



To: SQA Co-ordinator

5 December 2008

Action by Recipient	
	Response required
✓	Note and pass on
	None — update/information only

Our ref: NMcP/CM/BACS

Dear Colleague,

Information on the Scottish Science Baccalaureate and Scottish Languages Baccalaureate

Please pass the contents of the enclosed pack to relevant staff in your centre.

SQA wrote to all centres in August 2008 updating them on the development of the Scottish Science Baccalaureate and the Scottish Languages Baccalaureate. Since August, SQA has been working closely with colleagues in the Scottish Government and key stakeholders to take this important development forward. Following a period of engagement with representatives from schools, universities, colleges and employers, SQA is now in a position to provide centres with information to assist with the Course options process for session 2009/10.

The information pack enclosed consists of :

- ◆ general information on the Scottish Baccalaureates, including background to the development, rationale, details of the Baccalaureate specification and the Interdisciplinary Project
- ◆ information on the support available to centres, information for parents and learners and a response form for centres who plan to offer the Scottish Baccalaureate in August 2009

SQA will be sending further updates to all centres between January and the end of March when all Baccalaureate Arrangements documents will be published on SQA's website.

The full pack of information is also now available for centres to download from SQA's website www.sqa.org.uk/baccalaureates.

I hope this information will be useful to you. If you require further information on any aspects of the Baccalaureate, please contact SQA's Customer Contact Centre on 0845 279 1000 or e-mail: customer@sqa.org.uk.

Yours faithfully

Dr Lena Gray
Head of Policy and New Products



Scottish Science Baccalaureate and Scottish Languages Baccalaureate

Information pack for centres — contents

This pack contains information on Scottish Baccalaureates which will be available to all centres to offer in session 2009/10, subject to SQA's approval criteria. The pack contains:

1. an introduction to the background of Scottish Baccalaureates and an overview of the development
2. the rationale for Scottish Baccalaureates
3. information on the structure and content of Scottish Baccalaureates
4. information on the Interdisciplinary Project
5. information on support for centres
6. information for parents and learners which centres may wish to use
7. a reply form for centres interested in offering Scottish Baccalaureates in August 2009

This information pack will also be available on the Scottish Baccalaureates pages of SQA's website www.sqa.org.uk/baccalaureates.



1. Introduction and background to the Scottish Baccalaureates

Introduction

In June 2008, the Cabinet Secretary for Education and Skills, Fiona Hyslop, announced the introduction of a Scottish Science Baccalaureate and a Scottish Languages Baccalaureate for pupils in the fifth and sixth years of secondary education. The Baccalaureates will be available to centres in August 2009 with first certification in August 2010.

The nature of Scottish Baccalaureates

The Scottish Science Baccalaureate and the Scottish Languages Baccalaureate are based on coherent groups of subjects at Higher and Advanced Higher level. This coherence will allow learners to build a significant body of knowledge, skills and qualifications in science or languages which will enhance progression opportunities in related disciplines.

In addition, the Baccalaureates offer added breadth and value through an Interdisciplinary Project which is intended to broaden the learner experience, provide opportunities to apply or extend subject knowledge in relevant contexts, and to develop the generic skills, attitudes and confidence necessary to make the transition into further and higher education, and/or employment.

The Baccalaureates are intended to provide the learner with valuable opportunities to make connections with the wider world of learning and work. It is envisaged that much of the Project work will take place outwith the school setting, in partnership with universities, colleges, and employers.

(The full rationale for the Baccalaureates is included as item 2 in this pack.)

Certification of Scottish Baccalaureates

A Scottish Baccalaureate is not intended to be a full programme of study. It is expected that learners who take a Baccalaureate will also take other Courses in S5 and S6. Their choice of subjects is likely to be based around interest, career choice and the entrance requirements specified by the universities where they wish to study.

In addition to their Scottish Qualification Certificate showing Standard Grade, Intermediate, Higher and Advanced Higher Course achievement, learners who take a

Baccalaureate and are successful will receive a commemorative Certificate for their Baccalaureate showing either a Pass or Distinction.

(The structure and content of the Baccalaureates is included as item 3 in this pack.)

A partnership approach to development

Since June 2008, SQA has been working closely with key stakeholders and colleagues in the Scottish Government to take this important development forward. The development has been overseen at a strategic level by a Key Partners Group which is representative of schools, universities, Scotland's colleges, employers, and Skills Development Scotland.

