skills Development Scotland www.skillsdevelopmentScotland.org.uk Developing as a 'one-stop shop approach' to better signpost all qualifications, pathways and support for learners in Scotland. *My World of Work* provides an online learner account that enables young people to develop their career management skills and record their attributes, skills, achievements and successes to help them plan their learner journey into work (Appendix 3)
- *Scottish Framework for Fair Access* (2019)
Developed in response to *Commission on Widening Access: A Blueprint for Fairness* (2016)

⁷ <https://education.gov.scot/improvement/learning-resources/Career%20Education%20Standard%203-18:%20Suite%20of%20learning%20resources>

Covers the entire learner journey, from early years to adult returners, and showcases best practice to help people from a disadvantaged background access higher education.

- *No One Left Behind* (2019)

Provision – equitable and expanded offer

- Empowerment - the curriculum rationale and narrative should be shaped by the shared values and unique features of the educational setting and local community
- The curriculum should be based on national guidance and Curriculum for Excellence (CfE) design principles, taking account of learners' entitlements and the four capacities
- Taking curricular aims and translating them into practice is a continuous process. Getting the process of curriculum-making right is critical and <https://scotlandscurriculum.scot/5/> sets out key considerations, activities and ways of working to support this
- We need the right balance and blend of learning options with parity of esteem between vocational and academic pathways across the system as a whole

The Broad General Education (BGE)

- Programmes of study are based on the Experiences and Outcomes and provide appropriate breadth, depth and challenge
- Skills of literacy, numeracy, health and wellbeing, digital literacy, creativity and employability will be progressively developed across all curriculum areas and contexts of learning
- S3 represents an important milestone in every young person's education:
 - Learners complete their entitlements to the BGE
 - Through personalisation and choice learners have opportunities to stretch their learning into CfE 4th Level and beyond
 - Learning pathways provide progression to a range of qualifications at appropriate SCQF Level in the Senior Phase
 - The S3 Profile enables young people to track their own learning journey; understand strengths and areas for improvement; identify future goals and pathways. It should include a focus on what they feel are their

latest and best successes. Completion of the *MyWOW Portfolio* supports this process (Appendix 3)

The Senior Phase (S4 to S6)

- Learning in the Senior Phase will continue to be active, engaging and enterprising, building directly on the BGE to ensure all learners are prepared well for lifelong learning and employment
- There should be additional flexibility to develop more appropriate learning pathways based on SCQF Levels to meet the needs of all young people (Appendix 1)
- All learners should have access to a more expanded and valued range of options at each appropriate SCQF Level
- Foundation Apprenticeships and other vocational qualifications should be embedded, providing a range of options for all learners in the senior phase by 2021
- A better aligned system will minimise unnecessary duplication at SCQF level 7 by maximising the flexibility of the four-year degree to enable learners to move, where appropriate, from S5 to year 1 and, through greater recognition of Advanced Highers, from S6 to year 2 of a university degree programme
- Support for statutory leavers, looked after/care experienced young people and those at risk of disengagement should be based on GIRFEC principles and practice and involve early identification, a planned progression pathway with the necessary support in place and be devised in partnership with either the third sector, colleges or an employer

Resources:

- Curriculum for Excellence Statement for Practitioners (2016) - the two key resources which support practitioners to plan learning, teaching and assessment are:
 - Experiences and outcomes
 - Benchmarks - these set out clear progression lines in Literacy and English, Numeracy and Maths, and across all other curriculum areas from Early to Fourth Levels
- *CfE Briefing Papers* and *Building the Curriculum* series
- <https://scotlandscurriculum.scot/5/> - curriculum making – how we do it

- Understanding the learners
- Knowing the big ideas
- Being clear on practical approaches
- Using meaningful learning networks
- Knowing your own learning and support needs
- www.myworldofwork.co.uk

Performance – self-evaluation

- Rigorous approaches to self-evaluation will build our capacity to improve outcomes for our learners. These should be based on our core principles of:
 - Collaborative
 - Proportionate
 - Supportive
 - Comprehensive
- All stakeholders within the educational setting should be involved; children and young people have a key role to play in this process
- There is robust analysis of a range of intelligence and data to monitor and track progress for all learners

Resources:

- *Insight* – online benchmarking tool to improve outcomes for learners in the senior phase by supporting secondary schools and local authorities in analysing the performance of learners across agreed measures
- Education Scotland has published key documents and a suite of learning resources to support self-evaluation and realise the ambitions around Pathways and Developing the Young Workforce
 - <https://education.gov.scot/improvement/learning-resources/career%20education%20standard%203-18:%20suite%20of%20learning%20resources>
 - How Good is our early learning and childcare?
 - How Good is OUR school?
 - How Good is our school? 4
 - STEM self-evaluation and improvement framework
 - The Career Education Standard 3-18 – Reflection Tool and Self-evaluation Wheel

- The Work Placement Standard
- Guidance on School/Employer Partnership

These aim to generate discussion around a range of reflective questions including:

- How do your plans address equality issues and help close the attainment gap?
- To what extent are learning pathways flexible and tailored to the individual needs of children and young people to enable them to make the best possible progress and support them into positive sustained leaver destinations?
- To what extent is collaborative curriculum planning with partners leading to new pathways and customised programmes for different groups of young people? Does it enable young people to progress smoothly through coherent senior phase pathways which may involve a mix of school, college and work-related provision?
- How do you involve children, young people, parents, staff and partners to ensure they have a good understanding of the different pathways available and how they can meet different needs and aspirations?

Appendices

- Appendix 1 – Scottish Credit & Qualification Framework
- Appendix 2 – Developing Young Workforce (Employer-led)
- Appendix 3 – My World of Work

Appendix 1

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

The Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database.

scqf
scottish credit and qualifications framework

SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	Apprenticeships & SVQs	
12			↑	Doctoral Degree	Professional Apprenticeship
11				Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10				Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9			Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
8	Higher National Diploma			Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate		Certificate Of Higher Education	Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher		↑		Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5		↓		Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award		SVQ
3	National 3, Awards, Skills for Work National 3				
2	National 2, Awards				
1	National 1, Awards				

Appendix 2



As the future of work evolves, it is vital to be aware of the Labour Market Opportunities and how these connect to employer led pathways.

Diagram 1:

Demonstrates the estimated number of job openings in Edinburgh, Midlothian and East Lothian between 2017 – 2027, identifying key sectors where demand will be high.

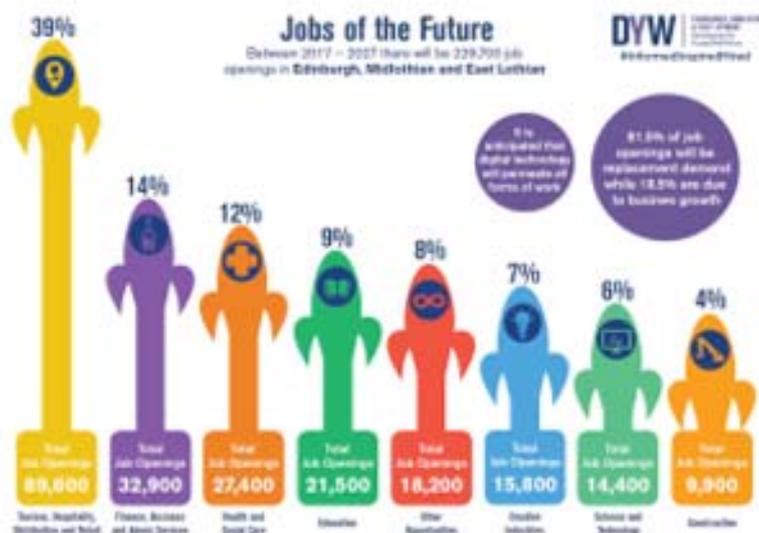


Diagram 2:

The Partnership Model and Framework has been established to ensure all young people can have equitable access to be informed and inspired by employers.

