



Medical Ethics (Advanced Higher) Unit

SCQF: level 7 (8 SCQF credit points)

Unit code: to be advised

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 religion and 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 (Advanced 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

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 and Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Critically evaluate complex issues involving religion and medical ethics by:

- 1.1 Explaining a complex issue involving religion and medical ethics, in depth and explaining relevant scientific, religious and philosophical ideas
- 1.2 Explaining the philosophical reasoning behind a range of responses to the issue, including one religious response
- 1.3 Analysing the strengths and limitations of the philosophical reasoning involved in each response, in depth and explaining relevant theoretical or abstract ideas
- 1.4 Analysing the potential ways in which religious responses to the issue affect the place of religion in the contemporary world
- 1.5 Synthesising information to express a well-reasoned conclusion on the validity of the responses, in depth and taking full account of a range of viewpoints, explaining supporting evidence and responding to relevant counter-arguments

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 2013 (version 1.0)

Superclass: to be advised

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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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.