



PROBLEM SOLVING
SCQF Level 6
40 Hour Unit

CORE SKILLS UNIT

ASSESSMENT SUPPORT PACK

Part 1: Information for tutors

What is involved?

Problem Solving at SCQF level 6 is about using skills to solve problems in personal, workplace, social and educational situations. The focus of the Unit is on transferable problem solving skills:

- ◆ critical thinking;
- ◆ planning and organising;
- ◆ reviewing and evaluating;

This Unit is designed for delivery in schools, colleges, workplaces, community and other learning environments.

At this level, learners are expected to work with complex problems with a high degree of independence and initiative. The Unit is designed for those who have a significant level of skill and experience in using problem solving skills.

Learner motivation can be maximised by making the problem solving activities as relevant as possible to the learner's likely uses for problem solving. The activities should be drawn from the learner's personal, social, workplace and educational situation. Additionally, integration of the problem solving activities with those of other SQA qualifications being undertaken should be explored. For example, where a learner is undertaking other National Qualifications, motivation for problem solving can be increased if the activities are related to these National Qualifications and the learner can see the direct relevance of the problem solving. If you do decide to adopt this approach, separate records of assessment decisions must be kept for this Unit and evidence for this Unit should be clearly accessible.

Assessment and evidence

Learners at SCQF level 6 are required to deal with finding a solution to a complex situation or issue. Variables affecting the situation/issue will be complex and unfamiliar to the learners.

When assessing by observation you must keep a detailed checklist. Similarly if you use oral questioning you must keep a record of both the question and the learner's response. All evidence, whether produced by the learners or a record made by you must be retained, signed and dated by you.

Critical Thinking

Learners will identify and analyse the factors affecting a complex situation or issue. Learners will identify the factors and then decide on the relative and comparative importance to the issue of each of the factors. The learners will then analyse and identify possible ways of solving the problem and select and justify an approach to deal with the situation. The learners will use problem solving techniques such as mind-mapping, brainstorming or sub-dividing the problem into its component parts to devise and justify their approach. At this level the learners will require to undertake research from various sources to analyse the problem and support the decision on an appropriate approach.

Planning and Organising

Learners will decide on a course of action to deal with the factors affecting the complex situation or issue. The learners will firstly identify the activities involved and then devise an action plan, making clear the order in which the activities need to be carried out and the relationship between them. The action plan may include activities which can be carried out simultaneously and the learners will identify who is to carry out the activities. In devising the action plan the learners will take into account any limitations and issues relating to managing time and people. The learners will identify resources to be used; these may include equipment, information and money. Obtaining resources may also involve implementing procedures and organising input from others. Once the action plan has been devised learners will carry out the activities as planned and monitor the activities allocated to others. Learners will monitor the implementation of the action plan continuously and will review and amend the action plan where necessary. If appropriate an interim review of progress will take place. Learners will check that the implementation of the action plan is complete.

Reviewing and Evaluating

On completion of the action plan the learners will decide on criteria to judge how effective each stage of the problem solving activity has been. Examples of criteria which could be used include the correct analysis of the causes of the problem, devising an action plan to address these factors, keeping to a timescale and effective use of money and personnel. The learners may also consider the effectiveness of any amendments made to the action plan during its implementation. The learners will gather evidence to support their evaluation. Examples of evidence are comparisons made with other systems, market research, product testing and quantitative and qualitative research. Learners will consider the evidence, make their evaluation based on this and will then suggest modifications or alternatives for improving future problem solving activities. Learners will justify their evaluation and recommendations from the evidence they have gathered.

Evidence from the learners for each of the problem solving skills will take the form of a log of the activities undertaken. You should retain all other supporting evidence along with observation checklists. Examples are available in Part 3.

Planning

You should work out where opportunities for meeting the standard are likely to arise. Where possible this should be built into the assessment process. You should discuss this assessment process with the learners so that they are quite clear about what is expected from them.