The model also provides the opportunity for industry to shape the curriculum in partnership with educators.



¹ <https://www.skillsdevelopmentscotland.co.uk/media/44098/rsa-indesign-edinburgh-east-and-midlothian-2.pdf> p.3B

More information can be found at www.DYW-EdinMidEast.com

Appendix 3

My World of Work – teacher and learner digital resources and profiling tools

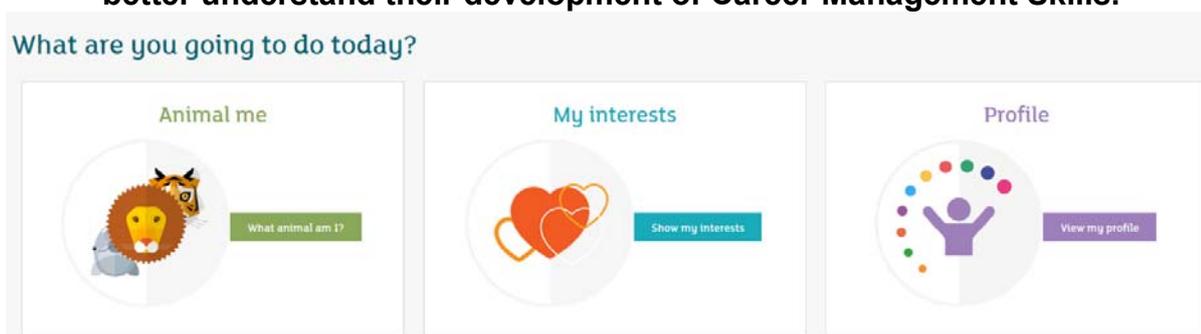
Primary Digital offer for teaching staff

How to access:

- Refer to [Before you start guide](#) for support
- Primary Teacher - creates own account by registering on www.myworldofwork.co.uk
- Primary pupils – registered by class teacher

Benefits of registering with *My World of Work*:

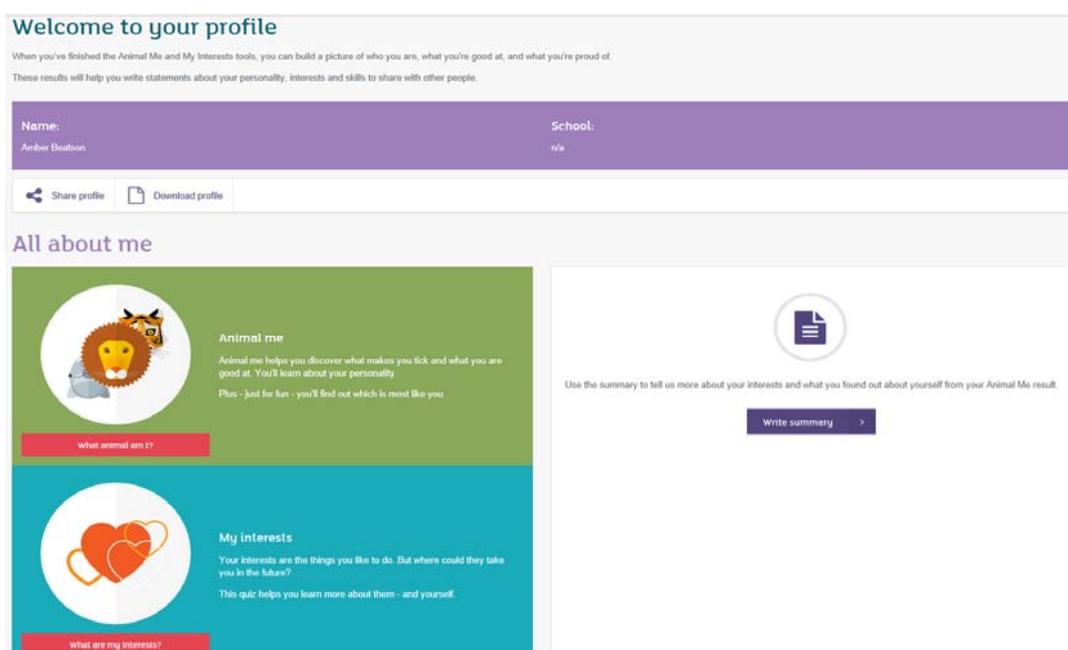
- Offers Primary Teachers a suite of resources to support the delivery of the **Career Education Standard (C.E.S.)**
- Access to **lesson plans** to support career education www.myworldofwork.co.uk/partner-resources and interactive tools for pupils www.myworldofwork.co.uk/ican.
- P5-P7 pupils can map their learning against C.E.S. '*I can*' statements and better understand their development of Career Management Skills.



There are three tools created specifically for primary 5-7 pupils:

Animal me	My interests	Profile
A fun quiz that lets pupils explore their personality. At the end, they're assigned an animal, and given some ideas about the types of career that might suit them.	Lets pupils find out how their interests and likes can help them when they're making decisions. Their results will give them some ideas about jobs they might be interested in for the future.	After completing the other tools, pupils can write statements about their personality, interests and skills in their profile. This can be downloaded and shared with others.

- P7 pupils can complete the **online profiling tool** supporting transition to secondary school. Pupils can share (email) and download their profile.



Secondary School Digital offer

Teaching staff

How to access *My World of Work*:

- Secondary staff - create own account by registering on www.myworldofwork.co.uk

Benefits of registering with *My World of Work*:

- Access to suite of resources supporting **delivery of the Career Education Standard (C.E.S.)** across the curriculum
- Provision of **lesson plans** www.myworldofwork.co.uk/partner-resources to help introduce young people to a different aspect of the world of work, help them with their career management skills and support them as they use the My World of Work site. From enabling pupils to find out about their strengths, to creating a personal statement for a CV. There are a range of activities, presentations and worksheets to help develop your pupils' Career Management Skills.
- **Subject lesson inserts** link curriculum areas to the world of work. Linking subject content to relevant labour market information, job profiles and employee case studies.
- **Current Labour Market Intelligence**
- **Self-evaluation HGIOS?4 tools** www.myworldofwork.co.uk/how-good-our-school-hgios

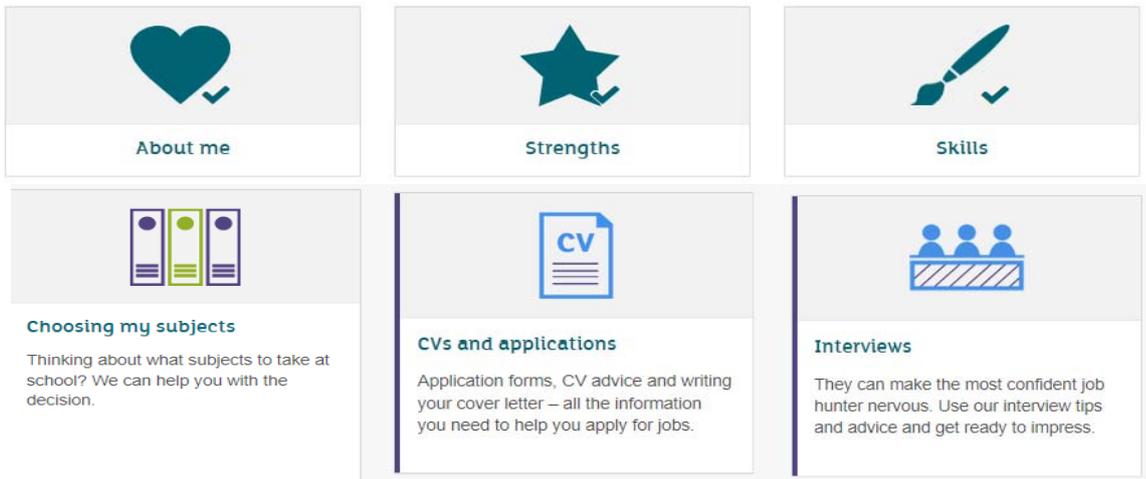
Secondary Pupils

How to access *My World of Work*:

