



National Unit Specification

General information

Unit title: Food Hygiene for the Hospitality Industry (SCQF level 4)

Unit code: J1NJ 44

Superclass: NA

Publication date: May 2019

Source: Scottish Qualifications Authority

Version: 03 (June 2023)

Unit purpose

The purpose of this unit is to enable learners to develop the knowledge and skills needed to prepare, cook, hold and/or serve food safely, in compliance with food safety legislation.

The unit also provides learners with a broad understanding of how to identify food safety hazards in a hospitality environment.

The unit is suitable for school leavers, adult returners and/or those currently working in the hospitality industry.

This unit is mandatory in the National Progression Award in Professional Cookery at SCQF level 4. It can also be delivered as a freestanding unit.

This unit is part of a progressive suite of units in food hygiene at SCQF levels 3–6.

Outcomes

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

- 1 Outline the main causes, sources and effects of food contamination and food poisoning.
- 2 Identify food safety hazards and unhygienic practices that can affect food or lead to food poisoning.
- 3 Provide basic information on current food allergens.
- 4 Outline why effective design of premises and equipment is important to facilitate good hygiene practices and comply with legislation.
- 5 Demonstrate compliance with current food hygiene legislation during practical activities.

National Unit Specification: General information (cont)

Unit title: Food Hygiene for the Hospitality Industry (SCQF level 4)

Credit points and level

1 National Unit credit at SCQF level 4 (6 SCQF credit points at SCQF level 4)

Recommended entry to the unit

Entry is at the discretion of the centre; however, learners would normally be expected to have attained one of the following:

- ◆ The National Unit *Food Hygiene for the Hospitality Industry* at SCQF level 3
- ◆ A relevant National Course at SCQF level 3
- ◆ The REHIS Introduction to Food Hygiene Certificate

The unit is also suitable for new starts and adult returners with appropriate prior experience.

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Core Skill component Critical Thinking at SCQF level 4

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

National Unit Specification: Statement of standards

Unit title: Food Hygiene for the Hospitality Industry (SCQF level 4)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Outline the main causes, sources and effects of food contamination and food poisoning.

Performance criteria

- (a) Identify the main causes and sources of food contamination
- (b) State the effects of food contamination
- (c) State the difference between food poisoning, foodborne infection and food spoilage
- (d) Identify common food poisoning bacteria and foodborne infections
- (e) Outline the conditions required for the multiplication of bacteria

Outcome 2

Identify food safety hazards and unhygienic practices that can affect food or lead to food poisoning.

Performance criteria

- (a) Identify food safety hazards
- (b) Identify poor personal hygiene habits that can lead to the contamination of food
- (c) Outline how food safety hazards and unhygienic practices can affect food
- (d) State ways in which cross-contamination can occur during storage, preparation and holding of food
- (e) Outline food handlers' duty to comply with legislation in relation to personal hygiene and the reporting of illness

Outcome 3

Provide basic information on current food allergens.

Performance criteria

- (a) State the main food allergens set out in current food safety regulations
- (b) Identify common hidden allergens
- (c) State common signs of allergic reactions to food
- (d) Outline the steps a business should take to prevent food allergens affecting consumers and the information that must be provided

National Unit Specification: Statement of standards (cont)

Unit title: Food Hygiene for the Hospitality Industry (SCQF level 4)

Outcome 4

Outline why effective design of premises and equipment is important to facilitate good hygiene practices and comply with legislation.

Performance criteria

- (a) Outline the role of food safety management systems based on HACCP principles
- (b) Identify good design principles for food premises and equipment
- (c) Outline why and how pests in food premises should be controlled
- (d) Give reasons for cleaning and identify methods of effective cleaning
- (e) State how non-compliance of legislation could occur

Outcome 5

Demonstrate compliance with current food hygiene legislation during practical activities.

Performance criteria

- (a) Demonstrate appropriate personal hygiene practices before and during preparation or service of food
- (b) Demonstrate safe food handling practices before and during preparation or service of food

National Unit Specification: Statement of standards (cont)

Unit title: Food Hygiene for the Hospitality Industry (SCQF level 4)

Evidence requirements for this unit

Evidence is required to demonstrate that learners can achieve all outcomes and performance criteria.

