
National 5 Skills for Work Hospitality Course Specification (C260 75)

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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 5 Skills for Work Hospitality

SCQF credit points: (24 SCQF credit points)

Course code: C260 75

Mandatory units

The course comprises the following mandatory units:

J13C 75	<i>Hospitality: Developing Skills for Working in Hospitality (National 5)</i>	6 SCQF credit points
J13D 75	<i>Hospitality: Developing Skills for Working in the Professional Kitchen (National 5)</i>	6 SCQF credit points
J13E 75	<i>Hospitality: Front of House Operations (National 5)</i>	6 SCQF credit points
J13F 75	<i>Hospitality Events (National 5)</i>	6 SCQF credit points

To achieve this course award the learner must successfully complete **all** component units.

Recommended entry

Entry to this course is at the discretion of the centre.

Progression

This course or its components may provide progression to:

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

Core Skills

Achievement of this course gives automatic certification of the following:

Complete Core Skill Working with Others at SCQF level 5

Core Skill component Working Co-operatively with Others at SCQF level 4

There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes of this course specification.

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. The Sector Skills Council for Hospitality is People 1st.

Aspects of the NOS from level 2 are reflected in the 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 2: Maintain a safe, hygienic and secure working environment.
- ◆ level 2: Contribute to effective teamwork.
- ◆ level 2: Maintain food safety when storing, preparing and cooking food.
- ◆ level 2: Give customers a positive impression of yourself and your organisation.
- ◆ level 2: Deal with communications.
- ◆ level 2: Deal with the arrival of customers.
- ◆ level 2: Prepare, cook and finish basic vegetable dishes.
- ◆ level 2: Prepare, cook and finish basic hot and cold desserts.
- ◆ level 2: Prepare, cook and finish basic fish dishes.
- ◆ level 2: Prepare, cook and finish basic meat dishes.
- ◆ level 2: Prepare, cook and finish basic pasta dishes.
- ◆ level 2: Prepare, cook and finish basic soups.
- ◆ level 2: Prepare and clear areas for table service.
- ◆ level 2: Serve food at the table.

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

- ◆ knowledge of, adherence to and application of food hygiene and health and safety procedures
- ◆ establishing effective relationships with team members and customers
- ◆ developing practical skills in a hospitality environment
- ◆ 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 National Occupational Standards 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 5 Skills for Work Hospitality

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 5 Skills for Work Hospitality course has been designed to provide a qualification in hospitality which reflects skills required for the hospitality 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 hospitality industry.

Hospitality is a well-established industry with qualifications ranging from National Qualifications and SVQs to Higher National Diplomas (HNDs). This course is suitable for school learners, meets the needs of industry, reflects National Occupational Standards and helps learners to maximise their own potential. The knowledge and experience acquired by learners will enable them to develop transferable employability skills which are relevant in the hospitality industry.

Purposes and aims of the course

The general aims of this course are to:

- ◆ provide learners with an introduction to the different sectors of the hospitality industry
- ◆ provide opportunities to prepare for and experience a job interview
- ◆ 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
- ◆ 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 in the hospitality industry
- ◆ develop team-working skills
- ◆ develop customer care skills
- ◆ develop food preparation, cooking and presentation skills
- ◆ develop food and drink service skills
- ◆ apply relevant health and safety and food hygiene procedures
- ◆ develop personal presentation skills
- ◆ develop a positive and responsible attitude to work
- ◆ develop communication skills
- ◆ develop aspects of the Core Skill of Working with Others
- ◆ encourage skills in setting personal goals, reviewing and evaluating

- ◆ build learners' confidence
- ◆ prepare learners for further learning, study and training opportunities in the hospitality industry

Information about typical learners who might do the course

The primary target group for the course is school pupils from third year in secondary education and above as it may provide a more appropriate starting point than the National 4 Skills for Work Hospitality course for some learners. In some cases it could also provide a progression route from the National 4 Skills for Work Hospitality course. This course will build on the skills and knowledge developed in the National 4 Skills for Work Hospitality course and will introduce learners to a range of more advanced skills and techniques. It is anticipated that the course will build on existing partnerships between schools, colleges of further education, 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.

