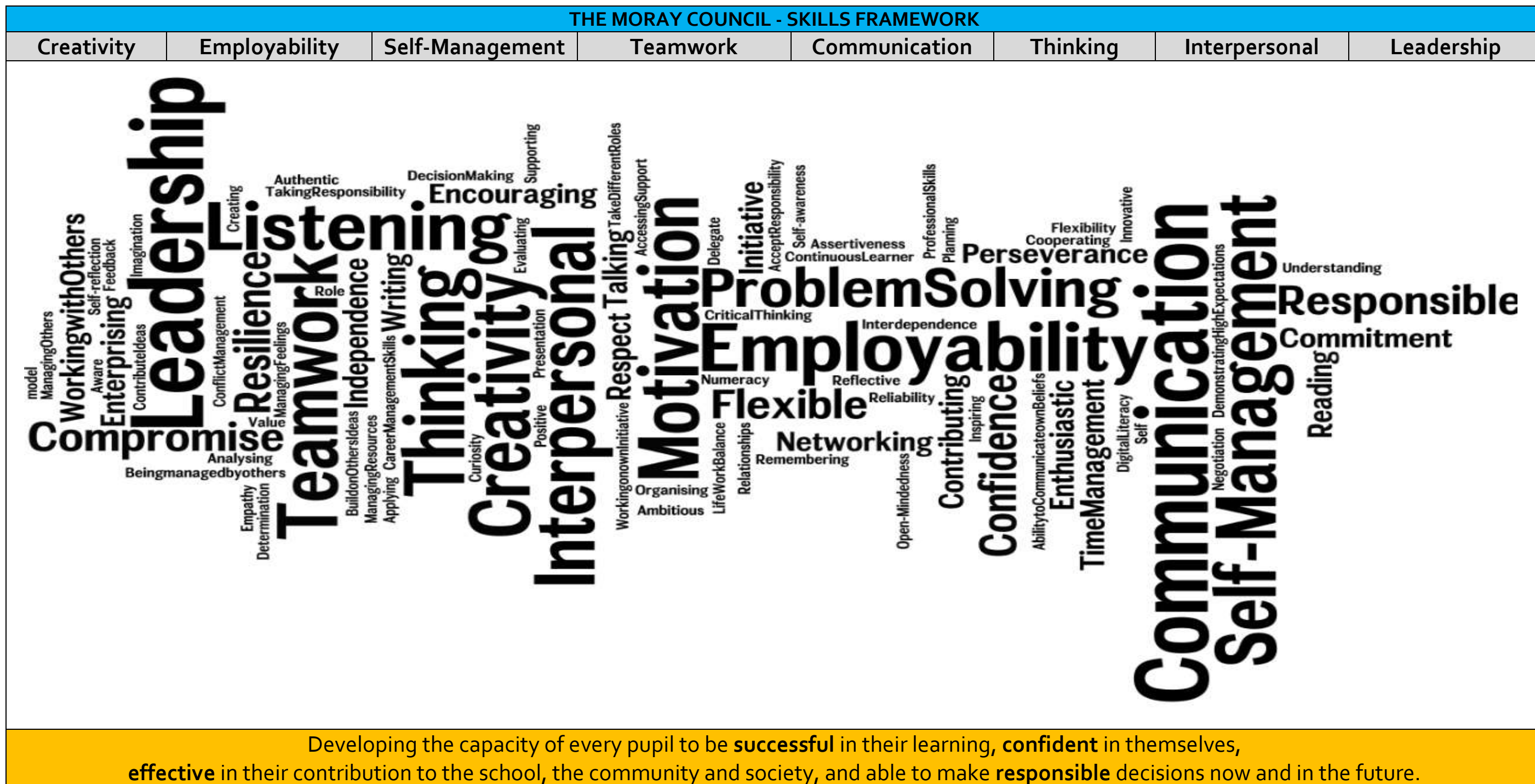


Skills Framework

The Moray Council Skills framework, takes into account the various skills plans across Moray. The framework will ensure that all pupils from 3-18 are developing the identified core 8 skills.

Through the development of these skills all young people will develop a range of other skills and these should be made explicit through delivery, pupils should develop a language of skills where they can articulate their own skills and what steps they need to take to progress them to the next level. Skills should form an integral part of a pupil's profile.

Through Developing the Young Workforce (<http://www.gov.scot/Publications/2014/06/4089>) we will communicate a commitment to employers and partners that all young people will leave school having developed the core skills.



Skills for Life, **Work** & Learning

LEARNING **ABOUT** WORK

EARLY YEARS - END P3

Providing opportunities for students to develop knowledge of work and enterprise

LEARNING **FOR** WORK

P4 - END S3

Providing opportunities for students to develop the key skills for enterprise & Employability

