
National 4 Skills for Work Hairdressing Course Specification (C238 74)

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Please refer to the note of changes at the end of this course specification for details of changes from previous version (where applicable).

Course outline

Course title: National 4 Skills for Work Hairdressing

SCQF credit points: (24 SCQF credit points)

Course code: C238 74

Mandatory units

The course comprises the following mandatory units:

J16S 74	Hairdressing: Salon Awareness (National 4)	6 SCQF credit points
J16T 74	Hairdressing: Working in the Salon (National 4)	6 SCQF credit points
J16R 74	Hairdressing: Employability Skills (National 4)	6 SCQF credit points
J16V 74	Hairdressing: Creativity(National 4)	6 SCQF credit points

To achieve the course award the learner must successfully achieve all the units which make up the course.

Recommended entry

Entry is at the discretion of the centre.

Progression

This course or its components may provide progression to:

- ◆ Scottish Vocational Qualifications (SVQs) in Hairdressing
- ◆ further study, employment and/or training

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this course specification.

There is automatic certification of Core Skill component Working Co-operatively with Others at SCQF level 4 in this course.

Links to National Occupational Standards

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector.

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Aspects of the NOS from levels 1 and 2 have been incorporated into this course. As a result, the competence, knowledge and understanding achieved by learners broadly reflect these standards.

The units of the course have been linked to elements of the following:

- ◆ level 1: Assist with salon reception duties
- ◆ level 1: Contribute to the development of effective working relationships
- ◆ level 1: Shampoo and condition hair
- ◆ level 1: Prepare for hairdressing services and maintain work areas
- ◆ levels 1 and 2: Ensure your own actions reduce risks to health and safety
- ◆ level 2: Give clients a positive impression of yourself and your organisation
- ◆ level 2: Shampoo and condition hair and scalp
- ◆ level 2: Develop and maintain your effectiveness at work

In this course, the areas where the above standards are reflected are:

- ◆ Knowledge of and adherence to health and safety procedures.
- ◆ Dealing with working areas, products and equipment.
- ◆ Supporting customers/others in hairdressing activities.
- ◆ Establishing effective relationships with clients/others.
- ◆ Developing basic practical skills.
- ◆ Reviewing own skills and abilities and setting targets for improvement.

Further details are provided in the 'Rationale' section.

Equality and inclusion

This Course Arrangements 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.

Common rationale for Skills for Work Courses

Skills for Work Courses are designed to help learners to develop:

- ◆ skills and knowledge in a broad vocational area
- ◆ skills for learning, skills for life and skills for work
- ◆ Core Skills
- ◆ an understanding of the workplace
- ◆ positive attitudes to learning
- ◆ skills and attitudes for employability

A key feature of these courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

Learning through practical experience

Teaching/learning programmes should include some or all of the following:

- ◆ learning in real or simulated workplace settings
- ◆ learning through role play activities in vocational contexts
- ◆ carrying out case study work
- ◆ planning and carrying out practical tasks and assignments

Learning through reflecting at all stages of the experience

Teaching/learning programmes should include some or all of the following:

- ◆ preparing and planning for the experience
- ◆ taking stock throughout the experience, reviewing and adapting as necessary
- ◆ reflecting after the activity has been completed, evaluating and identifying learning points

The Skills for Work Courses are also designed to provide learners with opportunities for developing *Core Skills*, and *Skills for Learning*, *Skills for Life* and *Skills for Work* with a focus on enhancing skills and attitudes for *employability*.

Core Skills

The five Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology (ICT)
- ◆ Problem Solving
- ◆ Working with Others

Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ generic skills/attitudes valued by employers
- ◆ understanding of the workplace and the employee's responsibilities, for example, time-keeping, appearance, customer care, etc
- ◆ self-evaluation skills
- ◆ positive attitude to learning
- ◆ flexible approaches to solving problems
- ◆ adaptability and positive attitude to change
- ◆ confidence to set goals, reflect and learn from experience
- ◆ specific vocational skills/knowledge

Course specifications highlight the links to NOS in the vocational area and identify progression opportunities.