Guidance on the Unit

What learners need to know or be able to do

The Unit states that on completion the learner will know how to:

- ◆ identify the factors affecting a complex situation or issue (eg What are the causes of the problem? Why has the situation arisen? Who and what is involved? What is the effect of the problem?)
- ◆ assess the relevance and comparative importance of these factors;
- ◆ analyse and identify possible ways of solving the problem;
- ◆ select and justify an approach to solve the problem;
- ◆ work out an action plan to deal with the problem (eg identifying the activities involved; the order in which these should be undertaken; which activities may be undertaken simultaneously; deciding who should carry out each activity; working within limitations; managing time; managing people)
- ◆ choose and obtain the resources needed to carry out the action plan (eg people; equipment; physical resources; procedures for obtaining these);
- ◆ carry out the action plan, reviewing and amending it continuously, as appropriate;
- ◆ choose criteria by which they can judge how effective every aspect of their problem solving activity has been (eg Was their original analysis of causes correct? Did their action plan address all these factors? Did the action plan keep to the specified timescale? Did everyone carry out their allotted activities? Did they use resources effectively? Did the action plan keep within budget? Did any amendments to the action plan improve its effectiveness?)
- ◆ gather evidence, relevant to the chosen criteria, with which to judge the effectiveness of all aspects of the problem solving activity (eg by making comparisons with other systems; market research; product testing; quantitative and qualitative research).

- ◆ decide how effective every aspect of their problem solving activity has been in resolving the situation or issue, justifying their conclusions from the evidence gathered;
- ◆ use this evidence to draw conclusions and make recommendations for possible improvements to solving similar problems in future (eg the need for fuller initial investigation; the use of an alternative strategy).

Assessment guidance, together with some suggested activities, is contained in Part 2. The Unit can be broken down into the following three stages:

- ◆ critical thinking;
- ◆ planning and organising;
- ◆ reviewing and evaluating;

The notes contained in the following paragraphs provide general guidance on the steps involved in meeting the requirements for these three stages.

Critical Thinking

Learners will be able to demonstrate their ability to apply critical thinking to the first stage of the problem solving process. They will be able to investigate and analyse a complex situation or issue to identify the factors which affect the problem. These factors may include identifying the causes of the problem, who and what is involved and looking at why the problem has arisen. Learners will be able to identify the relative and comparative importance of these factors and the effects caused by the problem. Learners will be able to use problem solving techniques such as brainstorming or mind-mapping to analyse the problem and identify possible ways of solving the problem. Learners will then select and justify an approach to solving the problem.

Planning and Organising

Learners will be able to use the results of their critical thinking to work out an action plan to deal with the key factors affecting the problem. In the action plan learners will be able to clearly identify what activities need to be done, who needs to do them and the order in which they should be carried out. The plan may involve branching with some activities carried out simultaneously and the learners will be able to allocate these activities to others. The learners will take into account any limitations and any issues relating to managing time or people. Learners could use Gantt charts to predict and monitor resource usage and costs, if this is appropriate.

Learners will be able to identify and obtain resources needed to carry out the action plan. These may include equipment, information, money and input from people and learners will be aware of procedures for obtaining these.

When the action plan is complete the learners will be able to put it into practice and either undertake activities themselves or supervise the completion of activities where these have been allocated to others. Learners will be able to demonstrate the effective task management skills required in dealing with a complex problem, for example, in deciding who does what and overseeing this process. Learners will be able to monitor and review the progress of the action plan continuously and undertake an interim review if appropriate. The action plan will be amended in accordance with the findings of these ongoing reviews.

Reviewing and Evaluating

Once all the activities specified in the action plan are complete and the solution to the problem has been reached the learners will be able to decide on the effectiveness of every aspect of the problem solving activity. The learners will be able to choose criteria to judge how effective every aspect has been. Criteria may include making a correct analysis of the original causes of the problem, devising the action plan to address these, keeping on time and appropriate allocation of activities and use of resources. The learners may also include keeping within budget and making effective amendments to the action plan if these were needed. The learners will be able to use evidence from the implementation of the action plan to judge the effectiveness of all aspects of the problem solving activity and decide how effective each part has been. Evidence might include comparisons with other systems, market research, product testing and quantitative and qualitative research findings. Having carried out this evaluation and based on the findings, the learners will be able to recommend alternative ways of solving similar problems in future justifying these recommendations from the evidence gathered.

Gathering evidence

It may be appropriate for you to gather written evidence produced by the learners while carrying out the practical activities. However, written evidence is not essential for this Unit and is inappropriate if it disadvantages the learners.

You may wish instead to use oral questioning. This requires you to create and complete record sheets comprising a checklist, questions asked and learners' responses.

