

Comparison document

(Version 2.0 April 2016 compared to previous version)

Medical Ethics (Advanced Higher) Unit

SCQF: level 7 (8 SCQF credit points)

Unit code: H7XK 77

The purpose of this document is to give a quick, visual guide to any amendments or clarifications made during the revision process.

Unit outline

The general aim of this Unit is to develop skills to explain and critically evaluate complex issues involving ~~religion and~~ medical ethics. Learners will develop in-depth knowledge and understanding of these issues and religious and non-religious responses to them.

Learners who complete this Unit will be able to:

- 1 critically evaluate ~~complex~~ issues involving medical ethics

This Unit is an optional Unit of the Religious, Moral and Philosophical Studies (Advanced Higher) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Course and Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

The *Course Assessment Specification* for the Religious, Moral and Philosophical Studies (Advanced Higher) Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Religious, Moral and Philosophical Studies (Advance Higher) Course.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Higher Religious, Moral and Philosophical Studies Course or relevant component Units

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Course/Unit Support Notes*.

Standards

Outcomes and Assessment Standards

Outcome 1

The learner will:

- 1 Critically evaluate **complex** issues involving medical ethics by:
 - 1.1 ~~Analysing scientific, religious and philosophical ideas on a complex issue involving medical ethics, in depth~~Providing an in-depth account of the sanctity of life in relation to medical ethics
 - 1.2 ~~Analysing the philosophical reasoning behind a range of responses to the issue, including one religious response~~impact of the sanctity of life on one issue in medical ethics
 - 1.3 ~~Evaluating the strengths and limitations of the philosophical reasoning involved in each response, in depth~~one religious and non-religious response to the issue arising from the sanctity of life in medical ethics
 - 1.4 ~~Synthesising information to produce a well-reasoned conclusion on the issue in depth and taking account of a range of responses, explaining supporting evidence and responding to relevant counter-arguments~~Developing a well-reasoned conclusion on the significance of the sanctity of life in medical ethics

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence is required to show that the learner has met the Outcomes and Assessment Standards.

Assessment evidence can be drawn from a variety of activities and presented in a variety of formats, including, for example, presentations, essays, written responses to questions and participation in group tasks. The evidence does not need to come from one activity, but can be assembled from a variety of tasks and assessments carried out during the Course.

Evidence may be presented for individual Assessment Standards or gathered for the Unit as a whole.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Course and Unit Support Notes*.

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

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit 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 Unit where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.2 Writing

4 Employability, enterprise and citizenship

- 4.1 Citizenship

5 Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Course and Unit Support Notes*.

Administrative information

Published: April ~~2015~~2016 (version ~~2~~3.0)

Superclass: DD

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	Assessment Standards revised.	Qualifications Development Manager	April 2015
2.0 <u>3.0</u>	Assessment Standards revised. <u>Assessment Standards amended to provide clarification and reduce duplication in assessment.</u>	Qualifications Development Manager <u>Qualifications Manager</u>	April 2015 <u>April 2016</u>

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Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.