LEARNING **THROUGH** WORK

SENIOR PHASE - S4-6

Providing opportunities for students to learn from direct experiences of work

Education/Employer Partnership Structure

Group Members	Early Education & Childcare	Health & Social Care	Engineering	Construction	Food & Drink/Tourism	Information Technology/ Creative Industries	Business/Professional Services	Land Based
Sector Skills Council/National Body	Sector Skills Council	Sector Skills Council	Sector Skills Council	Sector Skills Council	Sector Skills Council	Sector Skills Council	Sector Skills Council	Sector Skills Council
ASG DYW Lead	Lossiemouth High School	Forres Academy	Speyside High School	Elgin Academy	Milnes High School	Buckie High School	Elgin High School	Keith Grammar School
PTG								
Curricular Lead								
BHS	3 rd Sector/Social Enterprise		DYW Board Member		Large Employer		SME	
EA	SME		SME	DYW Board Member		3 rd Sector/Social Enterprise		Large Employer
EHS	Large Employer	SME			SME		DYW Board Member	3 rd Sector/Social Enterprise
FA		3 rd Sector/Social Enterprise	Large Employer	SME		DYW Board Member		DYW Board Member
KGS	DYW Board Member	SME		Large Employer	3 rd Sector/Social Enterprise	DYW Board Member	SME	
LHS		DYW Board Member		SME		Large Employer	3 rd Sector/Social Enterprise	SME
MHS	SME	Large Employer	SME	3 rd Sector/Social Enterprise	DYW Board Member			
SHS			3 rd Sector/Social Enterprise		DYW Board Member	SME	Large Employer	SME
Moray College	Faculty Lead	Faculty Lead	Faculty Lead	Faculty Lead	Faculty Lead	Faculty Lead	Faculty Lead	Faculty Lead
SDS	SDS School Career Coach	SDS School Career Coach	SDS School Career Coach	SDS School Career Coach	SDS School Career Coach	SDS School Career Coach	SDS School Career Coach	SDS School Career Coach
PT ASN								
ASG Lead								
	DYW Moray Board Member		3 rd Sector/Social Enterprise		Larger Employer		Small to Medium Enterprise	
Meetings	Meeting 1 – ASG		Meeting 2 – Sector Group		Meeting 3 – ASG		Meeting 4 – Sector Group	
Potential Agenda Items	<ul style="list-style-type: none"> Skills Development across the ASG Tracking (EDICT; Glow/OneNote; SEEMIS; etc) CPD Labour Market Information 		<ul style="list-style-type: none"> Moray Picture Current young person recruitment issues Training opportunities 		<ul style="list-style-type: none"> Curricular development in Secondary Pathways. Skills Development CPD Labour Market Information Moray Business Week 		<ul style="list-style-type: none"> Moray Picture Current young person recruitment issues Training opportunities 	

Early Education & Childcare Care Career Pathway (under 18) People working in this sector mostly require a PVG

Nursery, Childcare, Primary Education, Working with Young People. Young people are central to this pathway – working with them, supporting them, caring for them and teaching them. Job roles are varied and offer progression and opportunities for further learning and are linked to other pathways such as **Health & Social Care** and **Business/Professional Services**.

Early (Nursery – P1)	First (P2- P4)	Second (P5 – P7)	BGE (S1-S3)	Key Skills	Senior Phase (S4-S6)	Sector Qualification	Local Post School Opps	Local Career Opportunities
People who help us / work in our Community	<p>Collaborative/Co-operative Learning – Group Task →</p> <p>Career Discussion – ‘Who Uses Skills Like These...?’ →</p> <p>Role Play Corner →</p> <p>Showcase of Learning (Present to peers/teach junior class) →</p> <p>Buddy System – Play Leader House Capt. →</p>	<p>Social Enterprise – Dragons Den</p> <p>Industry profile/Mindmap</p>	<p>Career in Health, Education, Child & Social Care Event.</p> <p>Moray College Taster Days</p> <p>Scottish Apprenticeship Week</p> <p>“Your future in... Care “</p> <p>YPI</p>	<p>CREATIVITY Open-mindedness Imagination Problem Solving</p> <p>EMPLOYABILITY Planning and organising Making decisions Team Working Time Management</p> <p>SELF MANAGEMENT Being creative Self-aware</p> <p>TEAMWORK Flexibility Respect Enthusiastic</p> <p>COMMUNICATION Communicating with people Listening to people</p> <p>THINKING Analysing Understanding Applying</p> <p>INTERPERSONAL Caring for people Helping people</p> <p>LEADERSHIP Encouraging Demonstrating high expectations Inspiring</p>	<p>Industry Visit</p> <p>Mock Interviews</p> <p>SfW Early Education & Childcare (SCQF 4/5)</p> <p>Foundation Apprenticeship in Social Services Children & Young People (SCQF 6)</p> <p>Online Units (SCQF 7)</p> <p>Work Experience</p> <p>Volunteering in relevant roles</p> <p>Young Enterprise Scotland</p> <p>Meaningful May</p>	<p>SSSC ***</p> <p>First Aid / Heart Start</p> <p>RHEISS</p> <p>Child Protection Risk Assessment Building Ambition</p>	<p>Early Education (SCQF 4)</p> <p>NQ Playwork & EECC (SCQF 5)</p> <p>NC EECC (SCQF 6)</p> <p>HNC Childhood Practice (SCQF 7)</p> <p>BA Child & Youth Studies (SCQF 7-10)</p> <p>BA Childhood Practice (SCQF 7-10)</p> <p>PGDE Primary Teaching</p> <p>PDGE Secondary Education</p> <p>Modern Apprenticeship</p> <ul style="list-style-type: none"> SVQ 2/3 (SCQF 6/7) Care Centre <p>Employability Fund</p> <p>Employment</p>	<p><u>Some examples...</u></p> <p>Nanny</p> <p>Childcare Assistant</p> <p>Play worker</p> <p>Nursery Manager</p> <p>Primary Teacher</p> <p>Secondary School Teacher</p> <p>FE Lecturer</p> <p>Classroom Assistants</p> <p>Learning Support Assistant</p> <p>Childminder</p> <p>Community Education Co-ordinator</p> <p>Careers Adviser</p> <p>Residential Support Worker</p> <p>Support Worker</p> <p>Childcare Provision Manager</p> <p>Charity Project Officer</p> <p>...plus many more...</p>

Health & Social Care Career Pathway (Adults) People working in this sector mostly require a PVG

Medicine, Social Work, Professions allied to medicine and healthcare, Care, Caring. People are at the heart of this pathway – working with the public to provide healthcare and social services. There are a wide range of opportunities from roles where no qualifications are necessary through Foundation Apprenticeships, Modern Apprenticeships, Further Education and Higher Education. There are strong links to other pathways such as **Early Education and Childcare, Business/Professional Services,**

