

## About this Update

This is the second Update about Access 1 and 2. Its purpose is to support teachers and lecturers in any SQA centre that offers qualifications at this level, and to help keep them up-to-date with current developments.

### Access 1 and 2

Here's a reminder of the qualifications available at Access 1 and 2:

- ◆ Access 1 Units
- ◆ Access 2 Units and Clusters
- ◆ Scottish Group Awards (Access 2) \*
- ◆ Skillstart Group Awards (Access 2) \*
- ◆ Lifestart and Workstart Group Awards (Access 2)

(Lifestart and Workstart are being phased out – the last date for submitting entries is 31 July 2004.)

\* There are also Group Awards available at Access 3

**Access 1 Units** – there are two types of Access 1 Unit:

- ◆ Independent Access 1 Units – these are designed principally for candidates who are developing basic skills in a supported learning environment. Independent Access 1 Units are not derived from the Outcomes of Access 2 Units. They may provide progression from Curriculum Descriptors for some candidates, or be delivered in an integrated programme comprising a mixture of Units and Curriculum Descriptors, according to the needs of the candidate.
- ◆ Access 1 Units derived from Access 2 Outcomes – these Access 1 Units allow candidates to build up to an Access 2 Unit in a step-by-step approach as they achieve the component Outcomes. The publication *Matching of Access 1 Units to Access 2 Outcomes – Staff Support Materials* (BA1410/2, November 2002) shows the Access 1 Units which are derived from Access 2 Outcomes.

**Access 2 Units** – these enable progression from Access 1 Units, although for some candidates, they may be a starting point. Candidates who have achieved an Access 2 Unit may progress by undertaking further Access 2 Units to achieve a Cluster, or they may proceed to Access 3 Units or Clusters. Candidates may also progress laterally to a single, double or triple Scottish Group Award (SGA) at Access 2 or to the more vocational Skillstart Group Award at Access 2.

**Clusters** – are coherent groupings of, normally, three National Units. Clusters are available at Access 2 and 3 and can be used to contribute towards an SGA at Access 2 or 3. There is no external assessment required for a Cluster.

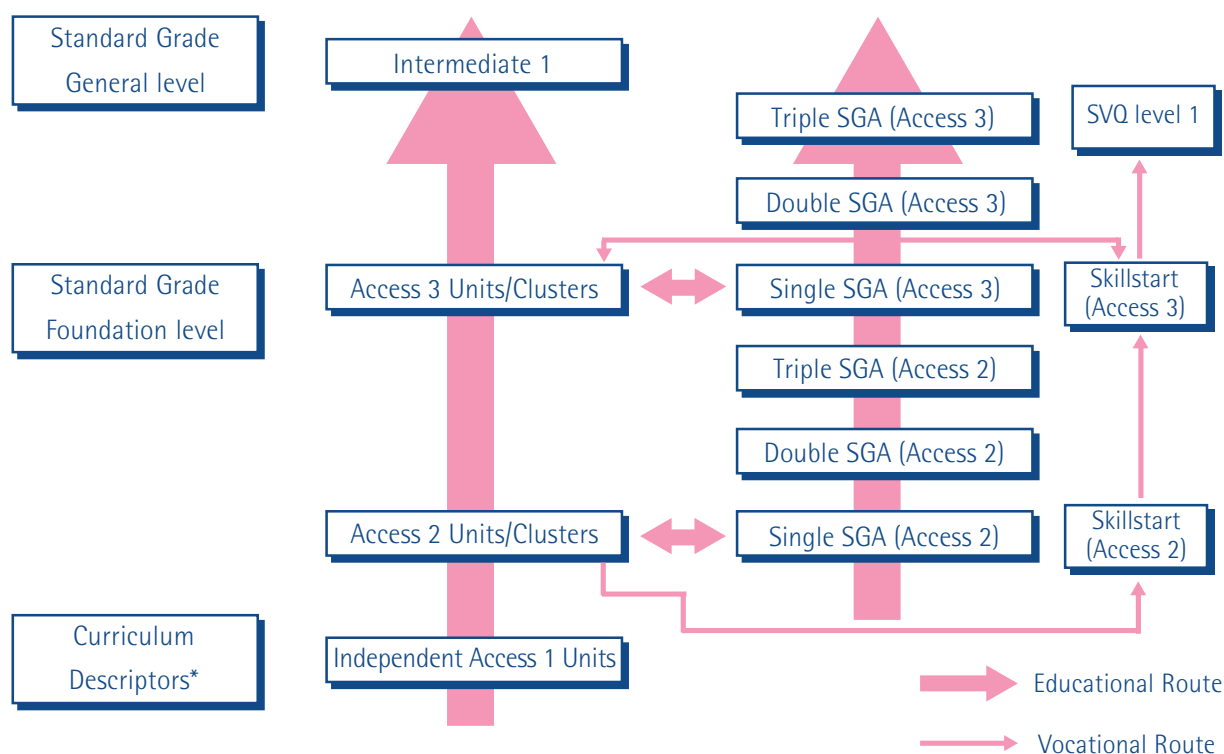
**Group Awards** – at Access 2 and 3 there are single, double and triple SGAs to enable lateral progression. For further information about SGAs at Access, please see the National Qualifications CD-ROM which also includes a support pack for SGAs at Access 2 and 3.