This course may also be suitable for adult returners in a further education environment as a first step into vocationally related learning, and will give such learners an introduction to the hospitality industry, build confidence and give the opportunity to develop a range of employability skills and Core Skills.

Course structure and conditions of award

Summary of course content

The course provides an introduction to the different sectors of the hospitality industry, the provision of hospitality locally, nationally and internationally and also which sectors can be described as 'commercial' and 'non-commercial'. They will learn about the organisational aims of hospitality establishments and the products and services they provide. Learners will also have the opportunity to prepare for and take part in a job interview. The course will also develop vocational skills and knowledge and the focus is on experiencing the areas of the professional kitchen, food and drink service, customer care skills, reception skills and hospitality events. Learners will be involved in menu planning and have practical experience of preparing, cooking and presenting a range of commodities, serving food and drinks, undertaking reception duties and planning, organising and running a small hospitality event. Learners will be working as a member of a team, communicating appropriately, undertaking aspects of problem solving and numeracy, and may also use information technology. The course places emphasis throughout all units on the employability skills and attitudes which will help to prepare learners for the workplace.

Employability skills

- ◆ positive attitude to workplace and learning
- ◆ understand the importance of time-keeping and attendance
- ◆ appropriate appearance
- ◆ good verbal communication
- ◆ good listening skills
- ◆ work co-operatively with others
- ◆ ability to work in a team
- ◆ self-respect and showing respect and consideration for others
- ◆ following instructions
- ◆ adaptability and flexibility
- ◆ application of food hygiene and health and safety procedures
- ◆ planning and preparing for work
- ◆ confidence to seek feedback
- ◆ confidence to give feedback
- ◆ self-review and evaluation
- ◆ customer care skills
- ◆ efficient use of time and resources
- ◆ understanding roles and responsibilities in 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.

***Hospitality: Developing Skills for Working in Hospitality (National 5)* (1 credit)**

Learners will investigate a range of hospitality provision. They will identify the organisational aims of hospitality establishments, the products and services provided and the job roles of staff. Learners will be involved in identifying the employability skills and attitudes relevant for employees in the hospitality industry. They would also demonstrate the skills involved in preparing for and participating in a simulated job interview.

Learners will review and evaluate their own employability skills. On completion of the unit, they should be able to demonstrate a positive approach in a range of these skills.

***Hospitality: Developing Skills for Working in the Professional Kitchen (National 5)* (1 credit)**

Learners will learn about menu planning, food preparation techniques and cookery processes, food hygiene, health and safety procedures, equipment, terminology, safe knife-handling and appropriate storage of finished dishes prior to service. Learners will also prepare, cook, and present a range of commodities and evaluate finished dishes. Learners will work as a team member and participate in a number of activities which will help them to develop the skills identified within this unit.

***Hospitality: Front of House Operations (National 5)* (1 credit)**

Learners will learn about the work undertaken by front of house staff, specifically reception and the associated customer care skills. They will also experience the skills needed to undertake food and drink service in a variety of styles and establishments. Learners will participate in a number of activities which will help them to develop the skills identified within this unit.

***Hospitality Events (National 5)* (1 credit)**

Learners will be involved in planning, organising, running and evaluating a small scale hospitality event. Learners will work as part of a team and participate in all the activities involved. Learners will have the opportunity to use existing skills such as contributing constructively to group discussions, contributing to the provision of food and food service, and following food hygiene and health and safety procedures. They will also develop new skills such as planning and publicising hospitality events.

Conditions of award

To achieve the award of National 5 Skills for Work Hospitality course, 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 will allow learners to demonstrate:

- ◆ knowledge and skills in relation to working in the hospitality industry
- ◆ practical vocational skills
- ◆ communication and customer care skills
- ◆ application of current health and safety and food hygiene procedures
- ◆ skills for employment
- ◆ self-evaluation skills

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:

Hospitality: Developing Skills for Working in Hospitality (National 5)

Written/oral evidence and performance evidence are required for this unit:

- ◆ Written/oral evidence that demonstrates knowledge and understanding of aspects of the hospitality industry and the skills required in the industry.
- ◆ Performance evidence of a simulated/role play job interview supported by an assessor checklist.
- ◆ Learner reviews based on practical activities that have been carried out under supervision either in a professional kitchen and training restaurant, realistic working environment or workplace, and should involve working with others in a team and provide opportunities to demonstrate good working practice.