Qualification Design Teams in Science and Languages, representing practising teachers, lecturers, higher education, and relevant employers have been supporting and advising on the development of the detail of the Interdisciplinary Project.

Directors of Education have also nominated Baccalaureate contacts for their authorities. These contacts will play a key role in communication and in coordinating any partnership work in their authorities to help with the implementation of the Baccalaureates.

In addition, during this important first phase of development, SQA has engaged with a range of focus groups and individuals, representing head teachers, curriculum managers, university deans of faculties, professional bodies, employers, and HE admissions officers.

Outcome of engagement activities

Discussions with stakeholders and partners have centred on the draft Baccalaureate Specifications which were published in June 2008. The main purpose of these discussions was to seek views and advice to inform the development and implementation of the Baccalaureates and to finalise the detail of the Specifications.

On 27 November 2008 following the outcome of engagement, the Cabinet Secretary for Education and Lifelong Learning announced the final Baccalaureate Specifications.

The final agreed Specifications will have:

- ◆ the demand necessary for currency and credibility with higher education and employers
- ◆ the added value, recognition, and broadening experience to attract learners
- ◆ the flexibility to be accessible to a wide range of centres and learners working at Advanced Higher level

(The final Baccalaureate structure and content are included as item 3 in the pack.)

Current position

SQA is now in a position to issue to all centres information on the final Baccalaureate Specifications, the Interdisciplinary Project, implementation support for centres, and information for parents and learners.

This information is designed to assist centres who are planning to offer Baccalaureates in August 2009, with the Course options process for S5 and S6 in January and February of 2009.

Full Baccalaureate Arrangements documents and the Interdisciplinary Project Specification will be published on SQA's website by the end of March 2009.

It is anticipated that those learners aiming for first certification in August 2010 will be entering S6 in session 2009/10 and will already have taken eligible Highers in S5.

SQA is currently building a database of centres who wish to offer Baccalaureates in August 2009, with a view to setting up communication channels and an early support event between January and March 2009.

(Details of further support for centres are given in item 5 of this pack.)

A form has been included in this pack for centres who wish to be added to the list and invited to send a representative to the support event.

(Details for the return of the forms are given in item 7 of this pack.)



2. Rationale for the Scottish Science Baccalaureate and the Scottish Languages Baccalaureate

Introduction

The Scottish Science Baccalaureate and the Scottish Languages Baccalaureate have been designed to provide a challenging and rewarding experience for learners in fifth and sixth year of secondary education who are able to cope with the demands of study at Higher and Advanced Higher level.

With a strong focus on skills development, including higher cognitive skills, the Scottish Science Baccalaureate and the Scottish Languages Baccalaureate are designed to respond to the aims of *A Skills Strategy for Scotland*. A key purpose of introducing the Baccalaureates is to encourage more young people to study science and languages Courses and to increase the number of highly qualified people in these areas who will help to create a more successful Scotland and contribute to Scotland's sustainable economic growth.

Each Baccalaureate is based on a coherent group of subjects at Higher and Advanced Higher level. This coherence allows learners to build a significant body of knowledge, skills and qualifications in science or languages which will enhance progression opportunities in related disciplines.

In addition, each Baccalaureate offers added breadth and value through an Interdisciplinary Project which is intended to broaden the learner experience, extend their subject knowledge, and help to equip the learner with the generic skills, attitudes and confidence necessary to make the transition into further and higher education, and/or employment.

The project also provides a good opportunity for learners to develop and meet the aspirations identified for every young person in *Curriculum for Excellence* (Scottish Executive 2004) — that they should become successful learners, confident individuals, responsible citizens, and effective contributors.