For Outcomes 1, 2, 3 and 4 — knowledge evidence is required to demonstrate that learners can:

- ◆ Identify the main causes and sources of food contamination, should include examples from:
 - Biological
 - Physical
 - Chemical
 - Allergens
- ◆ State the effects of food contamination
- ◆ State the difference between food poisoning, foodborne infection and food spoilage
- ◆ Identify two common food poisoning bacteria and one foodborne infection
- ◆ Outline the conditions required for the multiplication of bacteria
- ◆ Identify situations that allow bacterial multiplication during storage, preparation and holding of food
- ◆ Identify a minimum of four food safety hazards
- ◆ Identify poor personal hygiene habits that can lead to the contamination of food
- ◆ Outline how food safety hazards and unhygienic practices can affect food
- ◆ State ways in which cross-contamination can occur during storage, preparation and holding of food
- ◆ Outline food handlers' duty to comply with legislation in relation to personal hygiene and the reporting of illness
- ◆ State the food allergens referred to in current food safety regulations
- ◆ State what is meant by hidden allergens and give two examples of foods that may contain them
- ◆ State common signs of allergic reactions to food
- ◆ Outline the steps a business should take to prevent food allergens affecting consumers and the information that must be provided
- ◆ Outline the role of food safety management systems based on HACCP principles
- ◆ Identify good design principles for food premises and equipment
- ◆ Outline why and how pests in food premises should be controlled
- ◆ Give reasons for cleaning and identify methods of effective cleaning
- ◆ State how non-compliance of legislation could occur

Evidence should be produced under closed-book supervised conditions.

National Unit Specification: Statement of standards (cont)

Unit title: Food Hygiene for the Hospitality Industry (SCQF level 4)

For Outcome 5 — performance evidence

Learners must demonstrate by practical activity on a minimum of one occasion that they can follow appropriate personal hygiene requirements and safe food handling practices before and during preparation, cleaning down and/or service of food in compliance with current legislation. This must include:

- ◆ **Personal hygiene, specifically relating to:**
 - Hands
 - Nails
 - Hair
 - Cuts/wounds/reporting illness
 - Protective clothing
 - Jewellery
- ◆ **Safe food handling, specifically relating to:**
 - Separation of raw and cooked foods
 - Avoidance of cross-contamination
 - Cleaning up 'as you go'
 - Cleaning and disinfection
 - Disposal of waste
 - Temperature control
 - Cooking
 - Cold holding
 - Hot holding
- ◆ **Allergens, specifically relating to:**
 - Awareness of the foods that may cause allergic reactions
 - Avoidance of cross-contamination between foods containing allergens and other foods
 - Awareness of where to find information on potential allergens in foods being produced/served in order to inform customers

The activity must be carried out under supervised conditions and an assessor observation checklist should be completed for each learner.



National Unit Support Notes

Unit title: Food Hygiene for the Hospitality Industry (SCQF level 4)

Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this unit

The unit is mandatory in the National Progression Award (NPA) in Professional Cookery at SCQF level 4. It can also be undertaken as a stand-alone unit.

This unit is designed to develop the knowledge, understanding and practical skills required to comply with food safety legislation, including:

- ◆ Personal hygiene requirements
- ◆ Safe food handling practices
- ◆ How to recognise food safety hazards and the procedures for dealing with these as part of routine maintenance of food safety
- ◆ Awareness of foods that may cause allergic reactions, and the information that must be provided to customers

It is intended that the content of the unit will provide learners with an introduction to maintaining food safety in a professional kitchen or food service environment, therefore the responsibilities of both employers and individual employees within hospitality businesses should be discussed. The importance of due diligence in terms of food safety should also be highlighted.

The incidence of food related illness within Scotland in the last 10 years could be discussed to provide background information on the necessity for food safety legislation.

The importance of high standards of personal hygiene for everyone in the food industry should be stressed, this could cover:

- ◆ Hands — when and how to wash
- ◆ Nails — short, clean, no nail varnish, not bitten
- ◆ The use of waterproof dressings
- ◆ The importance of not eating, drinking, coughing or sneezing over food
- ◆ Why smoking is not permitted in a food room
- ◆ The need for protective clothing
- ◆ Why food handlers should not wear jewellery or strong perfume
- ◆ The need to be aware of and report any hygiene problems to the supervisor
- ◆ The requirement to report illness

National Unit Support Notes (cont)

Unit title: Food Hygiene for the Hospitality Industry (SCQF level 4)

The impact of poor standards of food hygiene on the business could be discussed, for example:

- ◆ Damage to reputation
- ◆ Loss of business
- ◆ Legal action, including fines

The following should be discussed in relation to the dangers and effects of food contamination:

- ◆ Definitions of the terms:
 - Food hygiene
 - Food poisoning
 - Pathogenic bacteria
 - Food contamination
 - Food allergens
 - Food spoilage
 - Toxins
- ◆ Dangers/effects of food contamination, for example:
 - Effect on vulnerable groups
 - Social effects
 - Danger of injury due to ingestion of foreign bodies
 - Wastage of food
 - Effect on the business
- ◆ Types of contaminant, for example:
 - Biological/pathogenic micro-organisms
 - Food spoilage organisms
 - Chemicals
 - Physical/foreign bodies
 - Allergens
- ◆ Signs of food spoilage organisms, for example:
 - Smell
 - Taste
 - Texture
 - Visual evidence
- ◆ Food spoilage organisms, for example:
 - Bacteria
 - Moulds and yeast
- ◆ Types of food poisoning, for example:
 - Bacteria and their toxin, such as campylobacter, salmonella, e.coli, listeria
 - Foodborne infections, such as dysentery, typhoid
 - Viruses, such as Norovirus
 - Chemicals, such as pesticides, cleaning products
 - Metals, such as mercury, lead
 - Plant or fish toxins
- ◆ Sources of food poisoning and food contamination, for example:
 - How food poisoning can occur
 - Direct and indirect sources of contamination
 - How poor personal hygiene can contribute to food contamination
 - How poor food handling practices can contribute to food contamination

National Unit Support Notes (cont)

Unit title: Food Hygiene for the Hospitality Industry (SCQF level 4)

- ◆ Bacteria
 - What bacteria are, their characteristics and where they can be found
 - Harmful and good bacteria
 - Different types of harmful bacteria, such as salmonella; clostridium perfringens; staphylococcus aureus; bacillus cereus; clostridium botulinum; campylobacter, listeria; ecoli 0157 and the food associated with these
 - Formation of spores and their function
 - Conditions for the multiplication of bacteria, such as time/warmth/moisture
 - Food poisoning symptoms, incubation periods and duration of symptoms of food poisoning and foodborne infections
 - Temperature (the food safety danger zone) deep freezing, refrigeration, cooking, hot holding and re-heating
 - Timescales for cooling and refrigerating hot foods, including joints of meat
 - Destruction of food poisoning bacteria, such as using heat or chemicals
- ◆ Preservation of food to reduce risk of bacterial growth, including:
 - Low temperatures (refrigeration and deep freezing)
 - High temperatures (pasteurisation, UHT, sterilisation/canning)
 - Dehydration (using salt or sugar)
 - Chemical (using vinegar or other preservatives)
- ◆ High-risk foods, for example:
 - Cooked high protein foods
 - Shellfish and other seafood
 - Dairy products
 - Meat and meat products
 - Poultry
 - Cooked rice
- ◆ The symptoms of food poisoning such as:
 - Stomach cramps, diarrhoea and nausea/vomiting which occur within a few hours of eating contaminated food

Food safety hazards and unhygienic practices that can affect food or lead to food poisoning should cover the following:

- ◆ Definition of food hazards, ie:
 - Microbiological, for example: bacteria, viruses, parasites, poisonous plants or fish/seafood
 - Physical, for example: foreign objects such as dirt, hair, broken glass, metal staples, bones
 - Chemical, for example: cleaners, sanitizers
 - Allergenic, for example: peanuts, shellfish, milk
- ◆ Personal hygiene, for example:
 - Suitable protective clothing
 - Hands, skin, nose, mouth, ears, hair
 - Cuts and skin infections (use of coloured waterproof dressings)
 - Jewellery, perfume
 - Smoking
 - Reporting of illness
 - Definition of the terms 'carrier' and 'case' and the risk associated with handling food by 'carriers' or 'cases'

National Unit Support Notes (cont)

Unit title: Food Hygiene for the Hospitality Industry (SCQF level 4)

- ◆ Direct and indirect sources of contamination
- ◆ Vehicles and routes of cross-contamination
- ◆ Storage: refrigerator, deep freeze, dry store (including temperatures)
- ◆ 'Use by' and 'best before' dates on food

The requirements of current food safety legislation, particularly in relation to:

- ◆ The obligations of food business and food handlers
- ◆ Training of food handlers
- ◆ Food injurious to health
- ◆ The nature, substance and quality of food served or sold by food businesses
- ◆ Not serving or selling unfit food

The main food allergens and the reasons for handling food containing allergens carefully should cover the following:

- ◆ The food allergens referred to in current food safety legislation, ie:
 - Cereals containing gluten, including: wheat (such as spelt and Khorasan wheat), rye, barley, oats
 - Crustaceans for example prawns, crabs, lobster, crayfish
 - Eggs
 - Fish
 - Peanuts
 - Soybeans
 - Milk (including lactose)
 - Tree nuts including almonds, hazelnuts, walnuts, cashews, pecan nuts, Brazil nuts, pistachio nuts, macadamia (or Queensland) nuts
 - Celery (including celeriac)
 - Mustard
 - Sesame
 - Sulphur dioxide/sulphites, where added and at a level above 10mg/kg or 10mg/L in the finished product. This can be used as a preservative in dried fruit
 - Lupin, which includes lupin seeds and flour and can be found in types of bread, pastries and pasta
 - Molluscs including mussels, whelks, oysters, snails and squid
- ◆ The products available to customers who have food allergies
- ◆ The medical conditions and symptoms associated with allergic reactions to food, for example
 - Coughing, wheezing and shortness of breath
 - Coughing, dry, itchy and swollen throat
 - Sore, red and/or itchy eyes
 - Swelling of the lips
 - Runny and/or blocked nose
 - Nausea and feeling bloated, diarrhoea and/or vomiting
- ◆ Emphasise the consequences of failure to comply with customer allergen requests

National Unit Support Notes (cont)

Unit title: Food Hygiene for the Hospitality Industry (SCQF level 4)

- ◆ Cross contamination issues relating to the preparation, production and service of dishes containing allergens, this should include:
 - The potential hazard areas with these dishes and measures to correct them
 - Storage of foods containing allergens to avoid potential hazards
 - Alternative ingredients
 - Hidden allergens and how to identify them on labelling

The importance of effective design of premises and equipment to facilitate good hygiene practices and comply with legislation should cover the following:

- ◆ The relationship between hazards and risk
- ◆ The role of food safety management systems based on HACCP principles
- ◆ The use of the documented food safety management systems
- ◆ The importance of keeping accurate records
- ◆ Basic design principles of food premises and equipment, including construction requirements for surfaces of:
 - Ceilings
 - Walls
 - Floors
 - Windows
 - Doors
- ◆ Maintenance of premises
- ◆ Storage and disposal of refuse
- ◆ Equipment for food handling
- ◆ Pest control, including:
 - Common food pests (rodents, insects and birds)
 - Signs of infestation of pests
 - The need for control of habitat (environmental, physical and chemical)
- ◆ Definition of:
 - Cleaning
 - Disinfection
 - Disinfectant
 - Detergent
 - Sanitiser/bactericidal detergent
- ◆ Procedures for cleaning
 - Machine and two sink methods of washing equipment (including temperatures for cleaning and disinfection)
- ◆ Basic legal requirements for employers to provide facilities for:
 - Washing hands
 - Washing food
 - Washing equipment
 - Toilets
 - Storage of outdoor clothes

National Unit Support Notes (cont)

Unit title: Food Hygiene for the Hospitality Industry (SCQF level 4)

The following should be discussed in general terms Food Safety Act*

- ◆ The Food Hygiene (Scotland) Regulations 2006*
- ◆ Regulation EC 852/2004*
- ◆ Food Information Regulations 2014*
- ◆ Hygiene improvement notices; hygiene emergency prohibition notices; hygiene emergency prohibition order
- ◆ The General Food Regulations 2004*
- ◆ The need to implement a hazard analysis system
- ◆ Defence of due diligence
- ◆ Role of the food safety officers

****NB: specific legislation referred to correct at time of publication***

The performance evidence required for Outcome 5 can be integrated with any practical food preparation or food service activity being undertaken by the learner.

Observation checklists should be used to record that learners have demonstrated safe and hygienic working practices during the practical activity, this should include:

- ◆ Appropriate, clean protective clothing (including hair covering)
- ◆ Hands — clean
- ◆ Nails — short, clean with no nail varnish
- ◆ Jewellery: no earrings, watches, jewelled rings, brooches or other ornamentation
- ◆ No strong perfume or aftershave
- ◆ Hands washed as appropriately throughout
- ◆ Separation of raw and cooked foods
- ◆ Avoidance of cross-contamination
- ◆ Clean up 'as you go'
- ◆ Cleaning and disinfection
- ◆ Internal disposal of waste
- ◆ Temperature control: cooking, cold holding, hot holding

Guidance on approaches to delivery of this unit

The requirements of the unit should be discussed with the learners as part of the induction process to the unit. Experiential and practical learning and teaching are the main approaches to delivery, reinforced by development of underpinning knowledge.

Learners should be encouraged to learn through a wide range of both practical and theory based activities.

This unit is ideally suited for integration with the teaching of other food preparation, cooking or service units.

The theoretical aspects in Outcomes 1, 2, 3 and 4 can be delivered in a number of ways to suit the pace and most appropriate learning style of the learner. Closely related theory sessions, based on current legislation, can be delivered using prepared text, ICT and as an integral part of practical food preparation, cookery or service lessons.