Hospitality: Developing Skills for Working in the Professional Kitchen (National 5)

Written/oral evidence and performance evidence are required for this unit.

- ◆ Written/oral evidence that demonstrates knowledge and skills of menu planning and dish evaluation.
- ◆ Practical activities for this assessment should be carried out under supervision either in a professional kitchen, realistic working environment or workplace, and should involve working with others in a team and provide opportunities to demonstrate good working practice.

Hospitality: Front of House Operations (National 5)

Performance evidence is required for this unit:

- ◆ Practical activities should be carried out under supervision either in a training restaurant, realistic working environment or workplace, and should involve working with others in a team and provide opportunities to demonstrate good working practice.

Hospitality Events (National 5)

Written/oral evidence and performance evidence are required for this unit:

- ◆ Written/oral evidence is required to show learners' contribution to the planning of the event.
- ◆ Practical activities should be carried out under supervision and should involve working with others in a team.

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

2 Numeracy

- 2.2 Money, time and measurement

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.

<i>Hospitality: Developing Skills for Working in Hospitality</i>	= A
<i>Hospitality: Developing Skills for Working in the Professional Kitchen</i>	= B
<i>Hospitality: Front of House Operations</i>	= C
<i>Hospitality Events</i>	= D

Employability skill/attitude	Evidence
◆ positive attitude to workplace and willingness to learn	A, B, C
◆ understand the importance of time-keeping and attendance	A, B, C, D
◆ appropriate appearance	A, B, C, D
◆ good verbal communication	A, C
◆ good listening skills	A, C
◆ work co-operatively with others	A, B, C, D
◆ ability to work in a team	A, B, C, D
◆ self-respect and showing respect and consideration for others	A
◆ following instructions	A, B, C
◆ adaptability and flexibility	A
◆ application of food hygiene and health and safety procedures	A, B, C, D
◆ planning and preparing for work	A, B, D
◆ confidence to seek feedback	A, C, D
◆ confidence to give feedback	A
◆ self-review and evaluation	A, D
◆ customer care skills	A, C, D
◆ efficient use of time and resources	A
◆ understand the roles and responsibilities of the workplace	A, B, C, D

Assessment evidence in all units:

Practical performance supported by assessor observation checklists, written and or/oral recorded evidence and learner self-evaluation reviews.

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 realistic work 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 fully understand what is required and the approaches to be adopted.

Learners should have the opportunity to develop relevant practical vocational skills, as well as a variety of employability skills, for hospitality professions. Some of these skills will be generic employability skills required in the wider workplace, while others will be specific to the hospitality industry.

It is important to ensure that learners are provided with advice and guidance on what is expected of them when they are working in the hospitality industry. Learners must be given clear information, advice and guidance about their role within the professional kitchen and restaurant with regards to appearance, uniform, attitude, behaviour, interacting with customers and working in a team.

Due to the practical nature of the course, each part of learning/teaching 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, and opportunities for contextualising Core Skills should be identified.

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 hospitality industry, are stressed at this time.

While the sequence of delivery of the units is for individual centres to decide, a suggested approach would be to introduce *Hospitality: Developing Skills for Working in Hospitality* (National 5) early in the course in order that the knowledge and skills developed in this unit are built upon during the delivery of the remaining units, and so that learners can gather evidence over the duration of the course. This unit should be integrated with the other three units in the course. Opportunities to integrate assessment can be found in the activities undertaken in *Hospitality: Developing Skills for Working in the Professional Kitchen* (National 5), *Hospitality: Front of House Operations* (National 5) and *Hospitality Events* (National 5).

In order for learners to undertake *Hospitality Events* (National 5), they **may** need to use practical skills already experienced in *Hospitality: Developing Skills for Working in the Professional Kitchen* (National 5) and *Hospitality: Front of House Operations* (National 5), therefore it may be appropriate to deliver this unit last.