Aims of the Scottish Science Baccalaureate and the Scottish Languages Baccalaureate

The aims of the Scottish Science Baccalaureate and the Scottish Languages Baccalaureate are to:

- ◆ promote science and languages as valued and important areas for study and employment
- ◆ raise the status and value of S6 and motivate learners in their last year of school
- ◆ provide qualifications which are valued for entry to higher education
- ◆ provide a bridge between school and higher education/employment
- ◆ encourage collaboration between schools, further/higher education institutions, and employers
- ◆ encourage greater coherence in study in fifth and sixth years
- ◆ allow learners to relate and apply learning to realistic contexts
- ◆ enable learners to compete in the international job market
- ◆ develop the generic skills needed for learning, employment, and life

The Interdisciplinary Project

The defining feature of the Scottish Science Baccalaureate and the Scottish Languages Baccalaureate is the Interdisciplinary Project and the added value it brings to the Baccalaureates as a whole. The Project will be:

- ◆ motivating in its own right for learners
- ◆ focused on generic skills which help prepare the learner for further study/employment
- ◆ capable of extending knowledge and development of cognitive skills
- ◆ responsive to individual needs, combining breadth across science/languages and broad themes with opportunities for greater depth of understanding within a specialist discipline
- ◆ designed to encourage the learner to draw on many areas of learning and to recognise the interdependence of subjects in terms of skills
- ◆ designed to help prepare Scotland's young people for a globalised and interdependent world, encouraging awareness of international themes of common interest

Key features of the Interdisciplinary Project

Application of subject knowledge in a relevant context

The project must enable learners to:

- ◆ use their subject knowledge
- ◆ develop and apply cognitive and generic skills

Learners will choose a context which must encourage them to apply, extend and evaluate their own skills in using this knowledge, in one or more of the broad contexts of employability, enterprise, citizenship, sustainable development, economic development.

Cognitive and generic skills development

The project will require learners to show that they can effectively use the following skills:

- ◆ application of subject knowledge and understanding
- ◆ research skills: analysis and evaluation
- ◆ interpersonal skills: negotiation and collaboration
- ◆ planning: time, resource and information management
- ◆ independent learning: autonomy and challenge in own learning
- ◆ problem solving: critical thinking, logical and creative approaches
- ◆ presentation skills
- ◆ self evaluation: recognition of own skills development and future areas for development

Accessing different learning environments

Learners will be encouraged to negotiate a range of contexts in which to develop and show these skills. This will add breadth to the subject learning, build on interpersonal skills and provide useful bridges between school and higher/further education or employment.

Such partnership working may include work with any, or all of:

- ◆ schools
- ◆ workplaces
- ◆ colleges (FE/HE)
- ◆ universities
- ◆ voluntary organisations
- ◆ Community Learning and Development
- ◆ virtual contexts

Learner choice of context

Learner choice of context will be important and should be related to areas of interest and to future career aspirations.



3. Structure and content of the Baccalaureates

The Scottish Languages Baccalaureate

Mandatory components

The Scottish Languages Baccalaureate requires **two**, different eligible modern or classical language Courses, at least one of which must be at Advanced Higher level.

The **mandatory** components of the Languages Baccalaureate are:

Interdisciplinary Project Unit	Advanced Higher	SCQF level 7	(16 SCQF points)
2 eligible Courses	Advanced Higher	SCQF level 7	(64 SCQF points)
1 eligible Course	Higher	SCQF level 6	(24 SCQF points)

One of the above Courses must be English (or ESOL or Gàidhlig*) and this may be at Higher or Advanced Higher level.

The Interdisciplinary Project Unit will be graded A, B or C.

* Learners who have Gàidhlig as their first Language may count both English and Gàidhlig.

Criteria for award of Distinction

The Scottish Languages Baccalaureate with Distinction will be awarded to candidates who achieve:

- ◆ Grade A in **one** Advanced Higher eligible Course
- ◆ Grade A in any other component
- ◆ Grade B or above in all other components

Criteria for award of Pass

Candidates who achieve at least Grade C in all mandatory components and who do not meet the criteria for Distinction will be awarded a Pass in the Scottish Languages Baccalaureate.

Eligible Courses in the Languages Framework

- ◆ Cantonese**
- ◆ Classical Greek*
- ◆ Gaelic (Learners)*
- ◆ German*
- ◆ French*
- ◆ Italian*
- ◆ Latin*
- ◆ Mandarin**
- ◆ Russian
- ◆ Spanish*
- ◆ Urdu

* Currently available at Advanced Higher level

** Available in Higher and Advanced Higher from 2010

Note: Candidates cannot count both Gaelic (Learners) and Gàidhlig in the Languages Baccalaureate.

SQA's Course catalogue is kept under constant review. New Courses may be added, or existing Courses may be deleted or replaced.

