

NextGen: HN unit specification

Choreographic Practice (SCQF level 7)

Unit code: JQ7Q 47

SCQF level: 7 (24 SCQF credit points)

Valid from: August 2026

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year. It is for lecturers and assessors, and contains all the mandatory information you need to deliver and assess the unit.

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Unit purpose

This unit enables learners to develop skills in choreographic practice, specifically:

- researching, planning and developing choreography
- experimenting, leading and using collaborative working processes
- presenting choreography for its intended purpose
- reflecting on choreographic skills and practice

Entry is at your centre's discretion. We recommend the unit to learners who have completed one or more of the following:

- Dance at SCQF level 6
- Higher Dance

Learners study this unit as part of Higher National Certificate (HNC) Dance. They can also study it on a stand-alone basis.

Learners who complete the unit may progress to further studies and/or work in the dance or performing arts industries.

Unit outcomes

Learners who complete this unit can:

1. research to influence or inspire choreographic practice
2. lead a creative workshop or rehearsal to develop choreographic practice
3. rehearse and present a self-choreographed piece for its intended purpose
4. apply critical reflection and knowledge, highlighting awareness of key skills and practices
5. develop meta-skills in a vocational or academic context

Evidence requirements

The standard of evidence for the outcomes should be consistent with the SCQF level of the unit.

Outcome 1

Learners must research to influence or inspire their choreographic practice. They must:

- explain the purpose of their choreography
- choose a minimum of three research sources that influence or inspire their chosen theme, and:
 - identify the sources
 - analyse the content, including how it can influence or inspire their choreographic choices
- explain ideas for their choreography influenced or inspired by research, making reference to choreographic principles and tools

Learners must apply referencing techniques in their research. At least one of the sources must be the work of an established choreographer or company.

You assess learners' research, analysis and ideas, which they demonstrate in a portfolio or presentation. Learners must refer to a range of choreographic principles and tools.

Learners can present their portfolio in digital format or as an oral presentation. Research does not have a word limit.

Portfolios should be a minimum of 750 words. Oral presentations should last a minimum of 5 minutes, and you must record them for evidence.

You must complete an assessor checklist.

Outcome 2

Learners must lead a creative workshop or rehearsal to develop their choreographic practice. They must:

- submit a plan for the delivery of a creative workshop or rehearsal that:
 - describes the workshop or rehearsal plan (including creative experimentation)
 - explains the reasons for tasks
 - explains when in the choreographic process they will deliver the workshop or rehearsal
- deliver an effective creative workshop or rehearsal, in which they:
 - confidently lead and manage a group
 - respond to the demands of a group and their environment
 - include creative experimentation

To assess learners' competence, you assess their workshop or rehearsal plan, and their delivery of a creative workshop or rehearsal. The workshop or rehearsal should last a minimum of 30 minutes, and you should observe a minimum of 20 minutes.

You must complete an assessor checklist and record the assessment for evidence.

We recommend that the dancers taking part in the workshop or rehearsal are the dancers that work with the choreographer on the final performance in outcome 3.

Outcome 3

Learners must rehearse and present a self-choreographed piece for its intended purpose. They must:

- lead rehearsals
- work with others to create and develop a self-choreographed piece for an intended purpose
- present a choreography for its intended purpose

To assess learners' competence, you assess the presentation of their self-choreographed piece. The presentation should last a minimum of 3 minutes.

The choreography can be a solo or group piece. Groups should have a minimum of three dancers.

You must complete an assessor checklist and record the assessment for evidence.

We recommend that choreographers do not perform in their own work.

Outcome 4

Learners must apply critical reflection and knowledge, highlighting awareness of key skills and practices.

They must:

- engage in critical reflection, demonstrating self-reflection and understanding of key skills and practices

To assess learners' competence, you assess their reflections and responses through a professional discussion lasting a minimum of 5 minutes, or through a written reflection of a maximum of 1,000 words.

You can assess learners' reflections at the end of the process, or engage in shorter reflections throughout their choreographic practice. These shorter reflections should be a minimum of 200 words each if written, or last a minimum of 2 minutes each if they are professional discussions.

