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## Specification for Religion, Belief and Values Award (SCQF level 4)

**Award code: GF2E 44**

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

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## **Introduction**

This is the specification for the Award in Religion, Belief and Values at SCQF level 4.

It includes the Award structure, details of any assessment requirements and guidance on access. Additional guidance on delivery and assessment can be found in the *Award Support Notes*.

## **Equality and inclusion**

This Award Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of candidates should be taken into account when selecting assessment methods or considering alternative evidence, consistent with maintaining the integrity of the qualification. For further information please refer to the *Award Support Notes*.

## Rationale

This Award accredits aspects of achievement that build on the experiences and outcomes for Religious and Moral Education (RME) and Religious Education in Roman Catholic Schools (RERC). It is intended to provide a flexible, creative and learner-centred framework that can be tailored to the needs of individual learners and centres. It can encompass achievement within the statutory provision of RME/RERC and more broadly, across activity in the wider life of the school.

The Award develops learners' ability to understand and reflect on religious topics. Learners will put their faith or values into action and reflect upon what they have learned. Through this learners will be enabled to develop the four capacities of Curriculum for Excellence.

This Award will:

- ◆ develop successful learners and responsible citizens by developing knowledge and understanding of topics involving religion or religious belief
- ◆ develop confident individuals by encouraging learners to reflect on their faith or values and apply what they have learned to practical contexts
- ◆ develop effective contributors by encouraging learners to put their faith or values into action in ways which benefit others

In developing these four capacities of Curriculum for Excellence, the Award will also provide opportunities for learners to develop skills for learning, skills for life and skills for work, including personal learning, thinking skills and citizenship.

## Purpose and aims of the Award

The purpose of this Award is to provide a flexible, creative and learner-centred framework that will help deepen knowledge and understanding of how religion and values can shape and contribute to the lives of individuals and communities. It will encourage learners to explore and reflect on their personal faith or values. Learners will deepen their understanding of faith or values through practical engagement in the local, national or global communities.

The main aims of the Award are to:

- ◆ recognise learners' ability to reflect on, and respond to, beliefs and values
- ◆ develop knowledge and understanding of topics involving religion or religious belief
- ◆ provide opportunities for learners to put their faith or values into action through practical engagement in communities
- ◆ develop a range of skills including reflection, application and working with others

## **Target groups**

The Award would be useful for a wide range of learners, including: those who wish to develop a greater understanding of topics involving religion or religious belief; those who wish to recognise the experiences they have had through their faith learning and those who wish to reflect on the implications of religion or values for themselves and the communities around them.

The Award will help learners who wish to examine their faith or values as well as those who wish to progress to further study in the subject area.

Through the successful completion of the Award, learners will develop a range of important and transferable skills. These include: the ability to describe one's faith or values, alongside religious beliefs or viewpoints; reflection on topics involving religion or religious belief; personal learning; citizenship and putting faith or values into action.

## **Recommended entry**

Entry to this Award is at the discretion of the centre. However, most learners would be expected to be following or have followed the relevant experiences and outcomes in Religious and Moral Education or Religious Education in Roman Catholic Schools.

## **Progression**

This Award or its components may provide progression to the Award in Religion, Belief and Values at SCQF level 5 or higher levels. It also complements National Courses in Religious, Moral and Philosophical Studies and may help learners progress to Courses in related social subjects or the Health and Wellbeing curriculum area.

## Award structure

This Award receives 12 SCQF credit points and has two mandatory Units:

The Award develops a range of cognitive skills. It encourages active learning in the process of investigating religion and putting one's beliefs or values into action through engagement in the community.

The Award has two Units. Within each Unit, there is full flexibility in the topics that can be studied, to allow personalisation and choice.

The skills listed above will be developed and applied in the following Units. Each Unit also offers opportunities for learners to focus on particular skills.

## Award framework

Unit title (component)	Mandatory/ optional	SCQF credit points	SCQF level
Investigating Religion and Belief	Mandatory	6	4
Values in Action	Mandatory	6	4

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways.

### Investigating Religion and Belief

In this Unit, learners will reflect on a topic involving religion or religious belief. They will develop knowledge and understanding of the topic by reflecting on relevant religious viewpoints and their personal faith or values. They will have the opportunity to discuss and debate the topic they are investigating.

The learner will be required to provide evidence of:

- ◆ reflecting on a chosen topic involving religion or religious belief
- ◆ developing knowledge and understanding of the topic

### Values in Action

In this Unit, learners will put their faith or values into action through active engagement in the community. This may be achieved through a wide range of settings and contexts. Learners will record the activity they have taken part in. They will reflect on how it contributes to their understanding of their faith or values.

The learner will be required to provide evidence of:

- ◆ active engagement in their local, national or global community
- ◆ a description of how the activity demonstrated their faith or values
- ◆ reflection on, and explanation of, how the faith or values they have put into action compare with religious viewpoints or viewpoints independent of religious belief

# Skills for learning, skills for life and skills for work

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

## 3 Health and wellbeing

3.1 Personal learning

## 4 Employability

4.3 Working with others

4.6 Citizenship

## 5 Thinking skills

5.2 Understanding

5.3 Applying

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 of the Award 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 *Award Support Notes*.

## Assessment

Assessment for the Award will consist of gathering evidence to show that the learner is able to successfully complete all the Outcomes in the Units. Evidence could be gathered as learners work through the Units in an integrated way. Alternatively evidence can be gathered on a Unit-by-Unit basis.

Assessment evidence can be presented in any form appropriate to the learner and the activity undertaken. Evidence may be paper-based or recorded (oral or visual). Performance or product evidence may be supported by observation checklists and/or oral questions and answers. Learners may also provide evidence through audio recordings, video diaries, blogs or other electronic means.

Specific Evidence Requirements can be found in the *Unit Specification*.

## Appendix 1: Differentiation of Award in Religion, Belief and Values at SCQF levels 3–6

The table below shows how the Award is differentiated across SCQF levels 3–6:

SCQF level	3	4	5	6
The learner will work with...	directive support, ie the teacher/lecturer will issue explicit instructions	support, ie the teacher/lecturer will offer advice	minimum support, ie the teacher/lecturer will respond to specific questions from the learner	non-directive supervision, ie learners will take responsibility for their own learning but the teacher/lecturer may explain and interpret if requested
The learner will ...	participate in, ie agree to ideas, suggestions and plans	contribute to, ie offer some ideas and/or suggestions	negotiate, ie put forward suggestions and ideas and agree a way forward	take some supervisory responsibility, ie take the lead in some aspects of the work
Targets, plans and activities will be...	simple, ie routine and familiar	straightforward, ie consisting of routine elements	detailed, ie consisting of some routine and non-routine elements	complex, ie consisting of some non-routine elements



# Administrative information

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## History of changes to Award Specification

Award details	Version	Description of change	Authorised by	Date

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