Opportunities for developing these skills and attitudes are highlighted in each of the course and unit specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

A Curriculum for Excellence (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ successful learners
- ◆ confident individuals
- ◆ responsible citizens
- ◆ effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability, Skills for Learning, Skills for Life, Skills for Work and Core Skills in these courses contribute to meeting these aspirations.

Course rationale for National 4 Skills for Work Hairdressing

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this course, and its component units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Skills for Work course is also designed to provide learners with opportunities for developing Core Skills and Skills for Learning, Skills for Life and Skills for Work, with a strong focus on enhancing skills and attitudes for employability.

This National 4 Skills for Work Hairdressing course has been designed to provide a basic hairdressing qualification which reflects the initial skills required by the hairdressing industry. The course will enable learners to develop general and practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the hairdressing industry.

The general aims of this course are to:

- ◆ Provide learners with a broad introduction to the hairdressing industry.
- ◆ Allow learners to experience vocationally-related learning.
- ◆ Encourage learners to develop a good work ethic.
- ◆ Encourage learners to take responsibility for their own learning and development.
- ◆ Encourage learners to develop their creativity.
- ◆ Provide opportunities to develop a range of Core Skills.
- ◆ Facilitate progression to further education and/or training.

The specific aims of this course are to:

- ◆ Prepare learners for work within the hairdressing industry.
- ◆ Begin to develop basic hairdressing skills.
- ◆ Develop good practice in maintaining a tidy and safe working environment.
- ◆ Develop an awareness of relevant health and safety issues.
- ◆ Develop self-presentation skills.
- ◆ Develop a positive and responsible attitude to work.
- ◆ Develop communication and customer care skills.
- ◆ Develop aspects of the core skill of working with others.
- ◆ Encourage skills in setting personal goals, reviewing and evaluating.
- ◆ Encourage creativity.
- ◆ Build learners' confidence.
- ◆ Prepare learners for further learning, study and training opportunities in hairdressing.

Hairdressing is a well-established industry with qualifications ranging from National Qualifications and SVQs to Higher National Certificate (HNC). This course fills an identified need for an introductory course which is suitable for school learners, meets the needs of industry, reflects NOS and helps learners to maximise their own potential. This course may also be suitable for adult returners in a further education environment as a first step into

vocationally-related learning. This course will give such learners an introduction to hairdressing, build confidence and give the opportunity to develop a range of employability and Core Skills.

The National 4 Skills for Work Hairdressing course may therefore provide a variety of progression opportunities. These include:

- ◆ SVQs in Hairdressing
- ◆ further education
- ◆ training/employment

Purposes and aims of the course

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Information about typical learners who might do the course

The target group for this course is school learners in S3 and above. It is anticipated that the course will build on existing partnerships between schools, further education colleges, employers and other training providers. Such partnerships will enable the course to be delivered in a variety of appropriate learning environments with access to relevant teaching expertise.

The course has been designed to meet the needs of the hairdressing industry and will offer a basic entry level qualification for those who have identified hairdressing as a possible career path. The knowledge and experiences acquired by learners will not only enable learners to work within the hairdressing industry but will also develop transferable competencies.

Course structure and conditions of award

Summary of course content

The course provides a broad, experiential introduction to hairdressing. The focus is on experiencing the salon environment to learn about the different roles and responsibilities in hairdressing and to begin to develop vocational skills and knowledge. Practical experience of general salon duties to support stylists and assist with customer care is included. Specific skills involved in shampooing, conditioning and drying hair are developed and the creative side of hairdressing is also explored, with learners having the opportunity to experiment with style ideas. The course places emphasis throughout all units on the employability skills and attitudes which will help to prepare learners for the workplace.

Summary of unit content

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways; however Skills for Work units are designed to provide an experiential learning process.

Hairdressing: Salon Awareness (National 4) (1 credit)

This unit introduces learners to the roles and responsibilities of team members in a hairdressing salon and explores the diversity of available roles in the hairdressing industry. The unit places emphasis on the role of an individual initially entering work in a hairdressing salon environment and the conditions they will experience.

Learners will participate in a number of activities which will help them to develop knowledge and understanding of their role within the salon structure. The unit also covers basic knowledge of working safely and an awareness of health and safety legislation.