- when S1 pupils next visit www.myworldofwork.co.uk/ican they will be invited to register on *My World of Work* and create own account
- If pupils have not used the ican resource; pupils should go direct to www.myworldofwork.co.uk to register

Benefits of registering with *My World of Work*:

- Create a profile to track the development of their skills for learning, life and work
- Access to interactive tools supporting learning about employability and Career Management Skills
- Develop leadership by signing up to be a [My World of Work Ambassadors](#) and champion the website as a valuable digital platform to develop the young workforce. Access the resources available to help ambassadors and teachers get the most from the experience.



Profiling tool

Has the “***potential to promote, very positively, the way learners understand their own learning, progress and achievement***”

CfE Briefing 3: Profiling and the S3 profile (2012)

- Reflects the uniqueness of each individual
- Helps each young person develop self-esteem and confidence, and other important attributes, through recognising their own progress and achievements
- Enables young people to track their own learning journey; understand strengths and areas for improvement; identify future goals and pathways
- Provides learners space to take ownership of the S3 Profile “*a positive statement of a young person’s latest and best achievements*”
- Supports ongoing development of a Personal Statement through the senior phase, providing information on successes in learning and a reflective summary statement of achievements, including achievements beyond school and other awards

About me

Learn more about yourself and use your interests to explore jobs and careers.

Your About me results

1 Creative

You've got a great imagination. You're good at creating new things and expressing yourself. You like doing things your way. You might enjoy design, arts, writing, music, film or performing.

2 Organiser

You always make sure things are accurate down to the smallest detail. You're great at organising tasks and following instructions. You might enjoy working with data, planning or record keeping.

3 Investigative

You're curious and good at asking the right questions. You like to observe, explore ideas and solve problems. Work which involves thinking, research or facts and figures may suit you.

Your personal summary

I am an investigative and creative person. I've enjoyed working on my art and design project in school. It's let me be creative and practical by coming up with new ideas and then figuring out how to make them work.

I enjoy leading a team which I often get a chance...

[View personal summary](#) 

[Edit summary](#) 

Skills

Use your skills to find career choices suited to you and make those big decisions easier.

Your skills

Communicating with people

Working as part of a team

Using other languages

Presenting to people

Finding solutions to problems

Being logical

Researching and investigating

Working with numbers

Your skills summary

Studying history has allowed me to develop excellent research skills as shown when I worked as part of a group to research local history in relation to the centenary of WWI. We identified local figures who contributed in a variety of different ways and I used my presentation skills to...

[View skills summary](#) 

[Edit summary](#) 

Strengths

Find out how your strengths can help you when it comes to jobs and career decisions.

Often Less often



Moral Compass

People strong in Moral Compass are guided by their strong ethical code, always acting and making decisions in accordance with what they believe is right.



Pride

People strong in Pride strive to produce work that is of the highest quality.



Orderly

People strong in Orderly like to follow processes, operating firmly within rules and guidelines.



Detail

People strong in Detail naturally focus on the small things that others easily miss, ensuring that everything is accurate and error-free.



Prevention

People strong in Prevention think ahead, to anticipate and prevent problems before they happen.

Your strengths summary

This is a summary of my Strengths results.

Step three: Get more experience

To round off your statement, think about things that you want to work on and improve for the future. Start your summary with a phrase like:

- In the future, I would like to...
- I am interested...

[View strengths summary](#)

[Edit summary](#)

Appendix 2

Senior Phase Pathways

Senior Phase Pathways

Consultation on breadth of learning in the senior phase

1. Name of school:

2. School timetable - please indicate the **total** number of periods per week:

- 27 periods per week
- 28 periods per week
- 32 periods per week
- 33 periods per week
- Other (please specify below)

Other (please specify)

3. For each year of the Senior Phase please indicate the **total** number of course options (subjects) young people are able to take:

	1 option	2 options	3 options	4 options	5 options	6 options	7 options	8 options	9 options
S4	<input type="radio"/>								
S5	<input type="radio"/>								
S6	<input type="radio"/>								

Other (please specify)

4. For each year of the Senior Phase please indicate if the following combinations are available:

	3+ Sciences (in addition to Mathematics)	2+ Languages (in addition to English)
S4	<input type="checkbox"/>	<input type="checkbox"/>
S5	<input type="checkbox"/>	<input type="checkbox"/>
S6	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

5. For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

	N.Q. National 1-5 (S.C.Q.F. Levels 1-5)	N.Q. Higher (S.C.Q.F. Level 6)	N.Q. Advanced Higher (S.C.Q.F. Level 7)	National Progression Award (S.C.Q.F. Level 5-6)	Foundation Apprenticeships (S.C.Q.F. Level 6)	Other
S4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

6. For each year of the Senior Phase please indicate if there are opportunities to gain **additional** qualifications or awards (some examples given):

	Duke of Edinburgh	Work Placement Award	Core P.E./P.S.E. - Level 5/6 Personal Development Award	Other - please expand below
S4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other

7. If possible please provide a link to the school's senior phase offer:

8. Optional comment

Done

References

1. Curriculum for Excellence: Building the Curriculum 3: A Framework for Learning and Teaching, June 2008
2. The City of Edinburgh Council Children's Services Plan
3. Education Working For All! Commission for Developing Scotland's Young Workforce final report, June 2014
4. <https://www.gov.scot/publications/developing-young-workforce-scotlands-youth-employment-strategy/> December 2014
5. <https://www.gov.scot/publications/15-24-learner-journey-review/>
6. Scottish Credit & Qualifications Framework: <https://scqf.org.uk/media/1174/scqf-diagram-2017-a6-web.pdf>
7. *Scotland's Curriculum for Excellence - putting learners at the heart of education* (2019) - <https://scotlandscurriculum.scot/>

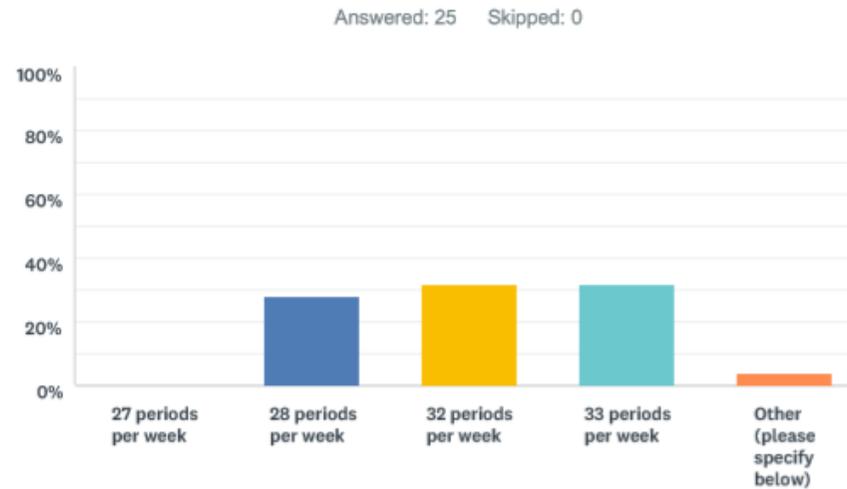
Appendix 2a – Survey on breadth of learning in the Senior Phase across Edinburgh schools

In response to the Motion by Councillor Laidlaw a survey of the breadth of learning in the Senior Phase (S4-S6) has been conducted across all 23 secondary Edinburgh schools (November 2019). Kaimes School and Howdenhall School also completed the survey.

