

## Religion, Belief and Values: Values in Action (SCQF level 4) Unit

**SCQF:** level 4 (6 SCQF credit points)

**Unit code:** H196 44

### Unit outline

The general aim of this Unit is for learners to 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.

Learners who complete this Unit will be able to:

- 1 Put their faith or values into action through engagement in the community
- 2 Reflect on the activity

This Unit is a mandatory Unit of the Religion, Belief and Values (SCQF level 4) Award and is also available as a free-standing Unit. The *Unit Specification* should be read in conjunction with the *Unit Support Notes* which provides advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work.

### Recommended entry

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

In terms of prior learning and experience, relevant experiences and outcomes may provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

## **Core Skills**

Achievement of this Unit gives automatic certification of the following Core Skill component for the Unit:

Critical Thinking at SCQF level 4

## **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 *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Put their faith or values into action through engagement in the community, by:**
  - ◆ Identifying a practical activity that benefits the local, national or global communities, with support
  - ◆ Carrying out the activity, with support and working effectively with others as appropriate

### Outcome 2

The learner will:

- 2 Reflect on the activity, by:**
  - ◆ Describing how the activity demonstrated their faith or values, in straightforward terms
  - ◆ Describing how the faith or values they have put into action compare with those found within a world religion today, in straightforward terms
  - ◆ Describing how the activity has impacted on other people, in straightforward terms
  - ◆ Describing how the activity has influenced their faith or values, in straightforward terms

## 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 can be drawn from a variety of sources of information and learning experiences. It may be presented in a variety of formats, including simple written responses to questions, participation in group tasks, presenting information to other groups, and simple digital presentations. 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 duration of the Award.

Evidence may be presented for individual Outcomes or gathered for the Unit or Award as a whole by combining assessment holistically in one single activity.

Religious viewpoints studied must be from a recognised world religion.

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

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

It is expected that learners will also develop broad, generic skills through this Unit. The skills that are likely to be appropriate for this 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.

## 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* and its associated guidance *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*. The level of these skills should be at the same SCQF level of 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 *Unit Support Notes*.

Thinking skills shown in this Unit provide automatic certification of the Core Skill component: Critical Thinking at SCQF level 4.

## Administrative information

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**Superclass:** DD

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### History of changes to Award 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](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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