Hairdressing: Working in the Salon (National 4) (1 credit)

The focus of this unit is practical. This unit introduces learners to the general salon duties which will be undertaken by someone initially entering work in a hairdressing salon.

Learners will also learn how to shampoo and condition hair and will develop skills in drying techniques, which will be beneficial to them as they progress in the hairdressing industry. Learners will participate in a number of activities which will help them to develop the skills contained within this unit.

Hairdressing: Employability Skills (National 4) (1 credit)

While employability skills are developed in all the units of this course, this unit focuses on the employability skills identified by employers in the hairdressing industry. On completion of this unit learners should be able to demonstrate a positive approach when interacting with others including customers. This positive approach should include communicating appropriately, working as a member of a team, and having respect and consideration for others.

Learners will also develop the ability to review their own progress in a number of clearly identified employability skills. They will have the opportunity to identify strengths and weaknesses and identify their own development needs. These skills are transferable to other employment areas and will in general enhance learners' employability.

Hairdressing: Creativity (National 4) (1 credit)

This unit will encourage learners to express their creativity, build confidence and develop transferable competencies. It also encourages them to develop skills in working with others and teamwork, and to recognise the importance of these. This unit will also prepare learners for work and facilitate progression to further education and/or training.

The unit is based on a creativity assignment which allows learners to explore and interpret their own individuality and style. They will also plan, prepare for and produce, with support, an image on a mannequin head. Learners will have an opportunity to use existing skills and develop new skills.

Conditions of award

To achieve the award of National 4 Skills for Work Hairdressing, learners must achieve all the required units as outlined in the course outline. They will be assessed pass/fail within centres. Skills for Work Courses are not graded.

Assessment

Assessment objectives

Assessment across the units of this course allows learners to demonstrate:

- ◆ knowledge and skills in relation to working in a hairdressing setting
- ◆ practical vocational skills
- ◆ communication and customer care skills
- ◆ awareness of current relevant health and safety legislation
- ◆ skills for employment in the hairdressing industry

Assessment in the course is mainly through performance of practical activities supported by assessor observation checklists.

Unit assessment

The assessment of the units in this course will be as follows:

Hairdressing: Salon Awareness (National 4) (1 credit)

Assessment in this unit consists of:

- ◆ An open-book assignment leading to the production of a folio on roles, responsibilities, careers and health and safety legislation in hairdressing.
- ◆ Performance evidence supported by an assessor observation checklist for participating in activities on four occasions in a specified role in a hairdressing salon.

Hairdressing: Working in the Salon (National 4) (1 credit)

Assessment in this unit consists of:

- ◆ Performance evidence supported by an assessor observation checklist for participating in activities relating to general hairdressing salon duties on two occasions.
- ◆ Performance evidence supported by an assessor observation checklist for activities relating to shampooing and conditioning on two occasions.
- ◆ Performance evidence supported by an assessor observation checklist for activities involved in developing skills in drying techniques on two occasions.

Hairdressing: Employability Skills (National 4) (1 credit)

Assessment in this unit consists of:

- ◆ Performance evidence supported by an assessor observation checklist for activities involving interaction with customers, in a hairdressing salon environment on two occasions.
- ◆ Performance evidence supported by an assessor observation checklist for activities involving interaction with others in a team, in a hairdressing salon environment on two occasions.
- ◆ Four completed learner review sheets, recording development of employability skills.

Hairdressing: Creativity (National 4) (1 credit)

Assessment in this unit consists of an integrated creativity assignment which will enable learners to produce the following evidence:

- ◆ A mood board which reflects own individuality and style, effectively combining texture and colour.
- ◆ A storyboard plan which identifies the steps required to prepare for and create an image that reflects the individuality and style expressed in own mood board.
- ◆ Performance evidence supported by an assessor observation checklist for participating in activities that develop the skills required to create an image.
- ◆ Performance evidence supported by an assessor observation checklist for undertaking activities relating to the creation and presentation of a completed image that reflects the individuality and style identified in own mood board.

Exemplification of possible assessment approaches for these units will be provided in the assessment support pack.