In addition to the single, double and triple SGAs, there are **Skillstart Group Awards** at Access 2 and Access 3. These are pre-vocational qualifications for school leavers with learning difficulties, or for those who wish to return to basic education and pre-vocational training. Skillstart Group Awards incorporate some Core Skills, and will continue to be available when the Lifestart and Workstart Group Awards are phased out.

If you would like a copy of the specifications for Skillstart, please contact Christine Stainsby (tel: 0141-242 2111; e-mail – christine.stainsby@sqa.org.uk).

**Lifestart and Workstart Group Awards** – these are being phased out as they have been superseded by the wide range of Access Units and Clusters, and the Access 2 and 3 Group Awards. Entries for Lifestart and Workstart Group Awards will be accepted until 31 July 2004. Results for all the Units which are components of the Group Award must be submitted to SQA by 30 September 2004.

## Progression Routes



\*Curriculum Descriptors provide a framework for describing the learning process for candidates for whom an Access 1 Unit is not appropriate. They use Performance Criteria from Access 1 Units as Learning Targets. Progress within the Curriculum Descriptor framework may be recorded by means of, for example, Progress File or by a centre's own system for recording achievement. Curriculum Descriptors belong to Learning and Teaching Scotland and are not certificated by SQA. Some candidates may progress from Curriculum Descriptors to independent Access 1 Units.

# Who is offering Access 1 and 2, and how?

Many centres, including further education colleges, schools, and special schools are offering Access 1 and 2 Units, Clusters and Group Awards. On these pages Reid Kerr College, Glenwood High School, and Marpool School, describe how they deliver Access 1 and 2 provision.

## Marpool School: a special school

Marpool school caters for pupils with moderate to severe learning difficulties. Some pupils have additional physical difficulties, some may have behavioural problems, and around one third are on the Autistic Spectrum.

Each pupil is treated as an individual, and learning programmes are created to meet each pupil's special needs. Marpool achieves this by introducing *Target Setting* to monitor a pupil's on-going progress and provide clear evidence of attainment. Pupils are also tested using the 5 – 14 National Assessment materials in Mathematics and English where appropriate. In the secondary department, many pupils are doing National Units and have been successful in attaining a range of qualifications. Marpool delivers a variety of Units at Access 1, 2 and 3; an Intermediate 1 Unit in Computing; and Clusters and Scottish Group Awards at Access level.

At Access 2 level, teachers at Marpool often have to look for alternative Units to provide lateral progression. The English and Communication Cluster which comprises the following Units is offered to candidates:

- D8VH 08     English – Language Study
- D8VJ 08     English – Literary Study
- D540 08     English – Oral Communication

The Core Skill of *Communication* is achieved by candidates because it is embedded in the Cluster. For some candidates it is also appropriate to give extended practice in communication at Access 2 by doing the Core Skills Unit D01B 08 *Communication*. This also offers an opportunity for lateral progression.