You must complete an assessor checklist and record the professional discussion or shorter reflections for evidence.

Outcome 5

Learners must produce evidence to show they can:

- self-assess their meta-skills baseline
- create a plan to develop their own meta-skills
- carry out activities to develop and demonstrate their meta-skills
- use reflective practice to monitor and assess the meta-skills they have improved and developed

For more information about meta-skills, see the educator guide, [Skills 4.0: A skills model to drive Scotland's future](#) and [our meta-skills web page](#).

Knowledge and skills

Knowledge	Skills
<p>Outcome 1</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • purposes of choreography, for example, to: <ul style="list-style-type: none"> ○ entertain ○ educate ○ communicate a message ○ inform • how to conduct effective research from a range of sources • basic referencing • appreciation of professional works • a variety of choreographic principles and tools, for example: <ul style="list-style-type: none"> ○ structure and form ○ music and sound ○ motif and development ○ spatial elements ○ theatre arts ○ devices ○ quality ○ dynamics 	<p>Outcome 1</p> <p>Learners can:</p> <ul style="list-style-type: none"> • explain the purpose of their choreography • analyse a minimum of three research sources (one of the sources must be the work of an established choreographer or company) • reference their research sources • explain ideas for their choreography influenced or inspired by research, making reference to choreographic principles and tools

Knowledge	Skills
<p>Outcome 2</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • how to be an effective choreographer • key components to consider when planning a creative workshop or rehearsal • how to prepare for the delivery of a creative workshop or rehearsal • how to deliver an effective and valuable workshop or rehearsal • how to assess and respond to the demands of a group and their environment 	<p>Outcome 2</p> <p>Learners can:</p> <ul style="list-style-type: none"> • plan a creative workshop or rehearsal • lead others in a creative workshop or rehearsal to develop ideas for their choreographic practice • confidently lead and manage a group • respond to the demands of a group and their environment
<p>Outcome 3</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • time management • the importance of clear communication • the importance of safety, rehearsal etiquette and professional conduct 	<p>Outcome 3</p> <p>Learners can:</p> <ul style="list-style-type: none"> • present a piece of choreography that fulfils its intended purpose • demonstrate time management • communicate clearly with participants • identify and respond to any safety issues • work with others in a professional manner
<p>Outcome 4</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • the importance of reflection • the importance of listening skills • how to analyse and evaluate their personal choreographic ideas • ways to evaluate their focus and approach • how to identify and implement strategies leading to personal development 	<p>Outcome 4</p> <p>Learners can:</p> <ul style="list-style-type: none"> • analyse and reflect on their choreographic practice • evaluate the effectiveness of their choreographic practice • set targets for their progression • identify and implement strategies to achieve personal goals

Knowledge	Skills
<p>Outcome 5</p> <p>Learners should understand:</p> <ul style="list-style-type: none"> • the meta-skills categories of self-management, social intelligence and innovation, and associated meta-skills, as described in Skills 4.0 • the importance of developing meta-skills, including employability, adaptability and effectiveness • what meta-skills are most relevant to their vocational or academic context • how to develop meta-skills, including these approaches: <ul style="list-style-type: none"> ○ self-awareness: analysing preferences, strengths and development needs, meta-skills self-assessment ○ goal setting and action planning ○ reflective practice: principles, tools and approaches for effective reflective practice 	<p>Outcome 5</p> <p>Learners can:</p> <ul style="list-style-type: none"> • create a plan to develop their meta-skills • carry out, review and adapt their meta-skills development plan • assess their meta-skills development

Meta-skills

You must give learners opportunities to develop their meta-skills throughout this unit. We have suggested how to incorporate the most relevant ones into the unit content, but you may find other opportunities.