The summary of results follows.

Appendix 2 – Survey on breadth of learning in the Senior Phase across Edinburgh schools

Q2 School timetable - please indicate the total number of periods per week:



ANSWER CHOICES	RESPONSES	
27 periods per week	0.00%	0
28 periods per week	28.00%	7
32 periods per week	32.00%	8
33 periods per week	32.00%	8
Other (please specify below)	4.00%	1
TOTAL		25

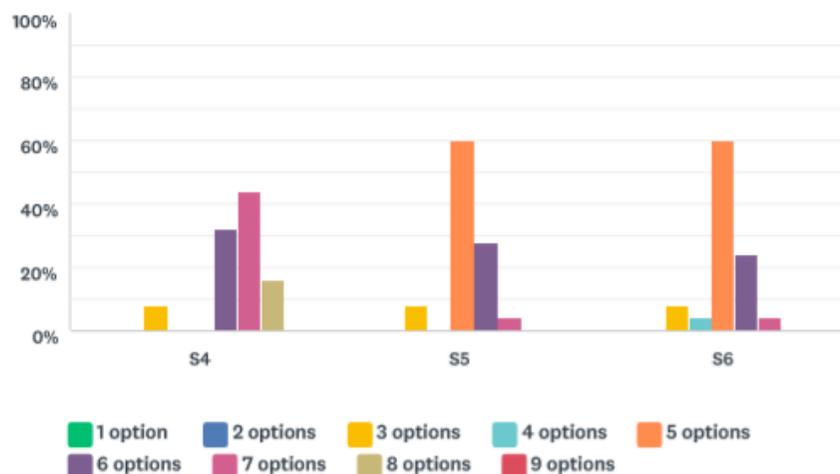
Appendix 2 – Survey on breadth of learning in the Senior Phase across Edinburgh schools

Motion:

- 1) The number of Nat 4/5 subjects available to be taken at S4 level at each City of Edinburgh high schools
- 2) The number of subjects allowed to be taken by each pupil at each City of Edinburgh high schools

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

Answered: 25 Skipped: 0



	1 OPTION	2 OPTIONS	3 OPTIONS	4 OPTIONS	5 OPTIONS	6 OPTIONS	7 OPTIONS	8 OPTIONS	9 OPTIONS	TOTAL
S4	0.00% 0	0.00% 0	8.00% 2	0.00% 0	0.00% 0	32.00% 8	44.00% 11	16.00% 4	0.00% 0	25
S5	0.00% 0	0.00% 0	8.00% 2	0.00% 0	60.00% 15	28.00% 7	4.00% 1	0.00% 0	0.00% 0	25
S6	0.00% 0	0.00% 0	8.00% 2	4.00% 1	60.00% 15	24.00% 6	4.00% 1	0.00% 0	0.00% 0	25

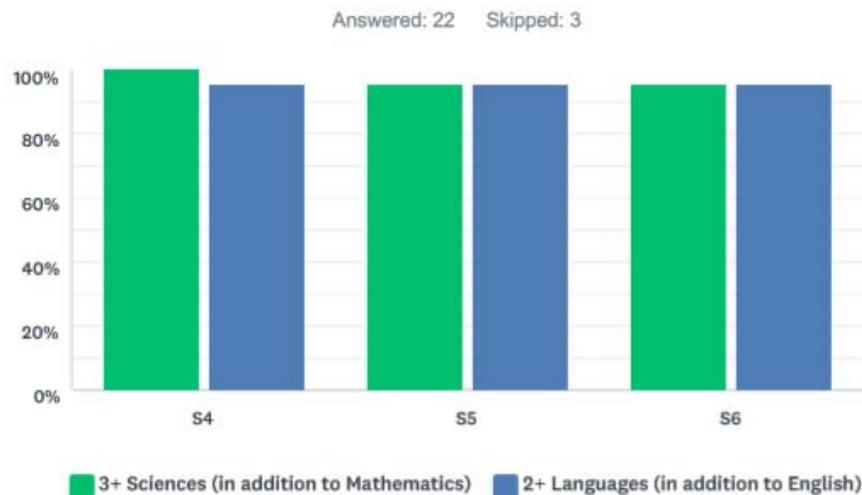
Please note the 2 schools offering 3 options in S4-S6 are Howdenhall and Kaimes.

Appendix 2 – Survey on breadth of learning in the Senior Phase across Edinburgh schools

Motion:

- 3) The number offering the ability to take three sciences combined with Maths and English
- 4) Information on which City of Edinburgh schools offer the ability to take Nat 5 qualifications in two or more languages
- 5)

Q4 For each year of the Senior Phase please indicate if the following combinations are available:



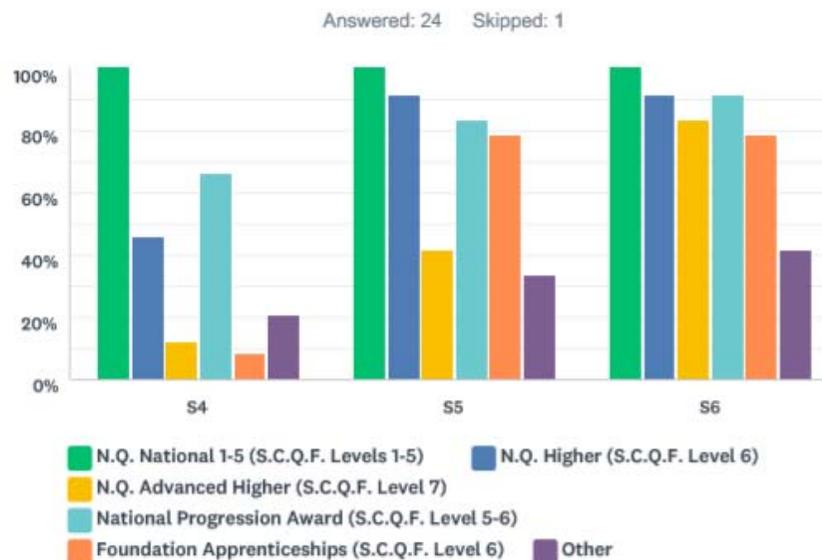
	3+ SCIENCES (IN ADDITION TO MATHEMATICS)	2+ LANGUAGES (IN ADDITION TO ENGLISH)	TOTAL RESPONDENTS
S4	100.00% 22	95.45% 21	22
S5	95.45% 21	95.45% 21	22
S6	95.45% 21	95.45% 21	22

Appendix 2 – Survey on breadth of learning in the Senior Phase across Edinburgh schools

Motion:

- 1) The number of Nat 4/5 subjects available to be taken at S4 level at each City of Edinburgh high schools
- 2) The number of subjects allowed to be taken by each pupil at each City of Edinburgh high schools