Early (Nursery – P1)	First (P2- P4)	Second (P5 – P7)	BGE (S1-S3)	Key Skills	Senior Phase (S4-S6)	Sector Qualification	Local Post School Opps	Local Career Opportunities
People who help us / work in our Community	<p>Collaborative/Co-operative Learning – Group Task →</p> <p>Career Discussion – ‘Who Uses Skills Like These...?’ →</p> <p>Role Play Corner →</p> <p>Buddy System →</p> <p>Healthy Body/Healthy Mind →</p> <p>Emotional Literacy →</p> <p>Site Visit →</p> <p>Visit from Employer/Industry →</p> <p>Health Week →</p>	<p>Social Enterprise – Dragons Den</p> <p>Industry profile/Mindmap</p>	<p>Scottish Apprenticeship Week</p> <p>Moray College Taster Days</p> <p>“Your future in ... Health“</p> <p>YPI</p>	<p>CREATIVITY Using computers Open-mindedness Problem Solving</p> <p>EMPLOYABILITY Working on your own Planning and organising Accessing support</p> <p>SELF MANAGEMENT Time management Coping with pressure</p> <p>TEAMWORK Working with others Leadership Compromise Resilience</p> <p>COMMUNICATION Communicating with people</p> <p>THINKING Analysing Understanding Applying</p> <p>INTERPERSONAL Being tactful Caring for people Explaining things Persuading people Negotiation</p> <p>LEADERSHIP Making decisions Role Model Enthusiastic Commitment</p>	<p>Industry Visit</p> <p>Mock Interviews</p> <p>Career in Health, Education, Child & Social Care Event.</p> <p>NC Care (SCQF 5)</p> <p>Foundation Apprenticeship in Health & Social Care (SCQF 6) ***</p> <p>Foundation Apprenticeship: Social Services, Children and Young People (tbc)</p> <p>Work Experience</p> <p>Volunteering in a relevant role</p> <p>Young Enterprise Scotland</p> <p>Meaningful May</p>	<p>SSSC ***</p> <p>First Aid / Heart Start</p> <p>Moving & Handling (People)</p> <p>Adult Protection</p>	<p>Care:Steps to Work (SCQF 4)</p> <p>NC Health & Social Care (SCQF 5)</p> <p>NC Social Sciences (SCQF 5)</p> <p>NC Social Sciences (SCQF 6)</p> <p>NC Health & Social Care (SCQF 6) Social Route.</p> <p>NC Health & Social Care (SCQF 6) Health Route.</p> <p>Access to Nursing (SCQF 6)</p> <p>HNC Care & Administrative Practise (SCQF 7)</p> <p>HNC Social Services (SCQF 7)</p> <p>HNC Social Sciences (SCQF 7)</p> <p>BA Health Studies (SCQF 7-10)</p> <p>BSc Nursing (UHI)</p> <p>Modern Apprenticeship</p> <ul style="list-style-type: none"> SVQ 2/3 (SCQF 6/7) Social Services and Healthcare <p>Employability Fund Employment</p>	<p>Some examples... Health Care Assistant</p> <p>Doctor</p> <p>Support Worker</p> <p>Care Assistant</p> <p>Housing Support Worker</p> <p>Care Co-Ordinator</p> <p>Registered Nurse</p> <p>Social Worker</p> <p>Health Visitor</p> <p>Child Care Practitioner</p> <p>Podiatrist</p> <p>Dietician</p> <p>Laboratory Technician</p> <p>Midwife</p> <p>Nurse (Adult/ Children’s /Mental Health)</p> <p>Ambulance Technician</p> <p>Optometrist</p> <p>Phlebotomist</p> <p>Occupational Therapist</p> <p>Physiotherapist</p> <p>Dental Nurse</p> <p>Dentist</p> <p>Pharmacist</p> <p>Support Worker</p> <p>Charity Project Officer ...plus many more....</p>

Engineering Career Pathway

Engineering, Manufacturing, Motor vehicle trades, Garage Services, Oil & Gas, and Design. Engineers design, create, test and improve all sorts of products and processes. Offering exciting and varied careers in a range of sectors such as transport, medicine, technology, food, construction. Moray's large manufacturing base links to this sector with a variety of routes including Foundation Apprenticeships, Modern Apprenticeships, Further and Higher Education. Strong links to **Construction, Food & Drink/Tourism** and **IT/Creative Industries** pathways.

Early (Nursery – P1)	First (P2- P4)	Second (P5 – P7)	BGE (S1-S3)	Key Skills	Senior Phase (S4-S6)	Sector Qualification	Local Post School Opps	Local Career Opportunities
People who help us / work in our Community	Collaborative/Co-operative Learning – Group Task → Career Discussion – ‘Who Uses Skills Like These...?’ → H-Crates – Mud Kitchens K-Nex Challenge Lego Balloon Powered Rockets Outdoor Learning (Earth Time; Forest School) Automata (local business) Waterwalls Site Visit → Employer Visit →	Social Enterprise – Dragons Den Industry profile/Mindmap “The Journey of ...Oil” BP Resource Box (Logie Primary)	Careers in Engineering Moray College Taster Days Scottish Apprenticeship Week “Your future in ... engineering” YPI RAF Engineers Roadshow	CREATIVITY Using computers Finding solutions to problems Being creative EMPLOYABILITY Planning and organising Time Management Budgeting SELF MANAGEMENT Perseverance Contributing Cooperating Self-aware TEAMWORK Following instructions Flexibility Respect COMMUNICATION Communicating with people Presenting to people Explaining things THINKING Analysing Understanding Applying INTERPERSONAL Relationships Networking Resilience Motivation LEADERSHIP Working with numbers Researching and investigating	Industry Visit Mock Interviews SfW Automotive Skills (SCQF 4) Motor Vehicle Workshop NC Engineering (SCQF 5) Work Experience Volunteering in relevant roles <i>Foundation Apprenticeship: Engineering (incl Energy) (tbc)</i> Young Enterprise Scotland Meaningful May	Manual Handling & Lifting	C&G Vehicle Maintenance & Repair (SCQF 5) NC Engineering Practise (SCQF 5) NC Engineering Systems Electronic (SCQF 6) NC Engineering Systems Mechanical (SCQF 6) HNC Computer Aided Drafting & Design (SCQF 7) HNC Engineering Systems Electronics (SCQF 7) HNC Engineering Systems Mechanical (SCQF 7) HND Engineering Systems (SCQF 8) BEng Electrical & Electronic Engineering BEng Electrical & Mechanical Engineering Modern Apprenticeships (including) <ul style="list-style-type: none"> • SVQ level 3 Engineering & Electrical (SCQF 6) • SVQ level 3 Engineering Mechanical (SCQF 6) • SVQ Level 3 Engineering Fabrication & Welding (SCQF 6) Employability Fund Employment	Some examples... Mechanical Engineer Automotive Technician Vehicle Maintenance Technician Parts Technician Electronic Engineer Fabricator/Welder Electrical Engineer Refrigeration Engineer Gas Turbine Engineer Renewables Engineer Rail Engineering Technician Satellite Systems Technician Quarry Engineer Gas Service Technician CNC Machinist Auto-CAD Engineer Design Engineer ...plus many more....