From the learner's point of view, it is useful to have the means of keeping all the work of this Unit together. You can help here by creating and providing a workbook which includes all the evidence-gathering items. An alternative would be to provide worksheets which can be made into a portfolio.

If you have chosen to integrate the problem solving work with that of other Units being undertaken by the learners, it may be possible to assess the problem solving as part of a larger single activity. In this case you must keep separate records for this Unit.

The Unit requires learners to investigate a problem in their workplace, draw up and carry out an action plan to solve the problem and finally review how effective their problem solving activity has been.

This may be achieved in many ways. Some typical activities might be:

- ◆ The learner's local community centre is considering setting up a pre-school play group on weekday mornings. They have been asked to assess the feasibility of this and produce a report outlining the factors to be taken into consideration and the likely costs of running the facility.
- ◆ The learner is planning to go on to higher education once they have completed your school/college course. They will research the degree options, taking account of the credit value of their current qualifications and how they relate to courses available and their long term career plan. They will research and analyse various methods of funding open to them. They will select a higher education course and justify their selection based on the feasibility of course content, accommodation costs, duration of degree course, and affordability.

- ◆ The social enterprise using Fair Trade products at the learner's centre is losing customers. They are asked to investigate the reasons for this. They will make some hypotheses as to reasons for this, eg the products are out of date; local companies are undercutting them on price; the supply times are too long so the enterprise has limited stock; the service from the students is not as high as those from local outlets. They will devise a strategy for investigating the validity of these hypotheses and based on the evidence which they gather, they will produce a report with recommendations as to future actions by the social enterprise.

Learners must use only one problem situation to prove that they can do all of the tasks in this Unit. They should not gather evidence from different problem situations for different tasks.

Part 2: Assessment guidance

You can use the exemplar assessments given in this section in several ways:

- ◆ to help identify the type and amount of evidence which the learner needs to produce;
- ◆ to help identify the level of complexity in evidence required for the Core Skill at this level;
- ◆ to help you to create an assessment task related to the learner's own situation;
- ◆ as an off-the-shelf assessment.

At this level learners are expected to investigate a complex problem, apply problem solving techniques to analyse the problem and develop and justify an approach to solving the problem. Learners are expected to draw up and carry out an action plan to solve the problem which they review and amend as they work through the steps involved. Finally the learner reviews how effective each stage of the problem solving process has been drawing on evidence gathered. Based on this the learner recommends alternative ways of solving similar future problems.

Learners must complete all three stages of the problem solving task. These are:

- ◆ critical thinking;
- ◆ planning and organising;
- ◆ reviewing and evaluating.

Learners must use only one problem solving situation to prove they can do all the tasks in the Unit. At this level learners are expected to work independently.

Some possible contexts for the task are suggested overleaf.

Part 3 contains generic exemplar record sheets which you may use as they are. However, you may also adapt these to reflect the detail of the tasks you decide to set.

Task – using skills to solve a complex problem

Personal/Social Context

The learner is asked to solve the following problem:

You would like to set up a drama group in your area with a view to ultimately staging a production. You have had an encouraging response from possible members in support of the idea and your local community centre has offered a room and some office facilities. Before you go ahead however, you need to find out if sponsorship is available for this sort of group, look for suitable premises for meetings, rehearsals and productions and work out the budget requirements.

Here are some of the activities which the learners might have to carry out. They might find it helpful to use problem solving techniques such as mind-mapping to help analyse the task and research skills to justify their approach and undertake the task:

- 1 Contact community centre to check on room and office facilities.
- 2 Organise premises for an initial meeting for those interested in joining a group.
- 3 Publicise this meeting and draw up an agenda.
- 4 Hold meeting and check on numbers, people who can offer practical help, future member's expectations of a drama group.
- 5 Write up minutes of meeting, summarise and review findings and organise help with next stage.
- 6 Find out about possible premises and investigate availability and costs.
- 7 Summarise and review findings.
- 8 Work out costs including a membership fee.
- 9 Contact local companies and other agencies about sponsorship.
- 10 Review findings.
- 11 Contact prospective members and hold second meeting to give information on progress and make decision about forming group.

Educational Context

The learner is asked to solve the following problem:

You are investigating the causes of recent changing patterns of employment in the local economy as part of a research project for a course assessment. You will need first hand information from large, medium and small local employers and access to current official statistics. Plan how you can go about getting this information and implement this plan.