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

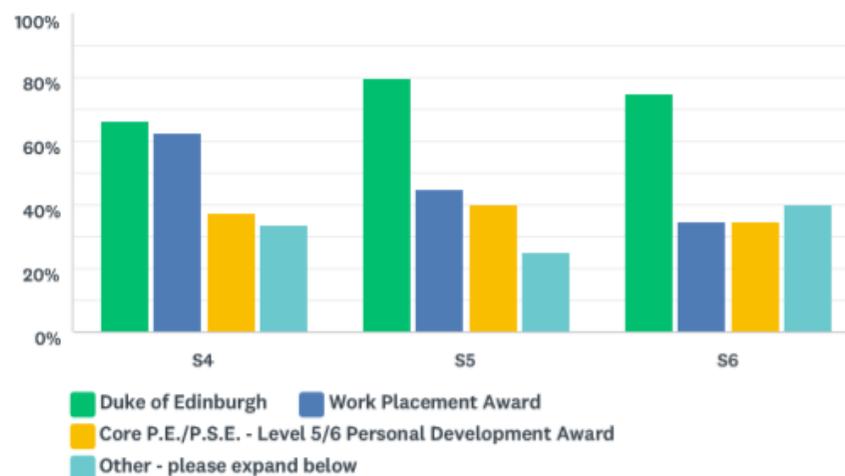


	N.Q. NATIONAL 1-5 (S.C.Q.F. LEVELS 1-5)	N.Q. HIGHER (S.C.Q.F. LEVEL 6)	N.Q. ADVANCED HIGHER (S.C.Q.F. LEVEL 7)	NATIONAL PROGRESSION AWARD (S.C.Q.F. LEVEL 5-6)	FOUNDATION APPRENTICESHIPS (S.C.Q.F. LEVEL 6)	OTHER	TOTAL RESPONDENTS
S4	100.00% 24	45.83% 11	12.50% 3	66.67% 16	8.33% 2	20.83% 5	24
S5	100.00% 24	91.67% 22	41.67% 10	83.33% 20	79.17% 19	33.33% 8	24
S6	100.00% 24	91.67% 22	83.33% 20	91.67% 22	79.17% 19	41.67% 10	24

Appendix 2 – Survey on breadth of learning in the Senior Phase across Edinburgh schools

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

Answered: 24 Skipped: 1



	DUKE OF EDINBURGH	WORK PLACEMENT AWARD	CORE P.E./P.S.E. - LEVEL 5/6 PERSONAL DEVELOPMENT AWARD	OTHER - PLEASE EXPAND BELOW	TOTAL RESPONDENTS
S4	66.67% 16	62.50% 15	37.50% 9	33.33% 8	24
S5	80.00% 16	45.00% 9	40.00% 8	25.00% 5	20
S6	75.00% 15	35.00% 7	35.00% 7	40.00% 8	20

#1

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Last Modified: Friday, October 25, 2019 10:21:50 AM
Time Spent: 00:05:59
IP Address: 184.84.242.111

Page 1: Senior Phase Pathways

Q1 Name of school:

Forrester High School

Q2 School timetable - please indicate the total number of periods per week: **28 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	6 options
S5	5 options
S6	5 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take: **Respondent skipped this question**

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh, Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award, Other - please expand below
S5	Duke of Edinburgh, Work Placement Award
S6	Duke of Edinburgh
Other	
S4 JET S5 Wider achievement unit awards	

Q7 If possible please provide a link to the school's senior phase offer:

<https://forresterhighschool.org.uk/learning-and-teaching/s4-6-curriculum>

<https://forresterhighschool.org.uk/learning-and-teaching/course-choice>

Q8 Optional comment

Currently reviewing our curriculum offer in both BGE and senior phase with the support of Creative Curriculum Catalyst Funding from Education Scotland.

#2

COMPLETE

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Last Modified: Friday, October 25, 2019 11:51:05 AM
Time Spent: 02:38:06
IP Address: 184.84.242.111

Page 1: Senior Phase Pathways

Q1 Name of school:

James Gillespie's HS

Q2 School timetable - please indicate the total number of periods per week: **28 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	8 options
S5	5 options
S6	5 options
Other (please specify)	We also have pupils who undertake additional qualifications through, for example, Weekend Chinese schools. Others pupils take on additional subjects (e.g. another language) through study outwith the 28 periods.

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	2+ Languages (in addition to English), 3+ Sciences (in addition to Mathematics)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6)
S5	National Progression Award (S.C.Q.F. Level 5-6), Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7)
S6	Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6)

Other (please specify)

Prince's Trust; Baccalaureate (Sciences and Languages)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh, Core P.E./P.S.E. - Level 5/6 Personal Development Award
S5	Duke of Edinburgh, Core P.E./P.S.E. - Level 5/6 Personal Development Award
S6	Duke of Edinburgh, Core P.E./P.S.E. - Level 5/6 Personal Development Award

Other

S6 - Sciences Baccalaureate. Languages Baccalaureate; AS/A Level Art, Sports Leadership Award, Dance Awards; Hospitality, Cake Decorating

Q7 If possible please provide a link to the school's senior phase offer:

We have our Course Choice Booklets and choice sheets online but Website currently under construction; those docs will be on website by end November

Q8 Optional comment

Our curriculum is under continuous review and evolves incrementally each year. (For example, we have introduced Lab Skills (S5) and Engineering Science (S3/4/5) in past 12 months in response to feedback and a changing pupil demographic.

#3

COMPLETE

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Last Modified: Friday, October 25, 2019 1:53:11 PM
Time Spent: 00:09:33
IP Address: 184.84.242.111

Page 1: Senior Phase Pathways

Q1 Name of school:

Balerno High School

Q2 School timetable - please indicate the total number of periods per week: **32 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	7 options
S5	5 options
S6	5 options
Other (please specify)	We offer pupils in S5 and S6 taking courses at National 4 and National 5, short courses to supplement their timetable and to optimise their potential to achieve further qualifications.

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S5	Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6)
S6	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh, Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award
S5	Duke of Edinburgh, Core P.E./P.S.E. - Level 5/6 Personal Development Award
S6	Duke of Edinburgh, Core P.E./P.S.E. - Level 5/6 Personal Development Award

Q7 If possible please provide a link to the school's senior phase offer:

<https://balernocho.wordpress.com/category/news-events/course-choice/>

Q8 Optional comment

Respondent skipped this question

#4

COMPLETE

Collector: Web Link 1 (Web Link)
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Last Modified: Monday, October 28, 2019 7:44:11 AM
Time Spent: 00:06:55
IP Address: 2.20.70.60

Page 1: Senior Phase Pathways

Q1 Name of school:

Liberton HS

Q2 School timetable - please indicate the total number of periods per week: **28 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	6 options
S5	6 options
S6	6 options
Other (please specify)	All pupils have the option to do level 5 NPAs during core PE.

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6)
S5	N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S6	N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6)

Other (please specify)

Various SQA Awards at multiple levels, NVQs.

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh, Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award
S5	Duke of Edinburgh, Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award
S6	Duke of Edinburgh, Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award

Other

Various coaching awards certificated by governing bodies.

Q7 If possible please provide a link to the school's senior phase offer:

<https://libertonhighschool.org/2018/02/22/senior-phase-course-choice-guide/>

Q8 Optional comment

Respondent skipped this question

#5

COMPLETE

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Last Modified: Monday, October 28, 2019 9:17:40 AM
Time Spent: 00:05:34
IP Address: 2.20.70.60

Page 1: Senior Phase Pathways

Q1 Name of school:

St Thomas of Aquin's RC High School

Q2 School timetable - please indicate the total number of periods per week: **33 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	8 options
S5	5 options
S6	5 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	2+ Languages (in addition to English), 3+ Sciences (in addition to Mathematics)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	National Progression Award (S.C.Q.F. Level 5-6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6)
S6	N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
Other (please specify)	
Caritas award	

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh, Work Placement Award, Other - please expand below
S5	Duke of Edinburgh
S6	Duke of Edinburgh, Other - please expand below
Other	
National 4 and % RE in S4 and Caritas in S6	

Q7 If possible please provide a link to the school's senior phase offer:

<https://www.st-thomas-of-aquins.org.uk/wp-content/uploads/2018/11/Curriculum-Policy-November.pdf>

Q8 Optional comment

You are welcome to come and visit St Thomas, discuss the curriculum on offer and the attainment and achievement outcomes for pupils as well as experience the learning and teaching at the school.