Construction Career Pathway

Construction, Construction trades, Architecture, Building & Technical, Surveying. Construction is everything to do with our buildings and infrastructure. Various practical trades and also roles which require strong engineering, IT and business skills. Linking very closely with **Engineering** and **Business/Professional Services** pathways, there are a lot of opportunities with a variety of ways to learn and progress.

Early (Nursery – P1)	First (P2- P4)	Second (P5 – P7)	BGE (S1-S3)	Key Skills	Senior Phase (S4-S6)	Sector Qualification	Local Post School Opps	Local Career Opportunities
People who help us / work in our Community	Collaborative/Co-operative Learning – Group Task → Career Discussion – ‘Who Uses Skills Like These...?’ → “Design A....?” Restore Furniture Waterwall Writing Instructions (e.g. for Potted Sports etc) K-Nex Lego H-Crates Digital Design tasks Visit from Employer – (Make cement Build a wall Tile a plank etc) Site Visit → Employer Visit →	Warning Signs Worksheet CITB resource pack → Social Enterprise – Dragons Den Industry profile/Mindmap	Constructing YOUR Future Moray College Taster Days Scottish Apprenticeship Week “Your future in... Construction” YPI	CREATIVITY Using computers Finding solutions to problems Imagination EMPLOYABILITY Following instructions Critical thinking Planning and organising Time management SELF MANAGEMENT Flexible Cooperation Initiative TEAMWORK Working as part of a team Listening Enthusiastic COMMUNICATION Communicating with people THINKING Evaluating Understanding Applying INTERPERSONAL Motivation Resilience LEADERSHIP Encouraging Inspiring Responsible Problem Solving	Industry Visit Mock Interviews SFW Construction (SCQF 4/5) <i>Foundation Apprenticeship in Civil Engineering (SCQF 6)</i> Work Experience Volunteering in relevant roles Young Enterprise Scotland Meaningful May	Scottish Skills Test SECTT Test SNIPEF Test CSCS card 1 day H&S course	Skills for Choice (SCQF 4) NPA Built Environment (SCQF 5) HNC Construction Management (SCQF 7) HNC Civil Engineering (SCQF 7) HNC Quantity Surveying (SCQF 7) Modern Apprenticeship <ul style="list-style-type: none"> • SVQ 3 Bricklaying (SCQF 6) • SVQ 3 Carpentry & Joinery (SCQF 6) • SVQ 3 Electrical Installation (SCQF 6) • SVQ 3 Plumbing (SCQF 6) • SVQ 3 Civil Engineering (SCQF 6) Employability Fund Employment	Some examples... Carpenter/ Joiner Bricklayer Painter /Decorator Plant Operator Plant Mechanic Decorative Floor-layer Scaffolder Wall & Floor Tiler Heating & Ventilation Technician Refrigeration & Air Conditioning Engineer Stonemason General Construction Operative Civil Engineer Wood-machinist Quantity Surveyor Construction Manager Ames Taper Roofer/ Slater/ Tiler Civil Engineer Quantity Surveyor Architect Building Surveyor Construction Site Manager ...plus many more...

Food & Drink /Tourism Career Pathway

Food Production, Food Processing, Distilling & Brewing, Food Service, Hospitality, Travel & Tourism. Food & Drink is central to a large part of Moray's economy, both in producing quality food and processing food to a high standard. Jobs are varied and at all levels, from factory to management and include a lot of roles including Engineering and Business. Tourism is central to Scotland's economy and is dependent on the people working in the sector. Jobs are for people of all abilities and are rewarding and exciting. Strong links to **Engineering, Land Based, Business and Professional**.