Please note that Higher Russian is currently being monitored under SQA's low uptake policy. It will be available in 2009/10, but may be removed in 2010/11.

The Scottish Science Baccalaureate

Mandatory components

The Scottish Science Baccalaureate requires **two**, different eligible science Courses, at least one of which must be at Advanced Higher level.

The **mandatory** components of the Science Baccalaureate are:

Interdisciplinary Project Unit	Advanced Higher	SCQF level 7	(16 SCQF points)
2 eligible Courses	Advanced Higher	SCQF level 7	(64 SCQF points)
1 eligible Course	Higher	SCQF level 6	(24 SCQF points)

One of the above Courses **must** be Mathematics (or Applied Mathematics*) and this may be at Higher or Advanced Higher level.

The Interdisciplinary Project Unit will be graded A, B or C.

Criteria for award of Distinction

The Scottish Science Baccalaureate with Distinction will be awarded to candidates who achieve:

- ◆ Grade A in **one** Advanced Higher eligible Course
- ◆ Grade A in any other component
- ◆ Grade B or above in all other components

Criteria for award of Pass

Candidates who achieve at least Grade C in all mandatory components and who do not meet the criteria for Distinction will be awarded a Pass in the Scottish Science Baccalaureate.

Eligible Courses in the Science Framework

Candidates may choose two science Courses, or one science Course and one technology Course from the following lists:

Science Courses

Biology*
Biotechnology
Chemistry*
Geology
Human Biology
Physics*

Technology Courses

Building Construction
Computing*
Fabrication and Welding Engineering
Graphic Communication*
Information Systems*
Managing Environmental Resources
Mechatronics
Product Design*
Technological Studies*

* Currently available at Advanced Higher level

SQA's Course catalogue is kept under constant review. New Courses may be added, or existing Courses may be deleted or replaced.



4. Scottish Science Baccalaureate and Scottish Languages Baccalaureate

Interdisciplinary Project Unit

Purpose

The Interdisciplinary Project Unit is an Advanced Higher, double-credit Unit (notional 80 hours). The work of the Unit is based on a science or languages project, which will allow the learner to apply or extend existing subject knowledge and skills in a relevant context. The Interdisciplinary Project is designed to encourage independent learning and to allow the learner to draw on many subject areas from across the curriculum and to make connections between science or languages and the world in which they live, learn, and work.

The Project context should provide a broadening and different experience for the learner and provide valuable opportunities for developing generic as well as cognitive skills. The learner will therefore gain an awareness of the value and transferability of these skills and this, in turn, will support their transition into higher/further education and the workplace.

Project context

The Project, which must be based on either a science or languages investigation or practical assignment, will explore and bring out the relevance of either science or languages in one or more of the following broad contexts:

- ◆ employability
- ◆ enterprise
- ◆ citizenship
- ◆ sustainable development
- ◆ economic development

The learner will use existing knowledge of either science or languages as the base-line for the Project. Skills development will take place throughout the different stages of the Project work.

The learner will prepare an individual Project proposal and plan that meet the Project requirements which will be provided to them. Once the proposal and plan have been approved, the learner will then work autonomously through the specified Project stages.

Generic and cognitive skills development

The Interdisciplinary Project Unit will focus on the development and assessment of the following skills:

- ◆ application of subject knowledge and understanding
- ◆ research skills: analysis and evaluation
- ◆ interpersonal skills: negotiation and collaboration
- ◆ planning: time, resource, and information management
- ◆ independent learning: autonomy and challenge
- ◆ problem solving: critical thinking, logical and creative approaches
- ◆ presentation skills
- ◆ self evaluation: recognition of own skills development and future areas for development

Project stages

There are three clear stages which the learner must work through in the Project. These are:

- ◆ negotiating a Project proposal and plan for the Interdisciplinary Project
- ◆ carrying out the plan and evaluating the Interdisciplinary Project
- ◆ reviewing and evaluating the process of his/her own learning

Learning contexts

It is expected that part of the challenge and value in the Project will be that the learners will carry out some of the work in different learning environments, such as workplace settings, colleges, universities, other schools, colleges, universities, voluntary organisations, community settings, and virtual environments. Using initiative and working collaboratively with others outwith the school setting will help the learner to build up a wider achievement profile and skills which will be valuable in further study or work.