#6

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, October 28, 2019 11:30:24 AM
Last Modified: Monday, October 28, 2019 11:34:07 AM
Time Spent: 00:03:42
IP Address: 23.46.211.47

Page 1: Senior Phase Pathways

Q1 Name of school:

Trinty academy

Q2 School timetable - please indicate the total number of periods per week: **32 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	7 options
S5	5 options
S6	5 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	2+ Languages (in addition to English), 3+ Sciences (in addition to Mathematics)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5), National Progression Award (S.C.Q.F. Level 5-6)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), Other
S6	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), Other

Other (please specify)

College options for S4/5/6, JET for S4 YASS for S6

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh, Other - please expand below
S5	Duke of Edinburgh, Other - please expand below
S6	Duke of Edinburgh, Other - please expand below

Other

Saltire award. leadership in S6

Q7 If possible please provide a link to the school's senior phase offer:

Please contact on this

Q8 Optional comment

Respondent skipped this question

#7

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, October 28, 2019 12:37:28 PM
Last Modified: Monday, October 28, 2019 12:48:23 PM
Time Spent: 00:10:54
IP Address: 184.28.188.12

Page 1: Senior Phase Pathways

Q1 Name of school:

Leith Academy

Q2 School timetable - please indicate the total number of periods per week:**28 periods per week**

Other (please specify):

28 period week, plus an hour across the week for Key Adult time

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	7 options
S5	5 options
S6	5 options
Other (please specify)	Flexible plans like JET allow some S4 to pick up other awards (hence 7). Mostly 6 subjects in S4.

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	2+ Languages (in addition to English), 3+ Sciences (in addition to Mathematics)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	National Progression Award (S.C.Q.F. Level 5-6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6)
S6	N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh, Work Placement Award
S5	Duke of Edinburgh, Work Placement Award
S6	Duke of Edinburgh, Work Placement Award

Other

We deliver Sport and Fitness NPA through PE. We do the Employability award lev 5 through PSE.

Q7 If possible please provide a link to the school's senior phase offer:

Respondent skipped this question

Q8 Optional comment

Respondent skipped this question

#8

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, October 28, 2019 2:17:13 PM
Last Modified: Monday, October 28, 2019 2:23:41 PM
Time Spent: 00:06:27
IP Address: 2.22.228.21

Page 1: Senior Phase Pathways

Q1 Name of school:

The Royal High School

Q2 School timetable - please indicate the total number of periods per week: **32 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	7 options
S5	7 options
S6	7 options
Other (please specify)	Max 7 but less If take Highers as level 4/5 is allocated 4 blocks a week vs 6 for H and AH. S4-6 cohort.

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	National Progression Award (S.C.Q.F. Level 5-6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7)
S5	Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6)
S6	Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6)

Other (please specify)

Baccalaureate, DEC, JET

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh, Work Placement Award
S5	Duke of Edinburgh, Work Placement Award, Other - please expand below
Other	Mental health award, volunteering award

Q7 If possible please provide a link to the school's senior phase offer:

<https://royalhigh.wordpress.com/curriculum-info/>

Q8 Optional comment

Respondent skipped this question

#9

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, October 29, 2019 11:51:37 AM
Last Modified: Tuesday, October 29, 2019 11:55:24 AM
Time Spent: 00:03:46
IP Address: 23.52.0.47

Page 1: Senior Phase Pathways

Q1 Name of school:

Boroughmuir High School

Q2 School timetable - please indicate the total number of periods per week: **28 periods per week****Q3** For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	8 options
S5	5 options
S6	5 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), Other
S6	N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5)

Other (please specify)

HNC via the School college partnership

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Other - please expand below
----	------------------------------------

Other

RMPS - SQA award Personal Finance - SQA H&WB Award - SQA

Q7 If possible please provide a link to the school's senior phase offer:

Respondent skipped this question

Q8 Optional comment

Respondent skipped this question

#10

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, October 29, 2019 1:59:08 PM
Last Modified: Tuesday, October 29, 2019 2:08:59 PM
Time Spent: 00:09:50
IP Address: 104.98.116.189

Page 1: Senior Phase Pathways

Q1 Name of school:

Gracemount High School

Q2 School timetable - please indicate the total number of periods per week: **33 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	7 options
S5	5 options
S6	5 options
Other (please specify)	Where applicable some pupils have individualised pathways

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	2+ Languages (in addition to English)
S6	2+ Languages (in addition to English)

Other (please specify)

2 Languages were offered in S5/6 however there was not enough uptake and didn't run.

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), National Progression Award (S.C.Q.F. Level 5-6)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6)
S6	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6)

Other (please specify)

City & Guilds Bike Maintenance

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award
S5	Duke of Edinburgh
S6	Duke of Edinburgh

Q7 If possible please provide a link to the school's senior phase offer:

http://www.gracemounthighschool.co.uk/School_Documents_Page/Course_Choice/index.html

Q8 Optional comment

The school is focussed on enhancing the range of vocational qualifications available to young people.

#11

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, October 30, 2019 8:10:41 AM
Last Modified: Wednesday, October 30, 2019 8:24:10 AM
Time Spent: 00:13:29
IP Address: 65.158.202.52

Page 1: Senior Phase Pathways

Q1 Name of school:

Castlebrae Community High School

Q2 School timetable - please indicate the total number of periods per week: **33 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	6 options
S5	6 options
S6	6 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	2+ Languages (in addition to English), 3+ Sciences (in addition to Mathematics)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	National Progression Award (S.C.Q.F. Level 5-6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6)
S6	N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh, Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award, Other - please expand below
S5	Duke of Edinburgh, Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award, Other - please expand below
S6	Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award, Other - please expand below, Duke of Edinburgh

Other

All pupils undertake a Steps to Work programme that originates in S2 and completes with the S4 work experience. The partnership we have with Foxlake allows pupils the opportunity to be trained and deliver in a work environment. This forms an integral part of the learning.

Q7 If possible please provide a link to the school's senior phase offer:

Respondent skipped this question

Q8 Optional comment

We seek to address any individual needs in terms of coursing. This has led to Level 6 qualifications in S4 when appropriate. Our strategic direction has also led to partnerships being active providers within our curriculum. This is exemplified through the provision of partners in Hospitality, Drama, Music Technology, Mandarin, Events Award, Dance, and Business Studies (S3 this year looking to senior phase next).

#12

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, October 28, 2019 10:45:12 AM
Last Modified: Wednesday, October 30, 2019 2:38:51 PM
Time Spent: Over a day
IP Address: 23.36.15.45

Page 1: Senior Phase Pathways

Q1 Name of school:

Holy Rood RC High School

Q2 School timetable - please indicate the total number of periods per week: **33 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	8 options
S5	5 options
S6	5 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Other (please specify)

3 Sciences available in S5 and S6 depending on up take from pupils.

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S5	National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6)
S6	Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4 **Work Placement Award, Other - please expand below**

S5 **Work Placement Award**

S6 **Work Placement Award, Other - please expand below**

Other

Caritas Award (S6), JET (S4) and JET Plus (S5), Duke of Edin Bronze offered in S3, plans in place to offer Duke of Edin Silver Award in the senior school

Q7 If possible please provide a link to the school's senior phase offer:

http://www.holyroodrchighschool.co.uk/?page_id=89

The link above takes you to the Parent and Carer Zone Page of the school website, under the General Resources list.