Self-management

This includes focusing, integrity, adapting and initiative. The most relevant are:

- focusing:
 - remaining focused throughout workshops, rehearsals and performance assessments
 - retaining and applying feedback in a consistent way to build on choreographic practice
- integrity:
 - supporting the needs and wellbeing of dancers
 - contributing in a positive way to workshops or rehearsals
 - being punctual and prepared for rehearsals
- adapting:
 - supporting the needs and wellbeing of dancers
 - working with others
 - responding to new and challenging choreography
 - adapting choreography to work in different performance spaces
- initiative:
 - creating a proactive rehearsal schedule
 - creating, planning and developing ideas for workshops or rehearsals

Social intelligence

This includes communicating, feeling, collaborating and leading. The most relevant are:

- communicating:
 - planning, developing and delivering workshops or rehearsals
 - engaging in reciprocal feedback tasks
 - communicating through choreographic ideas
- feeling:
 - developing empathy with fellow dancers
 - demonstrating empathetic responses to other choreographers
 - showing synchronicity with emotional states of other dancers
 - demonstrating inclusivity in practice
- collaborating:
 - working with fellow dancers to develop choreography
 - working with fellow dancers to resolve challenges within choreography
- leading:
 - delivering a choreography workshop or rehearsal
 - taking responsibility for rehearsals
 - creating choreography

Innovation

This includes curiosity, creativity, sense-making and critical thinking. The most relevant are:

- curiosity:
 - exploring during choreographic workshops
 - exploring purposes of choreography

- creativity:
 - developing choreographic practice
- sense-making:
 - creating choreography with a clear purpose
- critical thinking:
 - reviewing and reflecting on personal performance
 - strategising for achievement of long-term goals
 - making choices and decisions throughout the rehearsal process

Literacies

This unit provides opportunities to develop the following literacies.

Communication

- working with others
- collaborating with dancers
- presenting and performing
- expressing emotion and feelings through movement

Digital

- researching
- communicating and documenting

Learning for Sustainability

Throughout this unit, you should encourage learners to develop their skills, knowledge and understanding of sustainability.

This includes:

- a general understanding of social, economic and environmental sustainability
- a general understanding of the United Nations Sustainable Development Goals (SDGs)
- a deeper understanding of subject-specific sustainability
- the confidence to apply the skills, knowledge, understanding and values they develop in the next stage of their life

The following SDGs are particularly relevant to this unit:

- 3 good health and wellbeing
- 4 quality education

Delivery of unit

This is a mandatory unit in HNC Dance.

The notional time for delivery and assessment is 120 hours. The amount of time you allocate to each outcome is at your discretion.

We recommend that you run this unit throughout the duration of the HNC Dance course.

You can integrate and cross-assess this unit with the following mandatory and optional units at SCQF level 7:

- Dance Injury Prevention, Wellbeing and Health
- Classical Ballet
- Contemporary Dance
- Jazz Dance
- Commercial Dance
- Sound Editing for Performers
- Contact Improvisation
- Dance Teaching Skills
- Hip Hop Dance
- Tap Dance

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

This unit is designed to develop the skills required to engage in effective choreographic practice. Creativity as a skill is challenging to teach, however, you can equip learners with the tools to explore, experiment and reflect, while inspiring them to create engaging choreography that serves a purpose in its performance.

The unit can be approached in a variety of ways. For example, learners could take a creative, story-telling approach, or if they have been commissioned with a task (for example, choreographing for an event), they could integrate this.

You can approach and assess outcomes 1 and 2 together, or in the order most appropriate for learners and their creative process. They could determine a choreographic theme before embarking on research and deciding their choreographic purpose, or they could use creative workshops or rehearsals to determine a choreographic theme and purpose. These outcomes are designed to allow centres and learners autonomy in the way they engage in the creative process, while providing them with the key skills required to research, plan, explore and develop choreography.

For outcome 3, centres should provide learners with time and space for rehearsals.

You should discuss and select with learners a defined space in which they present their final piece. The type of space is at your discretion, but it could be, for example, a large performance space or a studio.

You should encourage learners to work by themselves, in groups and as choreographers throughout this unit.

Outcome 4 can be completed at the end or learners could work on it throughout the delivery of the unit, with professional discussion and/or reflection continuously taking place within their choreographic practice. Learners could keep written or voice notes

to aid their final reflection. Reflection is crucial to continuous development, and you must support learners in their journey to discuss and reflect on their choreographic process. Your support throughout their creative journey will help them to further enhance their choreographic practice.