Evidence Requirements

The learners will be required to produce five pieces of evidence. These are:

- ◆ Project proposal
- ◆ Project plan
- ◆ Presentation of Project findings/product
- ◆ Evaluation of Project
- ◆ Self-evaluation of generic/cognitive skills development

The learner will be given project requirements and will then choose a theme of personal and/or career interest which meets those requirements. The first piece of evidence will be a clear and detailed Project proposal with justification and a comprehensive plan for carrying out the work. These must be signed off by the assessor before the learner can proceed to implement the plan.

All of the pieces of evidence will be presented in a folio or e-portfolio and will be marked against detailed criteria.

Assessment

The Interdisciplinary Project uses a holistic approach to assessment, and is likely to be internally assessed. The Project will be assessed against rigorous and detailed criteria and be subject to external quality assurance by SQA.

The Project will be graded A, B or C. Assessment Support Packs and marking guidelines are being produced to support the application of the national standard of achievement at Advanced Higher level.

Resource requirements

Centres intending to implement the Baccalaureates will need to ensure that sufficient appropriately qualified staff and resources are in place to meet requirements. It is likely that centres will also need to have partnership arrangements in place in order to provide learners with access to the necessary relevant resources to carry out their Project and develop the specified skills in meaningful contexts. Such partnerships might be with other schools, colleges, universities, and employers.

Approaches to learning and teaching

It is expected that following a thorough induction to the Unit, time will be spent on a one-to-one basis with learners in the first stage of the Project. Teachers/assessors will approve and sign off Project proposals and plans at the end of this stage. Thereafter, learners will largely work autonomously, with the teacher acting as a facilitator. At this level and given the individual nature of the Project, learners should not need support or teacher / tutor intervention. It is likely that an interim review would take place for authentication and checking purposes before the final stage when learners present their findings and evaluations for assessment.

Publication of Unit Specifications and Assessment Support Packs

The final Unit Specifications and Baccalaureate Arrangements documents will be available to download from SQA's website by the end March 2009.

Assessment Support packs will be published by May 2009 on SQA's website.

Level and SCQF Credit Points

The Interdisciplinary Project has 2 SQA Unit credits (16 SCQF credit points at SCQF level 7).

SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.



5. Scottish Science and Languages Baccalaureates

Information and support for centres

Centres planning to offer Scottish Science and/or Languages Baccalaureates in 2009/10 will have access to the information and support detailed below.

- ◆ An update letter will be sent to all centres early in 2009.
- ◆ An early support event will be arranged in February 2009.
- ◆ Baccalaureate Arrangements and Specifications will be published on SQA's website at the end of March 2009; Centres will be notified when this takes place.
- ◆ Separate launch events will be held for each Baccalaureate towards the end of April 2009. These events are for centre subject-specific delegates.
- ◆ Assessment Support Packs for the Interdisciplinary Project within each Baccalaureate will be published on SQA's website in May 2009.
- ◆ A series of Support Network events are being planned for centres delivering, or considering delivering, Scottish Baccalaureates. These events are designed to provide valuable networking opportunities, and a forum for discussion and interpretation of standards. Centres will be notified of the dates for these events.

Centres will also have access to information on SQA's website www.sqa.org.uk/baccalaureates.

Advice is also available from the following SQA contacts:

Baccalaureate specific enquiries

Subject enquires relating to the Scottish Science or Languages Baccalaureates should be directed to the appropriate Qualifications Manager:

Scottish Science Baccalaureate: margot.mckerrell@sqa.org.uk
Scottish Languages Baccalaureate: jim.mcdonald@sqa.org.uk

General enquiries

General enquires should be directed to SQA's Customer Contact Centre on 0845 279 1000 or e-mail: customer@sqa.org.uk.



6. Scottish Science Baccalaureate and Scottish Languages Baccalaureate

Questions and answers for learners and parents

What are Scottish Baccalaureates?

Scottish Baccalaureates are new qualifications which are being introduced for the first time in August 2009 for pupils in fifth and sixth years of secondary education. There will be two Scottish Baccalaureates introduced in August 2009 – one in Science and one in Languages.

Why are these new qualifications being introduced?

The Scottish Baccalaureates are being introduced to encourage more young people to study science and languages at Higher and Advanced Higher level. Both these subjects are important for employment and economic development. Scotland needs more highly qualified people in science, technology, and languages.