Q8 Optional comment

Respondent skipped this question

#13

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, October 30, 2019 6:22:05 PM
Last Modified: Wednesday, October 30, 2019 6:23:42 PM
Time Spent: 00:01:36
IP Address: 2.20.70.60

Page 1: Senior Phase Pathways

Q1 Name of school:

Wester Hailes Education Centre

Q2 School timetable - please indicate the total number of periods per week: **33 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	6 options
S5	6 options
S6	6 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics)
S5	3+ Sciences (in addition to Mathematics)
S6	3+ Sciences (in addition to Mathematics)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6)
S6	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh, Other - please expand below
S5	Duke of Edinburgh
S6	Duke of Edinburgh
Other	
SQA Employability award.	

Q7 If possible please provide a link to the school's senior phase offer:

<http://www.whec.edin.sch.uk/the-curriculum/>

Q8 Optional comment

Respondent skipped this question

#14

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, October 31, 2019 1:49:37 PM
Last Modified: Thursday, October 31, 2019 1:52:28 PM
Time Spent: 00:02:51
IP Address: 65.158.202.54

Page 1: Senior Phase Pathways

Q1 Name of school:

Tynecastle High School

Q2 School timetable - please indicate the total number of periods per week: Other (please specify):
 27.5 (x 60 minutes)

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	6 options
S5	6 options
S6	6 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	2+ Languages (in addition to English), 3+ Sciences (in addition to Mathematics)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), Foundation Apprenticeships (S.C.Q.F. Level 6)
S6	Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh, Work Placement Award
S5	Duke of Edinburgh, Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award
S6	Duke of Edinburgh, Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award

Q7 If possible please provide a link to the school's senior phase offer:

Under review currently (at the stage of survey consultation with parents/carers, students and staff)

Q8 Optional comment

Respondent skipped this question

#15

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, November 01, 2019 11:28:37 AM
Last Modified: Friday, November 01, 2019 11:42:58 AM
Time Spent: 00:14:20
IP Address: 23.52.0.95

Page 1: Senior Phase Pathways

Q1 Name of school:

Firrhill High School

Q2 School timetable - please indicate the total number of periods per week: **32 periods per week**,
 Other (please specify):
 plus 5 x 10min registration each morning

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	7 options
S5	5 options
S6	5 options
Other (please specify)	Although it is possible to do 5 in S6 we normally would limit that to a maximum of 4.

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), Other
S5	N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6)
S6	National Progression Award (S.C.Q.F. Level 5-6), Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7)

Other (please specify)

Skills for Work - Sport & Recreation, Early Education & Childcare & Hairdressing. Level 4 Scottish Studies Award. Sports Leader Award. JET and JET+

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh
S5	Duke of Edinburgh
S6	Duke of Edinburgh

Other

Saltire Awards (for volunteering)

Q7 If possible please provide a link to the school's senior phase offer:

<http://firrhillhigh.org/information/course-choice-information>

Q8 Optional comment

Respondent skipped this question

#16

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, November 01, 2019 12:08:17 PM
Last Modified: Friday, November 01, 2019 12:10:08 PM
Time Spent: 00:01:50
IP Address: 2.20.70.4

Page 1: Senior Phase Pathways

Q1 Name of school:

St Augustine's High School

Q2 School timetable - please indicate the total number of periods per week: **33 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	7 options
S5	5 options
S6	4 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), National Progression Award (S.C.Q.F. Level 5-6)
S5	N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S6	National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh, Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award
S5	Work Placement Award
S6	Work Placement Award

Q7 If possible please provide a link to the school's senior phase offer:

Respondent skipped this question

Q8 Optional comment

Respondent skipped this question

#17

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, November 01, 2019 5:07:59 PM
Last Modified: Friday, November 01, 2019 5:17:46 PM
Time Spent: 00:09:47
IP Address: 184.84.242.103

Page 1: Senior Phase Pathways

Q1 Name of school:

Kaimes School

Q2 School timetable - please indicate the total number of periods per week: **32 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	3 options
S5	3 options
S6	3 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available: **Respondent skipped this question**

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S6	N.Q. National 1-5 (S.C.Q.F. Levels 1-5)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given): **Respondent skipped this question**

Q7 If possible please provide a link to the school's senior phase offer: **Respondent skipped this question**

Q8 Optional comment

We are currently undergoing a curriculum review. We are reviewing the period lengths/number of periods and exploring the SQA suite with particular focus on N2 and 3 awards including sciences, travel skills and personal development. This will feature in the offer for session 2020/21

#18

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, November 01, 2019 5:50:41 PM
Last Modified: Friday, November 01, 2019 6:01:09 PM
Time Spent: 00:10:27
IP Address: 23.52.0.95

Page 1: Senior Phase Pathways

Q1 Name of school:

Portobello HS

Q2 School timetable - please indicate the total number of periods per week:**Other (please specify below)**

Other (please specify):

31 50 min periods and 20 mins Key Adult each morning, so a variation of a 33 period week

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	7 options
S5	5 options
S6	5 options
Other (please specify)	Reduced from 8 in S4 following Curriculum Review. Current S4 will be first group to go through this model.

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Other (please specify)

All possible in principle, though some clashes could occur depending on other choices.

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), Other
S6	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), Other

Other (please specify)

We do accommodate occasional qualifications for gifted and talented young people eg H Maths in S4, N5 Maths in S2

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Work Placement Award
S6	Other - please expand below

Other
DofE running in S3 for an inclusion group, otherwise it is extra-curricular. Sports Leader offered. Actively looking to expand Saltire, PDAs etc

Q7 If possible please provide a link to the school's senior phase offer:

We can send our eBooklet separately.

Q8 Optional comment

Respondent skipped this question

#19

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 04, 2019 9:07:10 AM
Last Modified: Monday, November 04, 2019 9:11:17 AM
Time Spent: 00:04:07
IP Address: 184.27.141.198

Page 1: Senior Phase Pathways

Q1 Name of school:

Broughton HS

Q2 School timetable - please indicate the total number of periods per week: **33 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	7 options
S5	5 options
S6	5 options
Other (please specify)	NB Schools had staffing budgets reduced around 5 years ago on the assumption that S6 would only study 3 subjects on average. We were also told that strong consortium arrangements would be put in place to optimise opportunities versus travel and staffing costs.

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Other (please specify)

Some languages, including Polish are not picked up on Insight as they are not offered by SQA.

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), Foundation Apprenticeships (S.C.Q.F. Level 6)
S6	N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh
S5	Duke of Edinburgh, Core P.E./P.S.E. - Level 5/6 Personal Development Award
S6	Duke of Edinburgh, Core P.E./P.S.E. - Level 5/6 Personal Development Award

Q7 If possible please provide a link to the school's senior phase offer:

<https://www.broughton.edin.sch.uk/curriculum/course-choice-s4.html#s5-s6>

Q8 Optional comment

Respondent skipped this question

#20

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 04, 2019 12:23:05 PM
Last Modified: Monday, November 04, 2019 12:59:26 PM
Time Spent: 00:36:20
IP Address: 2.20.70.4

Page 1: Senior Phase Pathways

Q1 Name of school:

Currie Community High School

Q2 School timetable - please indicate the total number of periods per week: **28 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	6 options
S5	5 options
S6	5 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6)
S5	National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7)
S6	Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Duke of Edinburgh
S5	Duke of Edinburgh
S6	Duke of Edinburgh

Q7 If possible please provide a link to the school's senior phase offer:

<http://curriehighschool.co.uk/wp-content/uploads/2018/12/Moving-Into-and-Within-the-Senior-Phase-Information-Book-2019-20.pdf>

Q8 Optional comment

Work placement award will be delivered next session as part of the revised work placements opportunities we are bringing in

#21

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, October 25, 2019 11:18:59 AM
Last Modified: Tuesday, November 05, 2019 5:00:34 PM
Time Spent: Over a week
IP Address: 23.46.211.47

Page 1: Senior Phase Pathways

Q1 Name of school:

Craigroyston Community High School

Q2 School timetable - please indicate the total number of periods per week: **33 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	6 options
S5	6 options
S6	6 options
Other (please specify)	In all year groups, there is flexibility for pupils to take an additional subject if appropriate - for example, an additional language or ESOL.