Quality assurance

All instruments of assessment used within this course should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the course where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

3 Health and Wellbeing

- 3.1 Personal learning
- 3.2 Emotional wellbeing
- 3.4 Planning for, and making, choices and changes

4 Employability, enterprise and citizenship

- 4.1 Employability
- 4.3 Working with others
- 4.4 Enterprise

5 Thinking Skills

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating
- 5.5 Creating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the course.

Employability skills profile

Employability skills covered in this course are detailed in the table below. For the purposes of the table, the units are referred to as A, B, C and D as indicated.

Hairdressing: Salon Awareness = A

Hairdressing: Working in the Salon = B

Hairdressing: Employability Skills = C

Hairdressing: Creativity = D

Employability skill/attitude	Evidence
◆ positive attitude and willingness to learn	A, C
◆ good time-keeping	A, C
◆ appropriate appearance	A, C
◆ customer care skills	B, C
◆ good communication skills — listening and talking	A, B, C
◆ ability to work in a team	B, C
◆ showing respect and consideration for others	C
◆ ability to follow instructions	A, B, C
◆ ability to multi-task	B, D
◆ timeliness (showing a good sense of time)	B, D
◆ awareness of health and safety procedures	A, B, D
◆ awareness of salon conditions	A
◆ awareness of salon roles and responsibilities	A, B
◆ confidence to seek feedback	C
◆ exploring own creativity	D
◆ review and self-evaluation skills	C

Assessment evidence in all units:

A = Learner folio of information gathered on salon roles and responsibilities and health and safety and assessor observation checklist of practical activities

B = Assessor observation checklist of practical activities in general salon duties, shampooing and conditioning and drying techniques

C = Assessor observation checklists of practical activities in working with customers and colleagues and learner reviews of employability skills

D = Mood board, storyboard plan, assessor observation checklist of preparation and performance (creating a style on a mannequin head)

Course support notes

Course support notes are not mandatory; they provide advice and guidance on approaches to delivering and assessing the Skills for Work course. They are intended for teachers and lecturers who are delivering the course and its units.

Guidance on approaches to delivery and assessment for this course

The main approaches to learning in this course should be experiential, practical and learner centred. Learners should have the opportunity to learn and develop practical skills in a salon environment where they will experience workplace conditions, deal with customers, learn how to work with others in a team and develop good working practices.

Centres should ensure that an induction to each unit within the course is given, which will enable learners to understand fully what is required and the approaches to be adopted.

Learners should have the opportunity to develop relevant vocational skills, as well as a variety of employability skills, in a hairdressing salon environment. Some of these skills are generic skills required in the wider workplace, while others are specific employability skills required for the hairdressing industry.

It will be important to ensure that learners are provided with advice and guidance on what is expected of them when they are working in the hairdressing industry. Learners must be given clear information, advice and guidance about what their role is within the salon with regards to appearance, attitude, behaviour, customer care and working in a team.

Due to the practical nature of the course, each part of teaching/learning should incorporate both theory and practice, to facilitate learning. Learners will therefore understand the relevance of the knowledge and understanding more easily as they experience the practical application. The learning and teaching should arise naturally throughout the practical activities.

Practical demonstration followed by supported role play with peers will enable learners to practise and gain confidence before progressing to the working environment. Formative work throughout will enhance performance. Learners should be encouraged to learn through a variety of experiences and activities which are designed to enhance their awareness of salon conditions and to develop salon skills.

It is also important that learners get support and feedback from a responsible person on their self-evaluation and progress throughout. Feedback should highlight aspects where learners did well and areas that require to be improved.

The evidence requirements for units within the National 4 Skills for Work Hairdressing course are fully expressed in the mandatory section of each unit specification.

Sequencing/integration of units

Centres should ensure that an induction to the course is given which will enable learners to understand fully what is required and the approaches to be adopted. It is important that employability skills, both generic and specific to the hairdressing industry are stressed at this time.

While the sequence of delivery of the units is for individual centres to decide, centres may wish to integrate delivery across units to give learners a realistic and interesting experience. In particular they may wish to commence the *Hairdressing: Creativity* (National 4) unit early in the course to enable learners to develop ideas over a sustained period of time.