Leading rehearsals and working towards a finished piece of choreography develops learners' choreographic practice as a whole, as well as their meta-skills.

Exposing learners to the work of established choreographers and/or companies supports the development of their choreographic practice.

Resources

Classes, workshops and assessments should take place in an appropriate location, such as a dance studio, gym hall, assembly hall or stage. We recommend the location has:

- a wooden or sprung floor
- adequate heating
- a sound system
- audio and visual equipment

Staff teaching the unit should have subject expertise in Dance and be qualified to at least SCQF level 8 or equivalent. They should have knowledge of safe dance practice, including appropriate:

- posture
- alignment
- warm up and cool down
- hydration
- clothing, footwear and hair styling

Approaches to delivery

The overall unit delivery time is a notional 120 hours of contact time for delivery and assessment. We expect learners to carry out a further 120 hours of self-directed study.

Research to influence or inspire choreographic practice (outcome 1)

Learners must explain the purpose of the choreography they create. Every piece of choreography should have a purpose, for example, to entertain, educate, inform or communicate a message. Each approach to choreographic practice requires the same level of creativity, planning, reflection and rehearsal.

Learners may choreograph for screen, but they would need to present their final piece in this way.

Learners should engage in research to determine a sound understanding of their choreography and its purpose. This could include appreciation of established choreographers and/or companies. This is relevant for all choreographic routes. For example, if a learner develops a performance-based piece of choreography with entertainment as the purpose, they could consider researching what is current and relevant within their chosen style. If they develop a piece with the purpose of educating, they may need to research the topic, and could look at professional works exploring similar or comparable themes, or the way in which an influential choreographer has used choreographic methods to create and develop work.

The following examples are neither exhaustive nor prescriptive. Learners could research the following professional dance companies:

- Scottish Dance Theatre
- Scottish Ballet
- English National Ballet
- BalletBoyz
- Rambert

- Richard Alston Dance Company
- Alvin Ailey American Dance Theater
- Motionhouse
- Henri Oguike Dance Company
- Siobhan Davies Dance
- New York City Ballet
- Nederlands Dans Theater (NDT)
- Rennie Harris Awe-Inspiring Works (RHAW)
- Riverdance

Learners could research the following influential choreographers:

- Alvin Ailey
- Richard Alston
- George Balanchine
- Pina Bausch
- Matthew Bourne
- Christopher Bruce
- Merce Cunningham
- Siobhan Davies
- Isadora Duncan
- Michael Flatley
- Bob Fosse
- Brian Friedman
- Itzik Galili
- Parris Goebel
- Martha Graham
- Gregory Hines
- Doris Humphrey
- Shobana Jeyasingh
- Akram Khan
- Rudolf Laban
- José Limón
- Édouard Lock

- Gillian Lynne
- Ashley Page
- Twyla Tharp
- Jasmin Vardimon

Learners should explain their ideas inspired by their research. They do not need to adhere to what they say here in their final piece, as this may organically change during workshops or rehearsals, however, they must show that their idea has substance by explaining their ideas and vision for choreographic principles, and their rehearsal process.

You could suggest that learners produce enough groundwork that they could present to investors willing to give their idea financial backing to take it to workshop stages. They should present the foundations of their piece in a coherent and detailed way. Their ideas should be well informed and the vision for their choreographic practice should be clear.

Lead a creative workshop or rehearsal to develop choreographic practice (outcome 2)

Learners must plan and deliver a creative workshop or rehearsal in relation to their choreographic practice. This could:

- help them understand their dancers' strengths
- ensure the dancers understand the purpose and context of the piece
- allow them to experiment with choreographic principles and tools
- allow them to trial creative ideas

The list above is not exhaustive and should be personal to the learner and their creative process.

Learners should consider their workshop or rehearsal objectives, which may include:

- testing motifs
- generating improvisation material
- building ensemble trust

You could deliver a range of creative workshops to support learners with this, modelling and exemplifying good practice in preparing choreography.