National Unit Support Notes (cont)

Unit title: Food Hygiene for the Hospitality Industry (SCQF level 4)

Evidence for Outcome 5 should be generated during practical activities and can be integrated with other practical-based National Units in food preparation, cookery or service.

The teaching staff delivering this unit should have a good understand of legislation relating to food hygiene and allergens. In addition, it is recommended that staff possess an Advanced Diploma in Food Hygiene or equivalent to be able to provide direction to learners on this subject.

Staff should carry out research and fully develop teaching material before delivery of the unit begins. **Food Standards Scotland** has useful resources that teaching staff can access.

Reference could also be made to the following resources:

- ◆ *The Food Hygiene Handbook* (The Royal Environmental Health Institute of Scotland)
- ◆ *A Question of Food Hygiene* (The Royal Environmental Health Institute of Scotland)

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Outcomes 1, 2, 3 and 4 could be assessed using short answer or multi-choice questions, questions based on a simple case study or a combination of all of these could be used.

Assessment tasks, including associated cut off scores, should be designed in a way that ensures coverage of the performance criteria and evidence requirements.

For Outcome 5, learners must demonstrate by practical activity, on a minimum of one occasion, that they can follow appropriate personal hygiene requirements and safe food handling practices before and during preparation or service of food in compliance with current legislation. The activity must be carried out under supervised conditions and an assessor observation checklist should be completed for each learner.

It is not intended that the full range of content be assessed at any given time although the content is assessable and must be covered in the teaching.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

National Unit Support Notes (cont)

Unit title: Food Hygiene for the Hospitality Industry (SCQF level 4)

Opportunities for developing Core and other essential skills

Problem Solving: Critical Thinking at SCQF level 4

For all outcomes, learners are required to demonstrate knowledge of their responsibilities under food hygiene legislation. Learners will identify the dangers and effects of food contamination and the food safety hazards and unhygienic practices that can lead to food poisoning. Learners are also required to find out about food allergens, allergic reactions and where to find information for customers.

For Outcome 5, learners are required to apply their knowledge of food hygiene regulations and safe working practices during a practical activity.

In doing these tasks learners will be demonstrating the Core Skill component of Critical Thinking at SCQF level 4.

Problem Solving: Planning and Organising at SCQF level 4

For Outcome 5, learners are required to comply with food hygiene regulations during a practical activity in a professional hospitality environment. This will require them to ensure that they present themselves appropriately for the activity by meeting personal hygiene requirements and selecting and using the correct protective clothing.

They must also demonstrate safe working practices by selecting and using the correct tools and equipment for the activity. They will also be expected to follow a logical sequence when carrying out tasks (eg, preparing, cooking or serving food) in order to avoid cross contamination. Therefore, they will demonstrate the Core Skill component of Planning and Organising at SCQF level 4.

Working with Others: Working Co-operatively with Others at SCQF level 3

For Outcome 5, as learners are required to demonstrate compliance with food hygiene regulations by performing a practical activity in a professional hospitality environment, which will require them to interact with at least one other person and follow instructions, they will be demonstrating the Core Skill component of Working Co-operatively with Others at SCQF level 3.

The Critical Thinking component of Problem Solving at SCQF level 4 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this component.

History of changes to unit

Version	Description of change	Date
03	Information under Cross contamination on page 11 updated	22/06/23
02	Core Skills Component Critical Thinking at SCQF level 4 embedded.	17/5/19

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General information for learners

Unit title: Food Hygiene for the Hospitality Industry (SCQF level 4)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit is designed to develop the knowledge, understanding and practical skills required to comply with food safety legislation, including:

- ◆ Personal hygiene
- ◆ Safe food handling practices
- ◆ Food allergens

You would normally be expected to have attained one of the following before undertaking this unit:

- ◆ The National Unit *Food Hygiene for the Hospitality Industry* at SCQF level 3
- ◆ A relevant National Course at SCQF level 3
- ◆ The REHIS Introduction to Food Hygiene Certificate
- ◆ Relevant work experience

The assessments for this unit will test your understanding of personal hygiene requirements and safe food handling practices. You will also have the opportunity to show that you can work in a safe and hygienic way when preparing, cooking or serving food.

Completion of this unit will also enable you to develop the following Core Skills:

- ◆ *Problem Solving: Critical Thinking* at SCQF level 4
- ◆ *Problem Solving: Planning and Organising* at SCQF level 4
- ◆ *Working with Others: Working Co-operatively with Others* at SCQF level 3

This unit is part of a progressive suite of units in food hygiene at SCQF levels 3–6.

The Critical Thinking component of Problem Solving at SCQF level 4 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this component.