Here are some of the activities which the learners might have to carry out. They might find it helpful to use problem solving techniques such as mind-mapping to help analyse the task and research skills to justify their approach and undertake the task:

- 1 Find out background information on local economy past and present, eg using council website and newspaper archives.
- 2 Review their findings.
- 3 Make a list of different sized local employers and find out who to contact.
- 4 Decide on a representative sample.
- 5 Draw up a letter explaining what they are doing, why they are doing it and what they require – send to employers.
- 6 Collate and act upon responses arranging meetings or contacting by postal questionnaire.
- 7 Keep a record of their sources and review progress.
- 8 Devise questionnaire to use either in face to face interviews or by postal distribution.
- 9 Attend meetings and write up what they find.
- 10 Concurrently with earlier tasks identify and investigate secondary sources of information for statistics, recording findings.
- 11 Review findings.

Workplace Context

The learner is asked to solve the following problem:

You work for a large local company which has decided to sponsor a local community project. The management have given you the task of identifying and investigating eligible projects and drawing up a short list to be considered for sponsorship. You will have to write a background report on your findings and organise an event where the short listed groups can present their projects to senior management.

Here are some of the activities which the learners might have to carry out. They might find it helpful to use problem solving techniques such as mind-mapping to help analyse the task and research skills to justify their approach and undertake the task:

- 1 Write an explanatory document setting out the intentions of their company and any criteria to be used in awarding sponsorship.
- 2 Check this with their company's legal department.
- 3 Make a list of local community centres and contact them for information about community projects.
- 4 Place advertisement in local free press outlining sponsorship plan and asking for details of projects.
- 5 Make a list of suitable projects.
- 6 Contact community projects and arrange fact finding visits/meetings.
- 7 Review and summarise findings, make short list, write background report.
- 8 Arrange presentation event.
- 9 Contact projects to invite them to give presentation.
- 10 Notify unsuccessful projects.

As the tutor you might find it useful to think about these elements when you are managing the activity:

Critical Thinking: Stage 1 of the problem solving activity

- ◆ you encourage the learner to think of situations where they have been called upon to solve problems;
- ◆ you explain the problem solving process in the light of the learner's prior experience;
- ◆ you check the learner is familiar with problem solving techniques and research methods;
- ◆ you explain how the unit will be assessed, eg by learners keeping logs and/or providing written notes; you observing and asking questions;
- ◆ the learner considers the problem solving task and identifies all the factors which affect the situation, eg what are the causes of the situation, who and what is involved, why has the situation arisen, what is the effect of the problem?
- ◆ the learner assesses the relative and comparative importance of these factors;
- ◆ the learner applies problem solving techniques such as brain storming and mind-mapping to help analyse the problem and decide on an approach to solve the problem;
- ◆ the learner justifies their approach referring to any research evidence gathered;

Planning and Organising: Stage 2 of the problem solving activity

- ◆ the learner works out an action plan to help them solve the problem;
- ◆ the plan will be sequential but should also contain steps which can be undertaken simultaneously in which the learner will allocate activities to others;
- ◆ the learner identifies and obtains any resources needed.

- ◆ the learner works through the action plan and monitors any other person who has been allocated an activity;
- ◆ the learner undertakes reviews of the action plan as it progresses and makes any required amendments;
- ◆ the learner checks the activities in the action plan have been completed.

Reviewing and Evaluating: Stage 3 of the problem solving activity

- ◆ the learner decides on how effective their action plan has been by deciding on criteria by which they can judge how effective each stage of the problem solving process has been, eg was their original analysis of causes correct, did their action plan address these causes, did their action plan keep to a specified timescale, did everyone carry out their allotted activities, were resources used effectively, did any amendments made improve the plan's effectiveness?
- ◆ the learner gathers evidence to support their evaluation, reviews the evidence and judges the effectiveness of the action plan's steps;
- ◆ based on these decisions the learner recommends alternative ways of solving problems in future and justifies their recommendations from the evidence they have gathered.

Part 3: Exemplar recording documentation

This section provides sample forms which can be used by the learners and tutor to gather evidence and record assessment decisions.