Guidance on approaches to delivery

Visiting speakers/visits to hospitality organisations

It may be possible for centres to organise visits to hospitality establishments as part of the learners' learning experience, in order to help learners to build their vocational knowledge and understanding. 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 hospitality industry. Group fact-finding 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 health and safety and food hygiene legislation in a real context. Legislation could be related to equipment being used and foods being prepared and cooked in the professional kitchen, and served in the restaurant. At this level, learners should be able to apply health and safety and food hygiene procedures, especially with regard to temperature control. Learners should be aware of risk assessments; where these can be found and what their individual responsibilities are when working in the professional kitchen and restaurant. The emphasis should always be on the practice of working safely and hygienically, and the extent of knowledge required by the learners must be clearly defined and appropriate to National 5 level.

Guidance on approaches to assessment

The evidence requirements for units within the National 5 Skills for Work Hospitality course are fully expressed in the mandatory section of each unit specification.

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 ASP provides examples.

Hospitality: Developing Skills for Working in Hospitality (National 5) should be integrated with the other three units in the course. Opportunities to integrate assessment can be found in the activities undertaken in *Hospitality: Developing Skills for Working in the Professional Kitchen* (National 5), *Hospitality: Front of House Operations* (National 5) and *Hospitality Events* (National 5). Suggested approaches to gathering evidence are highlighted in the 'Guidance on approaches to assessment' section in the unit specifications.

The ASP provided for each unit within the National 5 Skills for Work Hospitality 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 course. 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

In this course, learners will develop skills valued by employers. Learners will carry out an investigation and produce a folio of evidence; take responsibility for improving their own performance through self-evaluation; take feedback from others; set goals for improvement; reflect and evaluate.

Learners will work as a member of a team and learn how important it is to work co-operatively with others, and to communicate appropriately. They will also be involved with weighing and measuring; designing menus; taking bookings; handling payments and dealing with customers.

These are examples of the good opportunities for developing aspects of the following Core Skills:

- ◆ Working with Others
- ◆ Communication
- ◆ Numeracy
- ◆ Problem Solving

This course has Working with Others embedded in it. This means that when learners achieve the course, their Core Skills profile will also be updated to show they have achieved Working with Others at SCQF level 5.

General information for learners

The National 5 Skills for Work Hospitality course provides the skills, knowledge and understanding you need to work in the hospitality industry.

The course focuses on:

- ◆ Organisational aims of hospitality establishments, the products and services provided and the job roles of staff.
- ◆ The work of a professional kitchen where you will learn about menu planning, food preparation, cooking processes, food hygiene, equipment, terminology, safe knife handling and storage of finished dishes.
- ◆ The work carried out by front of house staff and the skills needed to undertake food and drink service in a variety of styles and establishments.
- ◆ Planning, organising, running and evaluating a small scale hospitality event.

You will learn how to:

- ◆ Investigate the hospitality industry and the relevant skills and attitudes needed to work in the industry.
- ◆ Prepare for and participate in an interview for a specific job role in the hospitality industry.
- ◆ Review your own performance in order to develop your employability skills.
- ◆ Contribute to the planning of menus for specified occasions working to a given brief.
- ◆ Carry out a range of food preparation techniques while working as a part of a team.
- ◆ Undertake a range of cookery processes while working as a member of a team.
- ◆ Store finished dishes and evaluate them with the rest of a team.
- ◆ Demonstrate positive and helpful customer care practices in front of house work.
- ◆ Carry out a range of reception tasks in front of house duties.
- ◆ Work as part of a team to carry out a range of table settings and styles of service.
- ◆ Carry out a range of specified service styles while working in a team.
- ◆ Plan a hospitality event to meet the needs of a specified brief while working as a member of a team.
- ◆ Organise the venue and resources for the event while working as part of a team.
- ◆ Contribute to publicising the event.
- ◆ Contribute to the implementation of the event while working as a member of a team.
- ◆ Review your own performance in order to develop your employability skills.

You do not need to have any previous qualifications or experience.

After you finish this course, there may be opportunities to study other qualifications in this area and/or further develop skills that will help in employment.

Administrative information

Published: October 2018 (version 3.0)

History of changes to national course specification

Version	Description of change	Date
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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