Early (Nursery – P1)	First (P2- P4)	Second (P5 – P7)	BGE (S1-S3)	Key Skills	Senior Phase (S4-S6)	Sector Qualification	Local Post School Opps	Local Career Opportunities
People who help us / work in our Community	Collaborative/Co-operative Learning – Group Task → Career Discussion – ‘Who Uses Skills Like These...?’ → Healthy Options Farm Visit Tesco Visit “Journey of...the cocoa bean” (e.g.) Burn’s Night (e.g.)(parental involvement) Food tasting Food cooking Languages/Culture Grow your own Veg Plan Journeys/Timetables/Costing Etc Role Play corner Site Visit → Employer Visit →	Social Enterprise – Dragons Den Industry profile/Mindmap	Scottish Apprenticeship Week Moray College Taster Days “Your future in ...Food” “Your future in Travel & Tourism” YPI	CREATIVITY Curiosity Open-mindedness Problem solving EMPLOYABILITY Planning and organising Time management Enterprising Managing resources SELF MANAGEMENT Being logical Attention to detail Initiative TEAMWORK Working as part of a team COMMUNICATION Communicating with people Explaining things THINKING Creating Evaluating Analysing Applying INTERPERSONAL Self-awareness Relationships Resilience Motivation LEADERSHIP Taking the lead	Industry Visit Mock Interviews Pathway in Hospitality & Events (SCQF 5) <i>SfW Laboratory Skills (SCQF 5)</i> NPA Food Manufacture (SCQF 6) NC Professional Cookery (SCQF 4/5) <i>some schools</i> SfW Travel & Tourism (SCQF4/5) <i>Some schools</i> Foundation Apprenticeship: Business Skills (SCQF 6) <i>Foundation Apprenticeship: Engineering (SCQF 6)</i> Young Enterprise Scotland Meaningful May	RHEISS Elementary Cleaning and Disinfection World Host	SVQ Hospitality Services (SCQF Level 5) C&G Level 2 Professional Food & Beverage Service (SCQF Level 6) Professional Cookery (SCQF 5/6) Professional Food & Beverage Service (SCQF 6) HNC Professional Cookery HNC Hospitality (SCQF 7) NC Events co-ordination (SCQF 5) HNC Events (SCQF 7) BA Events Management (SCQF 7-10) Modern Apprenticeship Employability Fund Employment	Some examples... Product Development Food Technologist Cook/Chef Quality Controller Brewery Worker Technical Brewer Distillery Worker Production Manager Butcher Baker Hotel Manager Event Manager Tour Guide Air cabin crew Travel Agent Bar Tender Receptionist Housekeeper Tourist Information Officer Food Packaging Operative Measurement & Control Technician Refrigeration and Air Conditioning Technician Manufacturing Systems Engineer Chemical Engineer Design Engineer Retail Assistant/Manager Charity Project Officer ...plus many more...

Information Technology/ Creative Industries Career Pathway

IT, IT support, IT Design, Computing, Computer Science & Technology, Television/Film/Radio/Web, Acting and Performance, Art & Design Textile Design and Manufacture. More than just computers, IT and the Creative Industries provide a wealth of opportunities that provide skills which can be used in virtually any other sector. Opportunities are varied and range through Modern Apprenticeships, Further and Higher Education. Strong links to **Business/Professional Services, Engineering, Food & Drink/Tourism.**

Early (Nursery – P1)	First (P2- P4)	Second (P5 – P7)	BGE (S1-S3)	Key Skills	Senior Phase (S4-S6)	Sector Qualification	Local Post School Opps	Local Career Opportunities
People who help us / work in our Community	Collaborative/Co-operative Learning – Group Task → Career Discussion – ‘Who Uses Skills Like These...?’ → Organising Summer Fete Organise a Day out Role Play Corner Site Visit → Employer Visit →	Social Enterprise – Dragons Den Industry profile/Mindmap	Scottish Apprenticeship Week Moray College Taster Days YPI	CREATIVITY Curiosity Imagination Open-mindedness EMPLOYABILITY Planning and organising Time management SELF MANAGEMENT Resilience Accuracy Attention to detail TEAMWORK Working with others COMMUNICATION Communicating with people Presenting to people THINKING Evaluating Applying Analysing INTERPERSONAL Helping customers Being tactful Communicating ideas through writing LEADERSHIP Flexible Enthusiastic Inspiring Taking the lead Finding solutions to problems Working with numbers	Industry Visit Mock Interviews UHI Degree Module, Humanities - Who are the Highlanders (SCQF 7) Foundation Apprenticeship: Business Skills (SCQF 6) Young Enterprise Scotland Meaningful May	ECDL	NC Acting & Theatre Performance (SCQF Level 6) NC Art & Design (SCQF 6) HNC/D Visual Communication (SCQF 7-8) BA(Hons) Fine Art (SCQF 7-10) BA(Hons) Fine Art Textiles (SCQF 7-10) NC Computing with Digital Media (SCQF 5-6) HNC Computing (SCQF 7) BSC(Hons) Computing (SCQF 7-10) HNC/D Interactive Media (SCQF 7-8) BA(Hons) Interactive Media (SCQF 7-10) HND Computer Science (SCQF 8) Modern Apprenticeship Employability Fund Employment	Some examples... Administrator Charity Project Officer Web Designer Photographer Graphic Designer Picture Framer Watch/Clock repairer Interior Designer Product Designer Radio DJ Musician Lighting Technician Web Developer Network Manager IT Support Technician Database Administrator Actor Theatre Producer TV/Film Producer TV/Film Camera Operator Systems Administrator Network Administrator Helpdesk Support Analyst Printer/Publisher/Journalist ...plus many more...

Business/Professional Services Career Pathway (Military & Public Sector)

Business and Professional Service, Legal, Finance, Retail, Consumer, Military, Public Administration. Underpinning and supporting every other sector, business drives the economy. All companies, small, large, third sector, public sector need skills in business and administration. Opportunities are vast and varied. Links to **all sectors**.