Record sheets

Record sheets are provided for each of the tasks

- ◆ Task1: Critical Thinking
- ◆ Task 2: Planning and Organising
- ◆ Task 3: Reviewing and Evaluating

The learners can provide written answers on these forms. Alternatively, if you use oral questioning, you may use them to write down the learners' answers.

Assessment checklists

You can use these to record the learners' achievement through each task: each checklist identifies the skills which learners must demonstrate.

Summary checklist

The summary checklist enables you to record the results from the assessment checklist on a single form.

Assessment record sheets

Learner:	
Tutor:	Date:
What is the problem you have been given to solve?	
Stage 1: Critical thinking — Investigating a problem	
What are the factors affecting your problem? You should give all the key factors such as the causes of the problem, why the situation arisen, who and what is involved and state the effect of the problem. What are the most important factors and why?	
Analyse the problem and identify possible ways to solve the problem. (You might find it useful to use problem solving techniques to help to analyse the problem?)	
What is the best approach you can take to solve the problem? Explain why you have decided on this approach.	

Do you need information to help you?

Who will you need to help you with this?

List evidence you retain to support your analyses of the problem to be solved, for example, mind maps, flow charts and/or brainstorming records.

Tutor comments:

Tutor signature:

Date:

Learner:	Tutor:	Date:
Stage 2: Planning and Organising — Work out an action plan		
<p>Work out an action plan to solve the problem which deals with all the key factors affecting the problem. You should use the appropriate column of the sheet below to record what you do and may wish to provide additional information to supplement your log. You should show what activities need to be done in the order they should be carried out. Some activities will need to be carried out simultaneously and you will need to identify who carries these out. Note any limitations and how time and money will be managed. Identify the resources you will need to use such as personnel, equipment and physical resources. Note any procedures that need to be followed to obtain these, for example, completing order forms or requesting personnel time. Keep detailed records of the implementation of the activities in your action plan making clear that you are reviewing and amending it as appropriate.</p>		
<p>What needs to be done? List activities in order but make it clear which are to be done simultaneously;</p>		
<p>Who will help with activities?</p>		
<p>What resources are needed?</p>		
<p>Indicate any procedures required to obtain these.</p>		

Are there any limitations?

The record of what is done. You should make it clear how people and time have been managed and review the outcome of each activity.

Are any amendments needed?

List evidence you retain to support your planning and organising, for example comparisons with other systems, market research, product testing, quantitative and qualitative research.

Tutor's comments

Tutor signature:

Date:

Learner:	Tutor:	Date:
Stage 3: Review and Evaluate — decide how effective your action plan has been		
<p>Now that you have completed your action plan to solve your problem, decide how effective your action plan solution and have been. Decide on criteria to judge how effective every aspect of your problem solving activity has been. Your criteria might be identifying the causes of the problem correctly; working out an action plan to address these factors; keeping to a timescale; using appropriate resources; keeping within a budget and/or everyone working effectively at their allocated activities. You should also decide on the effectiveness of any amendments you made to your action plan based upon your ongoing revue of its progress.</p> <p>You should also note evidence you have retained to support your evaluation, for example, minutes of meetings, cost analyses, market research, comparisons with other systems, product testing and quantitative and qualitative research.</p> <p>When you have completed your revue and evaluation recommend alternative ways of solving problems in future based upon your experience with this problem solving activity and the evidence you have gathered. Give reasons for your recommendations.</p>		
Criteria:		
Aspect of problem solving activity/amendment to plan:		
How effective was it? What were the strengths and weaknesses?		

What evidence do you have to support your evaluation?

Recommend alternative ways of solving similar problems in the future. You should base your recommendations on the evidence you have gathered in your problem solving activity and give reasons for your recommendations.

Tutor's comments

Tutor signature:

Date:

Assessment checklist

Learner:	
Checklist for Stage 1: Critical Thinking	
Skills	Achieved
Identify the factors affecting a complex situation or issue.	
Assess the relevance and comparative importance of these factors.	
Analyse and identify possible ways of solving the problem.	
Select and justify an approach to solve the problem.	
Tutor signature:	Date:

Learner:	
Checklist for Stage 2: Planning and Organising	
Skills	Achieved
Work out an action plan to deal with the problem.	
Choose and obtain the resources you will need to carry out the action plan.	
Carry out the action plan, reviewing and amending it continuously, as appropriate.	
Tutor signature:	Date:

Learner:	
Checklist for Stage 3: Reviewing and Evaluating	
Skills	Achieved
Choose criteria by which you can judge how effective every aspect of your problem solving activity has been.	
Gather evidence, relevant to your chosen criteria, with which to judge the effectiveness of all aspects of your problem solving activity.	
Decide how effective every aspect of your problem solving activity has been in resolving the situation or issue, justifying your conclusions from the evidence you have gathered.	
Use this evidence to draw conclusions and make recommendations for possible improvements to solving similar problems in future.	
Tutor signature:	Date:

Summary checklist

Learner:	
Learner number:	
Centre:	
Problem Solving SCQF 6	Date achieved
Task 1: Critical Thinking	
Task 2: Planning and Organising	
Task 3: Reviewing and Evaluating	
Tutor signature:	Date:

Part 4: Information for learners

As you work through this Unit, your tutor will need to gather evidence to prove that you have demonstrated all the problem solving skills.

This can be done by:

- ◆ your tutor asking you questions
- ◆ you writing a short report
- ◆ you filling in a work book, worksheet or diary
- ◆ you keeping evidence of what you have done such as minutes of meetings, research, analysis of cost or time saving

By the end of the Unit you must show that you can:

- ◆ Identify the factors affecting a complex situation or issue (eg what are the causes of the problem? Why has the situation arisen? Who and what is involved? What is the effect of the problem?)
- ◆ assess the relevance and comparative importance of these factors
- ◆ analyse and identify possible ways of solving the problem
- ◆ select and justify an approach to solve the problem
- ◆ work out an action plan to deal with the problem (eg identifying the activities involved; the order in which these should be undertaken; which activities may be undertaken simultaneously; deciding who should carry out each activity; working within limitations; managing time; managing people)
- ◆ choose and obtain the resources you will need to carry out an action plan (eg people; equipment; physical resources; procedures for obtaining these)
- ◆ carry out an action plan, reviewing and amending it continuously, as appropriate

- ◆ choose criteria by which you can judge how effective every aspect of your problem solving activity has been (eg Was your original analysis of causes correct? Did your action plan address all these factors? Did the action plan keep to the specified timescale? Did everyone carry out their allotted activities? Did you use resources effectively? Did the action plan keep within budget? Did amendments to the action plan improve its effectiveness?)
- ◆ gather evidence, relevant to your chosen criteria, with which to judge the effectiveness of all aspects of your problem solving activity (eg by making comparisons with other systems; market research; product testing; quantitative and qualitative research)
- ◆ decide how effective every aspect of your problem solving activity has been in resolving the situation or issue, justifying your conclusions from the evidence you have gathered
- ◆ use this evidence to draw conclusions and make recommendations for possible improvements to solving similar problems in future (eg the need for fuller initial investigation; the use of an alternative strategy)

These are some of the things you might do to provide the evidence:

- ◆ Your local community centre is considering setting up a pre-school play group on weekday mornings. You have been asked to assess the feasibility of this and produce a report outlining the factors to be taken into consideration and the likely costs of running the facility.
- ◆ You are planning to go on to higher education once you have completed your school/college course. You will research the degree options, taking account of the credit value of your current qualifications and how they relate to courses available and your long term career plan. You will research and analyse various methods of funding open to you. You will select a higher education course and justify your selection based on the feasibility of course content, accommodation costs, duration of degree course, and affordability.

- ◆ The social enterprise using Fair Trade products at your centre is losing customers. You are asked to investigate the reasons for this. You will make some hypotheses as to reasons for this, eg your products are out of date; local companies are undercutting you on price; your supply times are too long so your enterprise has limited stock; the service from the students is not as high as those from local outlets. You will devise a strategy for investigating the validity of these hypotheses and based on the evidence which you gather, you will produce a report with recommendations as to future actions by the social enterprise.

Learners with disabilities and/or additional support needs

The additional support needs of individual learners should be taken into account when planning learning experiences, selecting the most appropriate assessment activity and considering any reasonable steps which might be necessary to allow the learner to meet the assessment standard.

Further advice can be found in SQA's Assessment Arrangements' web pages (www.sqa.org.uk)

ADMINISTRATIVE INFORMATION



Credit Value

1Credit(s) at (insert SQA Level 10) (6 SCQF credit points at SCQF Level 6)

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