Media Studies Units at Access 2 have also been used at Marpool to extend the learning experience of candidates. These are offered to run in parallel with English and Communication Units.

In Mathematics, the same model is used, ie delivery of the Mathematics Cluster which comprises the following Units:

- D556 08     Using Mathematics in Everyday Situations 1
- D557 08     Using Mathematics in Everyday Situations 2
- D558 08     Using Mathematics in Everyday Situations 3

Although, once again, the cluster has the *Numeracy* Core Skill embedded in it, by taking the Core Skills Unit D01C 08 *Numeracy*, candidates get an opportunity to reinforce and consolidate their skills in numeracy and at the same time are certificated for the Numeracy Unit at Access 2.

The various *Enterprise* Units are additional Units which can be used to facilitate further lateral progression and easily incorporate mathematical skills.

By doing additional Units, pupils continue to have their basic skills reinforced, and can develop new skills that are formally recognised by SQA.

All Units go towards achieving a Scottish Group Award (SGA) at Access 2. At Access 2, nine credits are required for the Single SGA, 14 for the Double and 18 for the Triple. All five Core Skills at Access 2 are required, and they can be achieved by doing stand-alone Core Skills Units or by doing Units and Clusters which have the Core Skills embedded in them.

At all stages, the curriculum is enhanced by activities that encourage pupils to access the wider community: trips to local shops, library and restaurants, Bucksburn Swimming Pool and the Beacon Centre.

Residential and sporting trips are a regular and popular feature of the summer programme. Marlpool has also established good links with Bankhead Academy and Aberdeen College. Pupils attend Bankhead Academy for Science, Art and French and are supported by teachers from both schools. The close working relationship between teachers from both sectors is essential for the success of this link. Pupils in their final year at school attend Aberdeen College on the Link Course – the Foundation Link and the Extension Link allow pupils to attend college one day each week as a preparation for full-time attendance.

### Glenwood School: a mainstream secondary school

Glenwood School is a mainstream comprehensive of around 1,150 pupils serving the west side of Glenrothes. The school caters for the full range of abilities.

Three sessions ago Glenwood started delivering the Access 2 Cluster in French. This involved a Modern Languages teacher and a member of the Learning Support Staff working closely together to write the appropriate course material.

The next cohort of pupils was very different and it was felt that Access 3 would be more appropriate. One early lesson learned was not to assume from one year to the next that the same provision will suit the pupils. Indeed this year Access 3 is again being delivered and again the work is being further developed. The Modern Languages department has rotated the staff who teach this course, spreading the experience and expertise.

The pupils taking the course attended Modern Languages two periods a week and Learning Support once a week. During their time with Learning Support staff, they were taught study skill techniques and independent thinking. There was time for personal study as well as basic skills sessions, revision, and teaching of cross-curricular skills. This has proven to be very successful and is now well established.

Two years ago Glenwood identified a cohort of pupils who, it was felt, would not cope with eight Standard Grades and for whom Access provision might be more appropriate. These pupils had received considerable support in S1 and S2, some had specific learning difficulties such as dyslexia, some had challenging behaviour and others had global learning difficulties.

Glenwood decided to try to provide as wide an experience as possible by broadening the Access provision currently available and they set about developing course material for English; Home Economics - Lifestyle and Consumer Technology; and Mathematics; all at Access 3, in addition to Access 2 Units in Art and Design; and Biology. With assistance from Lochgelly High School Department of Special Education, they were later able to deliver the Access 2 Units DOEW 08 *Sampling Work* and DOEN 08 *Making Local Journeys*. They are also exploring a range of Access 1 and 2 Units with a view towards providing a Group Award for some pupils.

One of the main constraints in offering Access provision is the enormous amount of time involved in developing course material, which means it is not always possible to develop across the range of subjects and abilities all at the same time. One solution to this must be the sharing of materials. There may need to be local adaptations, but it is clearly wasteful to be reinventing the proverbial wheel. These Units are being delivered to small groups or individuals and are the start of a process providing learning experiences within a mainstream setting for pupils with moderate learning difficulties.