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	2+ Languages (in addition to English), 3+ Sciences (in addition to Mathematics)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), National Progression Award (S.C.Q.F. Level 5-6), Other
S5	N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S6	Other, Foundation Apprenticeships (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), N.Q. Advanced Higher (S.C.Q.F. Level 7), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6)

Other (please specify)

We usually do not present Higher in S4 or Advanced Higher in S5 although have done previously for Languages/ESOL.

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award
S5	Other - please expand below, Core P.E./P.S.E. - Level 5/6 Personal Development Award, Work Placement Award, Duke of Edinburgh
S6	Duke of Edinburgh, Work Placement Award, Core P.E./P.S.E. - Level 5/6 Personal Development Award, Other - please expand below

Other

Senior Phase Electives linked to qualifications instead of Core PE/RE - although both are represented in the SP Electives menu.

Q7 If possible please provide a link to the school's senior phase offer:

Respondent skipped this question

Q8 Optional comment

We are spending significant time looking at our current S3 curriculum - there is breadth but not necessarily depth. This is likely to change in the coming session to better prepare pupils for Senior Phase.

#22

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, November 05, 2019 9:03:46 PM
Last Modified: Tuesday, November 05, 2019 9:09:49 PM
Time Spent: 00:06:03
IP Address: 65.158.202.38

Page 1: Senior Phase Pathways

Q1 Name of school:

Craigmount

Q2 School timetable - please indicate the total number of periods per week: **32 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	7 options
S5	6 options
S6	5 options
Other (please specify)	In S5 our learners study 5 full courses and 1 wider achievement option.

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), Other
S6	N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), Other, N.Q. National 1-5 (S.C.Q.F. Levels 1-5)

Other (please specify)
Skills for work courses

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Work Placement Award
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Q7 If possible please provide a link to the school's senior phase offer:

<http://craigmounthighschool.co.uk/wp-content/uploads/2019/01/Senior-Course-Choice-Booklet-2019-2020.pdf>
<http://craigmounthighschool.co.uk/wp-content/uploads/2019/01/S3-to-S4-Course-Information-Booklet-2019-20-002-002.pdf>

Q8 Optional comment	Respondent skipped this question
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#23

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 06, 2019 10:38:33 PM
Last Modified: Wednesday, November 06, 2019 10:40:16 PM
Time Spent: 00:01:42
IP Address: 95.101.63.14

Page 1: Senior Phase Pathways

Q1 Name of school:

Howdenhall School (Edinburgh Secure Services)

Q2 School timetable - please indicate the total number of periods per week: **32 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	3 options
S5	3 options
S6	3 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available: **Respondent skipped this question**

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), National Progression Award (S.C.Q.F. Level 5-6)
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), National Progression Award (S.C.Q.F. Level 5-6)
S6	National Progression Award (S.C.Q.F. Level 5-6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Other - please expand below
S5	Other - please expand below
S6	Other - please expand below

Q7 If possible please provide a link to the school's senior phase offer:

ACHIEVE

Q8 Optional comment

Respondent skipped this question

#24

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 07, 2019 4:11:22 PM
Last Modified: Thursday, November 07, 2019 4:19:35 PM
Time Spent: 00:08:12
IP Address: 81.52.134.6

Page 1: Senior Phase Pathways

Q1 Name of school:

Drummond Community High School

Q2 School timetable - please indicate the total number of periods per week: **32 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	7 options
S5	5 options
S6	5 options

Q4 For each year of the Senior Phase please indicate if the following combinations are available: **Respondent skipped this question**

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6)
S5	Foundation Apprenticeships (S.C.Q.F. Level 6), National Progression Award (S.C.Q.F. Level 5-6), N.Q. Higher (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5)
S6	N.Q. Advanced Higher (S.C.Q.F. Level 7), N.Q. Higher (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6)

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Work Placement Award, Duke of Edinburgh
Other	Saltire Volunteering in S6; Career Ready in S5 & S6; Mental Health award in core PSE in S5 & S6.

Q7 If possible please provide a link to the school's senior phase offer:

Respondent skipped this question

Q8 Optional comment

Respondent skipped this question

#25

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, November 08, 2019 10:55:50 AM
Last Modified: Friday, November 08, 2019 11:37:30 AM
Time Spent: 00:41:40
IP Address: 2.20.70.60

Page 1: Senior Phase Pathways

Q1 Name of school:

Queensferry CHS

Q2 School timetable - please indicate the total number of periods per week: **28 periods per week**

Q3 For each year of the Senior Phase please indicate the total number of course options (subjects) young people are able to take:

S4	6 options
S5	6 options
S6	6 options
Other (please specify)	In S5, young people can take 5 or 6 courses depending on the level of study. In S6 , young people can take 4, 5 or 6 subjects, again dependent on level and nature of study.

Q4 For each year of the Senior Phase please indicate if the following combinations are available:

S4	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S5	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)
S6	3+ Sciences (in addition to Mathematics), 2+ Languages (in addition to English)

Other (please specify)

Possible through consortium or college partnerships. Depends on demand, year to year, if school alone can provide - annual straw polls inform course choice and can change depending on consumer demand.

Q5 For each year of the Senior Phase please indicate what qualifications/awards are available for young people to take:

S4	National Progression Award (S.C.Q.F. Level 5-6), N.Q. Higher (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5), Other
S5	N.Q. National 1-5 (S.C.Q.F. Levels 1-5), N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6)
S6	N.Q. Higher (S.C.Q.F. Level 6), N.Q. Advanced Higher (S.C.Q.F. Level 7), National Progression Award (S.C.Q.F. Level 5-6), Foundation Apprenticeships (S.C.Q.F. Level 6), N.Q. National 1-5 (S.C.Q.F. Levels 1-5)

Other (please specify)

S4 - Group awards in personal development level 2 and 3 dependent on cohort and needs

Q6 For each year of the Senior Phase please indicate if there are opportunities to gain additional qualifications or awards (some examples given):

S4	Core P.E./P.S.E. - Level 5/6 Personal Development Award
S5	Core P.E./P.S.E. - Level 5/6 Personal Development Award
S6	Other - please expand below

Other

S3 is when Duke of Edinburgh bronze award is offered in the formal curriculum. Silver and gold is offered as an extra curriculum opportunity across the senior phase. Dance leaders and sports leaders awards are also available in the senior phase.

Q7 If possible please provide a link to the school's senior phase offer:

Not available. Straw polls due to take place next week which will then inform senior phase offer for next session.

Q8 Optional comment

Approximately 100 students engage in schools- college partnership extending the school's provision and allowing more vocational opportunities for young people. Partnerships with Forth Valley and Edinburgh colleges with in school programme delivery. As a coastal community we deliver Maritime Nat5 skills in partnership with Port Edgar water sports - one of the few or only schools in Scotland delivering this . Work placement is offered across the senior phase and can be timetabled for young people , if appropriate. We continue to engage young people in the career ready programme annually.