Early (Nursery – P1)	First (P2- P4)	Second (P5 – P7)	BGE (S1-S3)	Key Skills	Senior Phase (S4-S6)	Sector Qualification	Local Post School Opps	Local Career Opportunities
People who help us / work in our Community	Collaborative/Co-operative Learning – Group Task → Career Discussion – ‘Who Uses Skills Like These...?’ → Site Visit → Employer Visit →	Social Enterprise – Dragons Den Industry profile/Mindmap	Scottish Apprenticeship Week Moray College Taster Days “Your future in... Business” YPI	CREATIVITY Open-mindedness Imagination THINKING Evaluating Applying Analysing EMPLOYABILITY Planning and organising Time management Persuading people Following instructions Accuracy SELF MANAGEMENT Communicating ideas through writing Coping with pressure TEAMWORK Working as part of a team Contributing Value and build on others ideas COMMUNICATION Communicating with people Explaining things THINKING Evaluating Applying Analysing INTERPERSONAL Helping customers Being tactful LEADERSHIP Working with numbers Researching and investigating Finding solutions to problems	Industry Visit Mock Interviews SFW Uniformed & Emergency Services (SCQF 4) Foundation Apprenticeship in Business Skills (SCQF 6) Young Enterprise Scotland Meaningful May	ECDL	NC Business (SQCF 5/6) HNC/D Business (SCQF 7/8) BA Business Management (SCQF 7-10) NC Administration (SCQF 5/6) HNC/D Administration & IT (SCQF 7-8) NC Sport & Fitness (SCQF 5/6) HNC/D Fitness Health & Exercise (SCQF 7/8) HNC/D Accounts (SCQF 7/8) BA Accounting & Finance (SCQF 7-10) HNC/D Association of Accounting Technicians (ART) HND Association of Chartered Certified Accountants (BAAF) Institute of Chartered Accountants Scotland BSc Sport & Fitness (SCQF 7-10) BA Sports Management (SCQF 7-10) SVQ / HNC Hairdressing(SCQF 4-7) SVQ/HNC Beauty Therapy (SCQF 4-7) HNC/D Complementary Therapies (SCQF 7-8) Nail Technology 1/2 (SCQF 5/6) Modern Apprenticeship <ul style="list-style-type: none"> SVQ 2 Business & Administration (SCQF 5) SVQ 3 Business & Administration (SCQF 6) Direct Entry through Forces Recruitment. Employability Fund Employment	Some examples... Administrator Word Processor/Clerical Assistant Secretary Business Support Assistant Local Government Officer/Admin Firefighter Human Resources Manager Receptionist Lawyer Charity Project Officer Legal Secretary Accountant in Local Firm/Business Economist Statistician Hairdresser Beauty Therapist Complementary Therapist Nail Technologist Police Officer Army/Soldier Navy/Sailor Airforce/Aircrew Trading Standards Officer Trade Union Official Registrar Member of Parliament Sports Therapist Retail Assistant/Manager Printer/Publisher/Journalist ...plus many more...

Land Based Industries

Farming, Fishing, Horticulture, Aquaculture, Veterinary, Land Management, Environmental. Moray is a rural economy with farming and land based businesses including estates and river management. Food production – arable and livestock are central to this. Links to **Engineering, Food & Drink/Tourism, Business/Professional Services**

Early (Nursery – P1)	First (P2- P4)	Second (P5 – P7)	BGE (S1-S3)	Key Skills	Senior Phase (S4-S6)	Sector Qualification	Local Post School Opps	Local Career Opportunities
<p>People who help us / work in our Community</p> <p>Seed Growing in the Biblical Garden</p> <p>Vegetable plots in Care Home (Intergenerational)</p> <p>RHET Nursery Visits</p>	<p>Collaborative/Co-operative Learning – Group Task →</p> <p>Career Discussion – ‘Who Uses Skills Like These...?’ →</p> <p>Forest School</p> <p>Site Visit →</p> <p>Employer Visit →</p> <p>Eco Schools</p> <p>Moray Science Festival</p> <p>Gardening project</p>	<p>Social Enterprise – Dragons Den</p> <p>Fun with Food and Farming days</p> <p>Eco Schools</p> <p>Industry profile/Mindmap</p>	<p><i>GROWing YOUR Future</i></p> <p>Scottish Apprenticeship Week</p> <p>Moray College Taster Days</p> <p>Science Festival</p> <p>SSERC</p> <p>University Visit – Climate Change</p> <p>“Your future in”</p> <p>YPI</p> <p>Eco Schools</p>	<p>CREATIVITY Curiosity Problem-solving</p> <p>EMPLOYABILITY Finding solutions to problems Time Management</p> <p>SELF MANAGEMENT Working on your own Working with your hands Self-Aware</p> <p>TEAMWORK Working as part of a team</p> <p>COMMUNICATION Communicating with people</p> <p>THINKING Evaluating Applying Analysing</p> <p>INTERPERSONAL Relationships Networking Resilience</p> <p>LEADERSHIP Motivation Enthusiastic Commitment</p>	<p>H Environmental Science (SCQF 6)</p> <p>Science Laboratory Skills (SCQF 7)</p> <p>Introduction to Environmental Issues (UHI??)</p> <p>Industry Visit</p> <p>Mock Interviews</p> <p><i>SfW Rural Skills (Nat4)</i></p> <p><i>NPA Rural Skills</i></p> <p>Work Experience</p> <p>Young Enterprise Scotland</p> <p>Meaningful May</p>	<p>RHEISS Health & Safety</p> <p>SQA Plant Identification</p> <p>SVQ 1, 2, 3, Horticulture</p>	<p>Horticulture: Steps to Work</p> <p>Horticulture (Practical) SVQ2 College Certificate</p> <p>Higher Environmental Science</p> <p>Applied Science (SCQF 5/6)</p> <p>Horticulture (Landscaping) SVQ3 College Certificate</p> <p>BSc Environmental Science</p> <p>BSc Sustainable Development</p> <p>BSc Applied Science</p> <p>Ringlink Internship</p> <p>Modern Apprenticeship</p> <p>Employability Fund</p> <p>Employment</p>	<p>Some examples...</p> <p>Farmer Worker</p> <p>Gardener</p> <p>Charity Project Officers</p> <p>Landscape Gardener</p> <p>Florist</p> <p>Volunteer coordinator</p> <p>Forest Crafts Person</p> <p>Countryside Ranger</p> <p>Horticulturist</p> <p>Vet/ vet nurse</p> <p>Farrier</p> <p>Agronomist</p> <p>Tree Surgeon</p> <p>Greenkeeper</p> <p>Animal Care worker</p> <p>Countryside Ranger</p> <p>Fishing Vessel Skipper/Crew</p> <p>Landscaper</p> <p>Pest Control Technician</p> <p>Farm Manager</p> <p>Geoscientist</p> <p>Gamekeeper</p> <p>Fence Installer</p> <p>Agricultural Engineer</p> <p>Wind Turbine Engineer</p> <p>Marine Biologist</p> <p>Fish Farm Worker</p> <p>...plus many more...</p>