Another possible approach could be to start with the *Hairdressing: Salon Awareness* (National 4) and *Hairdressing: Employability Skills* (National 4) units. This would enable the activities from *Hairdressing: Salon Awareness* (National 4) to be spread over a longer period of time, giving learners longer to gather evidence for their portfolio. Evidence for the *Hairdressing: Employability Skills* (National 4) unit can be gathered during delivery of the other units and will allow learners to have an understanding of their role in the salon before progressing to the *Hairdressing: Working in the Salon* (National 4) unit.

Whichever model of delivery is adopted, the culmination of the course should be the presentation in outcome 4 of the *Hairdressing: Creativity* (National 4) unit.

Guidance on approaches to delivery

Visiting speakers/visits to salons

Centres are encouraged to establish links with industry representatives, who may be willing to offer support in the form of visits from a member of staff to give learners a realistic view of jobs and conditions in the hairdressing industry. It may be possible for centres to arrange visits to hairdressing salons as part of learners' learning experience, to help learners build knowledge and understanding. Group fact-finding activities could also be arranged so that learners can share information about a wide range of possible career routes and job roles.

Health and Safety

Opportunities should be taken within the course to integrate the required knowledge of current relevant health and safety legislation in a real context. Simulated activities could be set up which clearly demonstrate risks that may be found in a working salon environment. Legislation could be related to the use of products and equipment in the salon. In this way the health and safety legislation/requirements will not only be more relevant, but will be more easily understood and remembered. Learners could be asked, in groups, to carry out simple risk assessments in the salon and report back to the class. The emphasis should always be on the practice of working safely. The extent of knowledge required by learners must be clearly defined and appropriate to National 4.

Guidance on approaches to assessment

Units have been designed so that assessment evidence can be gathered holistically where possible. A variety of approaches are used for gathering evidence, reflecting the variety of learning experiences offered across the course. Checklists should be used where appropriate to help reduce the burden of gathering evidence and the ASPs provide examples.

The *Hairdressing: Employability Skills* (National 4) unit should be integrated with the other three units in the course. Opportunities to integrate evidence can be found in the activities undertaken in the *Hairdressing: Salon Awareness* (National 4), *Hairdressing: Working in the Salon* (National 4) and *Hairdressing: Creativity* (National 4) units. Suggested approaches to gathering evidence are highlighted in the section 'Guidance on approaches to assessment' of the *Hairdressing: Employability Skills* (National 4) unit.

The ASP provided for each unit within the National 4 Skills for Work Hairdressing course illustrates the standard that should be applied. If a centre wishes to design its own assessments, they should be of a comparable standard.

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.

Opportunities for developing Core Skills

Throughout the course, there are opportunities to develop Core Skills in Communication, Working with Others, Numeracy and Problem Solving. Learners carry out practical activities in the salon that involve listening, seeking advice, talking to customers and collecting and organising information from a number of sources. They will carry out reception and customer care duties, which are also good for developing interpersonal skills, handling payments, and working as part of a team. Throughout the course, there will be opportunities for learners to self-evaluate and review their own performance, taking feedback from others.

The unit *Hairdressing: Employability Skills* (National 4) has the Working Co-operatively with Others component of Working with Others at SCQF level 4 embedded in it.

General information for learners

This National 4 Skills for Work Hairdressing course is a basic hairdressing qualification that reflects the initial skills required by the hairdressing industry. You will develop general and practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the hairdressing industry.

The course enables you to work within the hairdressing industry and develop transferable competencies. You will get hands-on experience of the salon environment, and learn about the different roles and responsibilities in hairdressing. You will provide practical support to stylists and assist with customer care. You will learn skills in shampooing, conditioning and drying hair, and the creative side of hairdressing, where you have the opportunity to experiment with style ideas. Throughout the course you will learn employability skills and attitudes which will help to prepare you for the workplace.

Once you finish this qualification, you could move on to further study, employment or training.

Administrative information

Published: October 2018 (version 3.0)

History of changes to national course specification

Version	Description of change	Date
2.0	2013 — Course re-coded as part of CfE development programme but no change to course and unit content.	August 2013
3.0	Course specification moved to a new template. No change to content. Units re-coded to align with corresponding course 2 code.	October 2018

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