With increased inclusion and more pupils requiring provision at Access, there are two dangers that we must guard against. First, there should not be an assumption that any pupil is 'an Access pupil'. Each pupil should be cased in each subject at the appropriate level. This may mean a mixture of Access 2, Access 3, or Standard Grade courses. Second, we must ensure that groups of pupils who have a range of difficulties are not allocated to an Access group as a substitute for identifying their individual needs and range of capability.

Glenwood views the development of Access provision at 1, 2 and 3 as a vital part of being an inclusive school. Time for consultation and dedicated time for curriculum development work is paramount. If subject and support staff have time to consult, undertake development work and co-operatively teach new courses, the end result is valued by the subject department and will be appropriate to the needs of the pupils.

Glenwood hopes to continue to expand the range of courses available at Access 2 and 3 so that at subject choice time, there is indeed an element of choice available for pupils who have special educational needs.

### Reid Kerr College: a further education college

Reid Kerr College serves the whole community of Paisley and the surrounding area. Access provision is offered to approximately 600 special needs students with difficulties that include moderate to severe/profound learning difficulties, autism, physical and behavioural problems.

Reid Kerr offers a range of provision and courses, some of which are based on SQA Units and some not. Reid Kerr has designed its courses to suit the individuality of students. With more provision coming on stream at Access level it is hoped that in the future, more SQA Units at Access 1, 2 and 3 will be available so that the college may fit these Units into its courses to provide students with a greater opportunity to achieve SQA certification.

The courses offered at Reid Kerr are:

**Step** course. This is a pre-vocational course offered to 16 to 18 year-olds with mild to moderate learning difficulties who have been working at Foundation level or below. It is geared towards helping students make the transition from school to college, and offers them an opportunity to mature and gain self-confidence by developing personal and social skills in a supportive environment which meets their individual needs. It provides an introduction to vocational areas by offering taster options in other college departments and work experience opportunities. It also aims to develop work-related skills and qualifications. At present, most students work towards obtaining the Skillstart Group Award. The standard of work ranges from Access 2 up to Intermediate 1, depending on the subject and student ability. The course offers core Units in Core Skills; and Personal and Social Development. Most of the classes are based on SQA Units at Access 2 and 3.

**Development** course. This is a two year course delivered to 18 to 20 year-olds with severe/complex learning difficulties who come to Reid Kerr from special schools. The course operates at Access 2 using college-devised Units, including:

- ◆ **Communication for Life and Work**
- ◆ **Working with Others**
- ◆ **Basic Cookery Skills**
- ◆ **Problem Solving**
- ◆ **Drama Skills**
- ◆ **Taking part in a Residential Experience**
- ◆ **Using Mathematics in Everyday Situations**
- ◆ **Making Local Journeys\***

\*some students may undertake the SQA Independent Travel Units.

On completion, students can then progress to one of the Starts courses.

**Starts** courses. There are two Starts courses. They are designed for students in the 20-35 age range, and focus on work or enhancing existing skills. Students work at Access 1/2 level and above and, where appropriate, students will undertake relevant SQA Units.

**Choices.** These are classes for adults with moderate to severe learning difficulties. They cover a wide range of subjects, from leisure classes such as art, physical education, photography and personal development, to courses designed to improve basic skills such as literacy,

numeracy, painting and decorating, and computing. Students on the Choices course come from a wide variety of placements – local adult resource centres, social work, hospitals and community placements.

**Access** courses. These are designed for people in the 18 to 40 year-old age group with moderate/severe learning difficulties. The course allows students to continue their college education in a more flexible way to fit in with other commitments, eg work, attendance at a centre.

Reid Kerr has well-established links with local employers, such as Enable and Remploy, who assist with finding part-time work experience for their students. In many cases, this has resulted in students securing full-time employment.

*We'd like to acknowledge assistance of Marlpool School, Glenwood School and Reid Kerr College in sharing their good practice.*

# National Assessment Bank (NAB)

Every Access 2 Unit in a National Cluster has a National Assessment Bank (NAB) exemplar. Development of further alternative NABs for high-uptake Access 2 Units is underway.

All current Access 2 NABs are available as Microsoft Word files on CD-ROM – this allows centres to modify content or change the presentation for their candidates. The CD-ROM was sent to each centre in April 2002.