Skills for Work – 3-18 – Career Education Standards – “I can statements”

Early Level	First Level	Second Level	Broad General Education	Senior Phase
Pre-school – P1	P2 – P4	P5 – P7	S1 – S3	S4-S6
I can communicate with people about the different jobs they do in the community.	I can describe different jobs in my community and some of the skills needed for these.	I can discuss the relevance of skills to the wider world and make connections between skills and the world of work.	I can demonstrate and apply the skills I have learnt across the curriculum in relation to the world of work.	I can identify the skills I have learnt across the curriculum, how these relate to the world of work and can apply these appropriately during work placements and other work-related learning.
I can discuss some of the rewards that a job brings.	I can learn about the world of work from visits, projects and my experiences.	I can explain to others my ambitions /what I would like to do and look for ways to achieve them/that.	I can identify my interests, strengths and skills and use them to make informed choices.	I can confidently access and interpret the information I need to make well informed choices about my learning options, pathways and how these relate to possible future careers.
I believe I can do any job.	I can talk to employers about myself and about their workplace.	I can recognise the skills I have and need for work.	I can manage my profile, share it appropriately and justify my choice of evidence.	I can work towards achieving qualifications which support me to achieve my future career aspirations.
I can role play different job roles.	I can recognise that there are different ways to get a job.	I can apply my skills to get more information about jobs/careers.	I can choose a blend of subjects, courses and experiences to enable my career pathways.	I can share, evaluate and evidence my skills for Learning, Life and Work to help me make successful futures choices and changes.
I can follow rules and routines and explain why they are important.	I can talk about the types of jobs that interest me.	I can use online tools available to me.	I can extend and use my networks to find and apply for opportunities that match my interests, strengths and skills.	I can draw appropriately on evidence from my skills profile to help me complete application forms, create CVs and when practising interview techniques.
I can talk about my learning, my strengths and my next steps.	I believe I can succeed in any area of work.	I own and can manage my profile and can use it to help discuss my interests, strengths and skills with my parent/carers and others.	I can access advice and support to help me make informed choices about further learning and opportunities.	I can describe all aspects of typical recruitment and selection processes and how to best prepare for and manage these.
I can develop ideas and take part in projects to make things.	I can talk about my strengths, interests and skills and show evidence of my progress.	I can identify people in my network who can help me broaden my horizons.	I can demonstrate diverse thinking when exploring learning opportunities and pathways.	I can consistently demonstrate the skill, attributes and behaviours needed to sustain and progress my career.
	I can set goals and work towards achieving them.	I believe I can maximise my potential in any type of work.	I can understand and consistently demonstrate the behaviours an employer looks for in a good employee.	I can identify and access support networks that will help me into a positive and sustained destination beyond school.
	I can adopt different roles when running a business.	I can identify different types of enterprise opportunities and engage in them.	I can evaluate risks when developing a business idea and explore different methods of setting up and sustaining an enterprise.	I can assess the opportunities and challenges that entrepreneurship/self-employment can provide as a career option including financial and legal aspects.
			I can investigate and assess ethical issues in business and trade decisions.	I can describe the rights and responsibilities placed on employers and employees and how these relate to creating a positive, productive and sustainable work environment.