What is involved in studying for a Baccalaureate?

The Scottish Science Baccalaureate and the Scottish Languages Baccalaureate will be made up of existing Highers and Advanced Higher Courses in science and languages. The new feature of each Baccalaureate will be an Interdisciplinary Project Unit at Advanced Higher, usually taken in sixth year. This Project will be graded, A, B or C.

To achieve a Baccalaureate, a learner will need to achieve two Advanced Higher Courses, and one Higher Course from the approved list of Courses and the Interdisciplinary Project.

Two of the Courses must be from the approved list of Sciences or Languages. One of the Courses in the Science Baccalaureate must be Mathematics or Applied Mathematics, and one of the Courses in the Languages Baccalaureate must be English. For speakers of English as a second language, the English as a Second Language Course (ESOL) can be substituted for English; and for native Gaelic speakers, the Gàidhlig Course can be substituted for English.

Will there be a separate certificate if you achieve a Baccalaureate?

In addition to the Scottish Qualifications Certificate which shows achievement of Highers and Advanced Highers, those who achieve a Baccalaureate will receive another Commemorative Certificate which will show the achievement of a Scottish Science or a Scottish Languages Baccalaureate.

This certificate will be awarded at Pass or Distinction.

What will you need in order to achieve a Baccalaureate with Distinction?

In order to achieve a Distinction, you would need to have:

- ◆ an A grade in **one** Advanced Higher
- ◆ one other A grade in any other component
- ◆ at least a B grade in all other components

What is involved in the Interdisciplinary Project Unit?

The Baccalaureate Project is different from other projects at Advanced Higher and is designed to develop the kind of skills which employers and universities are looking for in young people. Skills such as communication and presentation skills, information management skills, independent thinking skills and collaborative working skills are needed just as much as subject knowledge and specialist skills.

Learners will be able to use subject knowledge drawn from across different areas of their learning and to make meaningful links. The Project has been specifically designed to allow young people to make connections between science or languages and the world in which they live, learn and work. They will have a different experience with opportunities to work and learn outwith their normal setting and to use resources available to them in the wider community. This might mean carrying out some of their work in other schools, colleges, universities, workplace settings, voluntary organisations, community settings, and virtual environments.

This will help them to make a more successful transition from school to university or college and eventually to employment.

Is a Baccalaureate meant to be a two-year programme of study?

The Baccalaureate is not intended to be a full programme of study. Learners who take a Baccalaureate may also be taking other Courses in fifth and sixth year.

It is likely that the Higher Courses which make up a Baccalaureate will be taken in fifth year. The Advanced Higher Courses and the Interdisciplinary Project will most likely be taken in sixth year.

Will Scottish Baccalaureates be valued by universities?

The Scottish Science and Scottish Languages Baccalaureates are based on coherent groups of subjects at Higher and Advanced Higher level, comprising Courses which are already recognised and valued by universities and by employers.

This coherence allows learners to build a significant body of knowledge, skills and qualifications in science and languages which will enhance educational progression and career opportunities.

Universities and employers have provided advice and support in the development of the Scottish Baccalaureates to make sure that they are relevant and will add value to the learner's achievement profile.

Where can I find out more information on the Scottish Science and the Scottish Languages Baccalaureates?

Your school will have information on the structure and content of each Baccalaureate.

You can also visit SQA's website where you will find more details on the Scottish Science Baccalaureate and the Scottish Languages Baccalaureate — www.sqa.org.uk/baccalaureates.



7. Scottish Science Baccalaureate and Scottish Languages Baccalaureate

Reply form for centres who are interested in offering a Baccalaureate in August 2009

SQA is creating a database of centres who are interested in offering a Scottish Baccalaureate in the first year of implementation. If you would like to add your centre to this database there will be no obligation to implement a Baccalaureate in session 2009/10. However, SQA will contact you with further information.

Centre Number							
Centre Name							
Contact Name							
Designation							
Address							
Postcode							
Telephone Number				Fax Number			

I would like my centre to be added to the database for:

The Scottish Languages Baccalaureate The Scottish Science Baccalaureate

and would like to be contacted by SQA with further information.

Please return this form by Friday 30 January 2009 to:

Carolyn Marshall
Project Officer
Policy and New Products
The Optima Building
58 Robertson Street
Glasgow
G2 8DQ