Relevant parts of the NABs for Access 2 Units are also applicable to the Access 1 Units derived from the Outcomes of the Access 2 Units.

From 1 September 2003, all NABs will be available online at the SQA website ([www.sqa.org.uk](http://www.sqa.org.uk)).

## Access 1 Framework

In the last issue we reported on consultation, which had been carried out on Access 1. One of the outcomes of the consultation has been the development of seven new Access 1 Units. (See the section on new and revised provision 2002-2003 for details.)

These Units are at a level which will suit many candidates for whom the current derived Access 1 Units and Access 2 Units are too challenging.

SQA is committed to enhancing and promoting Access to ensure that National Qualifications genuinely provide 'Opportunity for all'. Provision at Access 2 was increased greatly by the Higher Still Development Programme with the development of a range of Access 2 Units (and a number of Access 1 Units derived from them). Curriculum Descriptors (now the responsibility of Learning and Teaching Scotland) were also created for candidates whose needs are very individual. We now know as a result of extensive consultation and feedback that the current provision at Access 1 and 2 is not sufficient to meet the needs of a significant number of candidates, especially at the lower end of Access 1. There is also a need to clarify the relationships between the different types of provision for candidates with special needs.

A substantial project looking at the curricular needs of candidates at the lower end of Access 1 began in March 2003. Two Development Officers are researching:

- ◆ who would use provision at Access 1 and the purposes it would serve
- ◆ the needs of candidates working at this level on a national basis over the different sectors (special schools, further education colleges, community based centres)
- ◆ what the exact nature of provision at Access 1 should be
- ◆ how provision at Access 1 relates to other qualifications and curricular materials at this level

The Development Officers are Brenda McFarlane (Headteacher of Bothwellpark High School) and Sally Cunningham (Consultant), and they are consulting with special schools, further education colleges and secondary schools as well as with a wide range of individuals who have expertise at this level and an awareness of the issues.

A questionnaire on Access 1 was issued to centres in April 2003. The number of responses to this has been very encouraging and they are now being collated. Feedback from the consultation responses will be available in the late autumn.

Many thanks for your assistance with this consultation!

# New and revised provision 2002 – 2003

Seven independent Access 1 Units were published in April 2003:

- D9EW 07 Basic Communication in a Familiar Setting (Access 1)
- D9ET 07 Handling Money (Access 1)
- D9EY 07 Personal Profiling: An Introduction (Access 1)
- D9EV 07 Recognising Time (Access 1)
- D9ER 07 Sampling Work: An Introduction (Access 1)
- D9FO 07 Working with Others on a Group Activity (Access 1)
- D9EX 07 Using Basic Computer Skills (Access 1)

Twenty-nine Access 1 Units derived from Access 2 Outcomes were published in December 2002. The specifications are all available on the National Qualifications CD-ROM for session 2003-2004, and on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

Following feedback from practitioners the following Units are being revised to reduce the amount of assessment:

- D552 08 Healthy Basic Cooking (and corresponding Access 1 Units)
- D04A 08 Biology
- D03Y 08 Chemistry
- D04B 08 Science (and corresponding Access 1 Units)
- D04P 08 Physics (and corresponding Access 1 Units)

The revised Units can be offered as soon as SQA has issued them to centres, which should be in August 2003.

# Quality Networks – what are they?

Quality Networks are events for discussing design, delivery and assessment of qualifications. They help practitioners:

- ◆ exchange information with other practitioners
- ◆ hear about good assessment practice
- ◆ identify and resolve quality assurance problems
- ◆ give and receive feedback on qualifications and their delivery
- ◆ discuss standards with External Moderators

Following on from the success of the 2002 Quality Networks, events for special schools are being planned for September 2003 in Edinburgh, Perth and Glasgow. Details will be sent to Special Schools nearer the time.

Similar events are also being planned for further education colleges (in collaboration with SFEU), and for Learning Support Units in mainstream secondary schools.

We have noted the feedback from last year's events, and will take account of this in the programme for the September Quality Networks.

## All about moderation

We're using this section of the Update to give you an overview of external moderation and how it works, and to describe the way internal moderation plays an important role in support of the quality assurance process.