Career Management Skills Framework for Scotland – Career Competencies

Self	Strengths	Horizons	Networks
<p>Self 1 I develop and maintain a positive self-image I demonstrate this by:</p> <ul style="list-style-type: none"> Knowing who I am (in terms of my strengths, skills, experiences etc.). Being aware of my behaviours and attitudes and what has influenced their development. Considering how my self-image/self-respect fits into social and cultural contexts. Adopting behaviours that reflect a positive attitude to myself. Understanding how my self-concept/awareness has an impact on achieving my personal, social, educational and vocational goals and decisions. Understanding the importance of feedback, and being able to give and receive it. 	<p>Strengths 1 I am aware of my skills, strengths and achievements I demonstrate this by:</p> <ul style="list-style-type: none"> Reflecting on my skills, strengths and experiences, and considering how they interact. Recognising and recording my achievements. Seeking feedback and drawing on the insights of others. Making critical use of interest inventories, psychometrics and other tools that support the gaining of personal insights. Understanding how my skills, strengths and experiences can contribute to groups and to the wider society. 	<p>Horizons 1 I understand that there are a wide variety of learning and work opportunities that I can explore and are open to me I demonstrate this by:</p> <ul style="list-style-type: none"> Understanding that my career path reflects a series of choices. Being aware of stereotypes, biases and discriminatory behaviours that limit individuals in certain work roles. Being able to consider and challenge my aspirations / goals. Being able to draw on and engage with a range of role models. Being able to use technology to support career exploration. Being able to explore alternatives in decision-making situations. Being able to develop a range of creative scenarios for my preferred future. Demonstrating the skills, knowledge and attitudes required to assess / evaluate work and learning opportunities. 	<p>Networks 1 I interact confidently and effectively with others to build relationships I demonstrate this by:</p> <ul style="list-style-type: none"> Understanding and demonstrating interpersonal and group communication skills that enable me to help / work with others. Knowing how to deal with peer pressure, and understand how my behaviours and those of others are related. Understanding the importance of positive relationships in my personal and professional life. Respecting diversity. Being able to express personal feelings, reactions and ideas in an appropriate manner. Knowing how to solve interpersonal problems.
<p>Self 2 I adapt my behaviour appropriately to fit a variety of contexts I demonstrate this by:</p> <ul style="list-style-type: none"> Recognising how the context and expectations of others may impact on my behaviour. Recognising how times of change often require me to adapt or develop my behaviour. Using emotional and social intelligence to support my engagement in a range of contexts. 	<p>Strengths 2 I build on my strengths and achievements I demonstrate this by:</p> <ul style="list-style-type: none"> Knowing how to use and increase my strengths and achievements. Being about to recognise and articulate my experiences and achievements. Being able to prioritise and make decisions about where to focus my learning, activities and personal development. Being able to consider if a learning environment is right for me. 	<p>Horizons 2 I know how to find and evaluate information and support to help my career development I demonstrate this by:</p> <ul style="list-style-type: none"> Knowing where and how to access reliable career information. Knowing how to use various sources of career information. Knowing how to use different settings and resources to learn about work roles and alternatives. Knowing how to find, interpret, evaluate and use information about learning and work. Knowing how to use technology to find resources that support my career knowledge and development. Knowing how to analyse and evaluate a range of information sources. 	<p>Networks 2 I use information and relationships to secure, create and maintain work I demonstrate this by:</p> <ul style="list-style-type: none"> Communicating my skills to others. Understanding the importance of personal qualities in securing, creating and remaining in work. Understanding that skills and experiences are transferable to various work settings. Knowing how to locate, interpret and use labour market information. Developing work-search skills. Understanding the value of volunteer work in building networks for work, learning and life. Developing relationships and networks to support secure work and develop my career.
<p>Self 3 I am aware of how I change and grow throughout life I demonstrate this by:</p> <ul style="list-style-type: none"> Understanding that my motivations and aspirations change as my life changes. Being aware of how change and growth inter-relate with my mental, social and physical health/wellbeing and making efforts to manage my health and wellbeing accordingly. Being aware of how changes related to work can impact on my wider life and may require life changes. Taking active steps to manage changes in all areas of my life. Taking the initiative to shape changes in my life, relationships and work. 	<p>Strengths 3 I draw on my experiences and on formal and informal learning opportunities to inform and support my career choices I demonstrate this by:</p> <ul style="list-style-type: none"> Knowing about study options and the implications of my choices. Knowing about the various routes through learning and how they differ. Understanding how skills can be transferable. Understanding the relationship between educational levels and the learning or work options that are open to me. Understanding how to use my strengths, skills and knowledge. Undertaking continuous learning activities. Demonstrating behaviours and attitudes that contribute to achieving my personal and professional goals. 	<p>Horizons 3 I identify how my life, my work, my community and my society interact I demonstrate this by:</p> <ul style="list-style-type: none"> Understanding how work can satisfy my needs. Understanding how work contributes to my community and to the wider society. Understanding how society's needs and functions affect the supply of goods and services. Understanding how economic and social trends affect my work and learning opportunities. Understanding the effects of work on my lifestyle. Understanding how businesses and organisations operate. Being able to determining the value/importance of work for myself. Understanding the nature of the global economy and its impact on individuals and society. Understanding how work and consumption can have an impact on society and the environment. 	<p>Networks 3 I develop and maintain a range of relationships that are important for my career journey I demonstrate this by:</p> <ul style="list-style-type: none"> Knowing how and when to contact people who can provide information about work and learning opportunities. Having the ability to work with others in a range of roles Building and using supportive peer networks Knowing how to use technology to support the development and maintenance of social networks. Recognising when and how to look beyond my immediate social networks and use this to support career building. Being able to build relationships with potential employers and learning providers.

<p>Self 4 I make positive career decisions I demonstrate this by:</p> <ul style="list-style-type: none"> • Understanding how choices are made. • Understanding how my personal beliefs and attitudes affect my decisions. • Being aware of what might interfere with attaining my goals, and developing strategies to overcome these barriers. • Applying problem-solving strategies to career-related issues. • Being able to evaluate the impact of my decisions on myself, on others and on my community and the wider society. 	<p>Strengths 4 I am confident, resilient and able to learn when things do not go well or as expected I demonstrate this by:</p> <ul style="list-style-type: none"> • Being able to adapt to change when I encounter it. • Being able to manage the effects of crisis. • Being able to make the most of opportunities and challenges. • Knowing and understanding my rights, and being able to claim them and ensure that they are respected. • Being willing to drive or engage with change. • Being able to engage in career contingency planning and to move beyond my existing plan. • Being able to express my feelings and to ask for help and support. 	<p>Horizons 4 I am creative and enterprising in the way I approach my career development I demonstrate this by:</p> <ul style="list-style-type: none"> • Being able to effect and drive change in a variety of life contexts. • Being able to think in creative and innovative ways to explore and solve problems in different contexts. • Being able to balance taking risks with managing risk. • Understanding how businesses and organisations innovate and change. • Being able to make connections, see relationships and imagine possibilities. • Being able to reflect critically on ideas and outcomes. 	
<p>Self 5 I maintain a balance that is right for me in my life, learning and work roles I demonstrate this by:</p> <ul style="list-style-type: none"> • Being aware of the various roles I may have in life. • Being aware of the rewards and responsibilities linked to each of my roles. • Understanding how these different roles require varying amounts of energy, participation, and motivation. • Understanding how my various life and work roles impact upon my preferred future or lifestyle. • Understanding how the choices that I make can impact on others, and being able to negotiate with others in relation to these choices. • Being able to determine the value of work, family and leisure activities for myself. • Being able to determine the kind of work, family and leisure activities that might contribute to a balanced life. 		<p>Horizons 5 I am confident in responding to and managing change within my life and work roles I demonstrate this by:</p> <ul style="list-style-type: none"> • Understanding the changing life roles of people in work and family settings. • Understanding how my contributions, both inside and outside the home, are important to my family and the wider society. • Understanding how individuals may move through a variety of roles within learning and labour markets. • Understanding how my changing relationship to organisational structures can require me to draw on my strengths in different ways. • Exploring non-traditional life and work scenarios and examining the possibility of considering such scenarios for myself. 	