Rehearse and present a self-choreographed piece for its intended purpose (outcome 3)

Learners should have reasonable support in the rehearsal stages of their choreographic process. You can do this by making sure they have access to dancers, studio spaces and tutor support if required.

A suitable space should be identified for the performance before planning the choreography. This space should be available for rehearsals before the final performance.

Learners' final choreography can be performed to an audience. You could ask audience members for feedback to help learners with their reflections for outcome 4.

Apply critical reflection and knowledge, highlighting awareness of key skills and practices (outcome 4)

Learners must engage in critical reflection demonstrating self-reflection and understanding of key skills and practices. This could be a professional discussion lasting a minimum of 5 minutes, or a written reflection of a maximum of 1,000 words.

Learners should discuss their:

- progress
- strengths
- areas for development
- strategies to achieve personal goals

Learners should reflect at the end of the process or engage in shorter reflections throughout their choreographic practice. These shorter reflections should be a minimum of 200 words each if written, or last a minimum of 2 minutes each if they are professional discussions.

You should encourage learners to engage in reflection throughout their choreographic practice. They can choose a way to document their creative process that is most suitable to them.

Good practice would be to ensure a reflection is logged at the following points:

- initial planning stages
- workshop or rehearsal delivery
- assessor-observed rehearsal
- dress or technical rehearsal of piece

Develop meta-skills in a vocational or academic context (outcome 5)

You should introduce meta-skills early in the course and encourage learners to acknowledge where they are in their meta-skills journey, allowing them to focus on areas they could develop.

Integrating meta-skills vocabulary into teaching practice allows learners to start reflecting.

Meta-skills are integrated throughout the course, so an integrated teaching approach would be suitable. You could find ways to make reflections second nature, such as by always ending an exercise or class with them, or by sharing positive feedback or areas for development.

Approaches to assessment

Use your professional judgement when observing learners in class and assessments to ensure all knowledge and skills are evidenced and consistent with the SCQF level of the unit.

Evidence can be generated through a range of assessment types. For this unit, we recommend performance, and oral or written.

You must record assessments for outcomes 2, 3 and 4, and retain them as evidence with your assessor observation checklist. You can combine assessment of outcomes 4 and 5.

Research to influence or inspire choreographic practice (outcome 1)

For their assessment, learners must identify a choreographer and explain the purpose of their choreography.

Here are some examples of explanations of choreographic purpose:

- To educate on the Holocaust during Holocaust Memorial Week. The piece will be performed in promenade at an event hosted by the art and design department, moving through the images that will be on display.
- To entertain at our end of year showcase in the style of jazz. This will entice any prospective learners in the audience, entertain the large, paying crowd, and impress any agents invited along.

Learners must also analyse a minimum of three research sources and appropriately reference these. At least one of these sources must be the work of an established choreographer and/or company. There is no word count for this aspect (identifying the sources and analysing the content, including how it can influence or inspire their choreographic choices), however, learners must ensure they engage in analysis at SCQF level 7.

Learners must apply referencing techniques in their research. They must acknowledge any sources consulted in footnotes, or in a reference list at the end of their research. They must give specific details of the sources consulted. They may use any recognised system of referencing.

Learners must explain their ideas inspired by their research and refer to a range of choreographic principles. Learners can present this evidence in an oral presentation, a digital format, or a mixture of both.

Portfolios should be a minimum of 750 words. Oral presentations should last a minimum of 5 minutes, and you must record them for evidence. Research does not have a word limit.

Lead a creative workshop or rehearsal to develop choreographic practice (outcome 2)

For their assessment, learners must complete a workshop or rehearsal plan. They must include:

- a description of their workshop or rehearsal tasks
- an explanation of why they have chosen the tasks
- an explanation of when in the process they will deliver the workshop or rehearsal

Learners can present this evidence in an oral presentation, a digital format, or a mixture of both.

Learners could submit written evidence for this outcome with the evidence for outcome 1.

Learners must deliver a creative workshop or rehearsal. The workshop or rehearsal should last a minimum of 30 minutes, of which you should observe a minimum of 20 minutes.