### What is external moderation?

Moderation is the process by which SQA ensures that national standards are applied in assessments carried out by centres. External moderation takes place on a Unit-by-Unit basis at various times through out an academic session.

### Types of external moderation, and how they work

There are three types of external moderation:

- ◆ Visiting
- ◆ Central
- ◆ Postal (generally for low uptake Units)

Moderation can be done on complete or incomplete evidence, depending on the nature and level of the Unit. In addition, Units which are completed outwith the timescales for the main moderation events may be subject to Retrospective moderation.

#### Visiting

Your centre will be told when and how you will be moderated and, if you are to be visited, SQA will try to find times which suit both you and the moderator.

When your centre is visited for moderation, you can expect to get verbal feedback on the outcome of the moderation visit at the end of the visit and, where it's possible, a copy of the written report may be left at the centre. Any decisions of 'not accepted' should be clearly indicated to the centre before the External Moderator leaves.

## Central and postal

Central and postal moderation are preferred where evidence is readily available and is practicable for remote assessment. Central moderation works by having a given date by which all evidence must be with SQA so that the team of moderators can consider the assessments of selected Units. You will be expected to send evidence for any candidate included in the sample, along with assessor judgements and any internal moderation judgements. Where group efforts have been assessed, the contribution of individual candidates should be clear. The team of moderators use this method to confirm national standards applied throughout the process and across centres/external moderators.

Postal moderation can be used when small numbers of Units/candidates/specialisms are involved. The documentation required is similar to central moderation, and is posted out to a moderator for review.

## Overall

The standards applied in all forms of external moderation are identical.

As we are committed to quality, you may be asked for feedback on the work of External Moderators. We value your comments which inform staff development and training needs and are used to monitor, support and improve External Moderation.

## External moderators

External Moderators are appointed on a full-time or part-time basis. For Access qualifications, they must be practising teachers/lecturers who have current experience of delivering and assessing National Units at Access 1 and 2.

External Moderators for Access 1 and 2 Units are not appointed on a subject-specific basis but across the full range of provision. We are currently recruiting External Moderators – if you are interested, and meet the criteria, please contact the Appointments Section in SQA on 0131-561 6765 for an application pack.

## Prior moderation

For each Unit you are assessing, you will be showing that candidates have evidence that they have reached the standards set out in the Unit specification. The tools you use for doing this will have been devised before approval to offer the Unit and can either be material from the National Assessment Bank or designed by yourself. If you are amending a National Assessment Bank exemplar (NAB) significantly, you are advised to send your intended assessments to SQA so that a moderator can confirm it is acceptable. If you write your own assessment instrument, you can send them into SQA for prior moderation. A moderator will consider your assessment instrument and, if it is acceptable, it will be stamped to show that it is valid and reliable for that Unit. This gives added security to the process so that you know you are on the right line with the way you are going to assess competence.

We encourage you to add accepted instruments to the National Bank.

If the Unit you are delivering has a Core Skill embedded and you wish to modify the NAB, you must check this with a moderator. Please note that requests for prior moderation must come from registered centres.

## Development visits

If you are unsure about using the NAB, or want some support to be clear about other assessment issues, you can request a development visit from SQA. A moderator can work with you to clarify issues such as guidance that can be given to candidates, how to devise a suitable assessment for a particular group, or how to demonstrate where to find evidence across different Units. There is a small charge for this service, which is tailored as far as is practicable to your particular context. If you would like a moderator to come to your centre, please contact SQA's Moderation Section on 0141-242 2174 to arrange a suitable date.

## Internal moderation

Internal moderation is the part of the quality assurance system that centres have responsibility for, and it has important links with external moderation. Only through internal standardisation can the external sampling of candidates' work give a valid and reliable indication of the standards achieved for a group of candidates.

There are three stages to internal moderation:

**First stage:** As well as the support that's available through external moderation and development visits, your assessments would be supported in your centre through discussion and agreement with your internal moderator before delivery. This is the first stage of the internal moderation process, and it provides a common understanding of the assessment process and standards to be achieved.