Rehearse and present a self-choreographed piece for its intended purpose (outcome 3)

For their assessment, learners must lead a number of rehearsals to prepare for a performance of their choreography.

Learners must also present a performance of their self-choreographed piece. This could be:

- live at an event
- on screen
- in a studio

Learners can choose to use theatre arts in their final performance. This is not mandatory, but their research may influence the choices they make for their final presentation.

The final performance must be recorded for evidence.

Apply critical reflection and knowledge, highlighting awareness of key skills and practices (outcome 4)

For their assessment, learners must engage in critical reflection demonstrating self-reflection and understanding of key skills and practices. This could be a professional discussion lasting a minimum of 5 minutes, or a written reflection of a maximum of 1,000 words.

You may assess learners' reflections at the end of the process, or get them to produce shorter reflections throughout their choreographic practice. These shorter reflections should be a minimum of 200 words each if written, or last a minimum of 2 minutes each if they are professional discussions.

You assess their ability to:

- analyse and reflect on their choreographic practice
- highlight their strengths and areas for development
- identify strategies to achieve personal goals

You must complete an assessor checklist and record the professional discussion or shorter reflections for evidence.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You must consider the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and those with additional support needs is available on the [assessment arrangements web page](#).

Information for learners

Choreographic Practice (SCQF level 7)

This information explains:

- what the unit is about
- what you should know or be able to do before you start
- what you need to do during the unit
- opportunities for further learning and employment

Unit information

This unit enables you to develop skills in choreographic practice. It provides opportunities for you to increase your knowledge of:

- how to create choreography
- influential choreographers

We recommend the unit if you have completed one or more of the following:

- Dance at SCQF level 6
- Higher Dance

During the unit, you:

- research, plan and develop choreography
- lead a creative workshop or rehearsal
- lead rehearsals for your choreography
- present a self-choreographed piece for its intended purpose
- reflect on your choreographic skills and practice

You are assessed through some or all of the following:

- workshop or rehearsal observation
- performance observation
- oral assessment
- written assessment

When you finish the unit, you may wish to progress to further studies and/or work in the dance or performing arts industries.

Meta-skills

Throughout this unit, you develop meta-skills that are useful for the performing arts sector.

Meta-skills are transferable behaviours and abilities that help you adapt and succeed in life, study and work. There are three categories of meta-skills: self-management, social intelligence and innovation.

Self-management

You develop the meta-skill of focusing throughout classes and performance assessments, and when implementing feedback.

You develop the meta-skill of integrity by supporting the needs of your dancers, being punctual and prepared, and making a positive contribution to classes and rehearsals.

You develop the meta-skill of adapting when working with others and supporting their needs, and when you respond to new choreography, rhythms, tempos and performance spaces.

You develop the meta-skill of initiative by creating a proactive rehearsal schedule, and creating, planning and developing ideas for workshops.

Social intelligence

You develop the meta-skill of communicating through planning, developing and delivering workshops, working with others, and expressing ideas through choreography.

You develop feeling through building empathy with the other dancers you work with. You develop empathetic responses to other choreographers. You also develop feeling through integrating inclusivity in your practice.

You develop the meta-skill of collaborating when working with fellow dancers to develop choreography and resolve challenges.

You develop the meta-skill of leading by delivering a choreography workshop and taking responsibility for your own choreography and rehearsals.

Innovation

You develop the meta-skill of curiosity by exploring choreographic ideas in your research and workshop.

You develop the meta-skill of creativity by developing your own choreography.

You develop the meta-skill of sense-making by creating choreography with a clear purpose.

You develop the meta-skill of critical thinking by making choices and decisions throughout the rehearsal process. You also develop critical thinking when you review and reflect on your personal performance, and plan how to achieve long-term goals.

Learning for Sustainability

Throughout this unit, you develop skills, knowledge and understanding of sustainability.

You learn about social, economic and environmental sustainability principles and how they relate to the dance and performing arts sector. You also develop an understanding of the [United Nations Sustainable Development Goals](#).

Administrative information

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Superclass: LB

History of changes

Version	Description of change	Date

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