**Second stage:** The knowledge and skills that each candidate presents for assessment using the methods you have been approved to deliver now have to be judged by the assessor and agreed with the internal moderator. There will be marking guidelines issued with each NAB, and you should reach a consensus through the internal moderation process in your centre on what is acceptable evidence.

Records of assessors' judgements for each Outcome of the qualification will indicate what each candidate has achieved, and will be the basis of the second stage of internal moderation, which supports and checks assessors' decisions during the Unit.

This gives opportunity for corrective action to be taken if required with less disturbance to learning than could happen if all the checking were left to the end of the Unit. Records of internal moderation should be held along with candidate evidence and the assessors' decisions for external moderation.

**Third stage:** Much assessment will take place near the end of the Unit and will be available for the third stage of internal moderation on Unit completion. This ensures that the agreed standards have been applied fairly by all assessors, and that records of assessment judgements are accurate.

This stage will also provide opportunity to review, to monitor and to revise assessments and achievements. A sampling strategy can be used to assure quality, and may consider factors such as how much support an assessor might need, whether the Unit is in its first delivery, whether this is a well-established Unit that has been successfully internally and externally moderated or whether it is delivered in a variety of settings.

# Frequently asked questions

## Is it necessary to enter candidates for Clusters even although they are entered for the Units in a Cluster?

Yes. SQA's Awards Processing System needs to be told to evaluate for a result – if an entry is submitted for a Cluster, the APS will look for a result for the Cluster. If there is no entry for the cluster, the candidates's certificate will show Units achieved but not the Cluster. This also applies to Group Awards.

## My centre has not offered Access 1 and 2 provision before – where do I start?

You should check with your centre's SQA Co-ordinator to see what materials your centre already holds on Access 1 and 2. You will need to obtain the Unit and Cluster specifications (from SQA's website or the National Qualifications CD-ROM).

You should also obtain copies of any appropriate National Assessment Bank exemplars (NABs). These may be in your centre already but if not, you should phone SQA's Customer Contact Centre (0141-242 2214; e-mail [customer@sqa.org.uk](mailto:customer@sqa.org.uk)). NABs for each Access 2 Unit in a cluster are available on CD-ROM. Each special school, secondary school and further education college that was on SQA's centre list in April 2002 received a copy of this CD-ROM. From 1 September 2003, NABs will be available online at the SQA website.

Your SQA Co-ordinator will advise you on SQA's registration, entry and results procedures, and any other procedures required by your centre, for example, internal moderation.

## Where can I obtain support materials for Access 1 and 2 Units and Clusters?

*SQA Information* (publication code FD037) lists relevant support/guidance materials issued by SQA.

Learning and Teaching Scotland (01382 443600) also issues teaching and learning materials and has developed an electronic library of support materials which can be downloaded from [www.LTScotland.com/NQ](http://www.LTScotland.com/NQ).

## Citizenship

The Scottish Executive paper *Education for Citizenship in Scotland: a Paper for Discussion and Comment* was issued in 2002. Audit materials to enable schools to include aspects of citizenship in the school curriculum were subsequently issued to schools.

Some centres have asked if Units/Clusters in Citizenship would be developed at Access 1 and 2. The Assessment Panel for Access 1 and 2 considered the place of Citizenship in the curriculum and concluded that the aspects of citizenship identified in the audit materials permeated many Units and Clusters at Access 2, and that discrete provision was not required. An audit of Access 2 Units and Clusters was carried out for its different aspects of citizenship and the results of this are shown in the *Access 2 Citizenship Grid* – now available on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

# More information

If you have any enquiries about Access 1 and 2 Units, Clusters and Group Awards, please contact Margaret Miller (0141-242 2316; e-mail [margaret.miller@sqa.org.uk](mailto:margaret.miller@sqa.org.uk)) or Christine Stainsby (0141-242 2111; e-mail [christine.stainsby@sqa.org.uk](mailto:christine.stainsby@sqa.org.uk)).

This update has also been published on SQA's website [www.sqa.org.uk](http://www.sqa.org.uk).

For general enquiries and requests for publications, please call SQA's Customer Contact Centre, telephone 0141-242 2214 or e-mail [customer@sqa.org.uk](mailto:customer@sqa.org.uk).



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