



National Qualifications 2019
Qualification Verification Summary Report
Religion, Belief and Values Award

Verification group: 119

The purpose of this report is to provide feedback to centres on verification in National Qualifications in this subject.

National Qualifications Awards

Titles/levels of NQ Awards verified:

H190 44	Religion, Beliefs and Values: Investigating Religion and Belief
H190 45	Religion, Beliefs and Values: Investigating Religion and Belief
H190 46	Religion, Beliefs and Values: Investigating Religion and Belief
H196 44	Religion, Beliefs and Values: Values in Action

General comments

This was the second year of verifying these units. There appears to be an increase in uptake across the country with some centres using the units as part of core provision (S2–S4) while other centres are using them with senior classes. In general, whole year groups were put forward for the NQ Award at a variety of levels. Overall, the work presented was of a good standard and centres had used a variety of approaches.

Some centres are combining the work that candidates complete for the Values in Action unit with that of the Youth and Philanthropy Initiative, which is acceptable practice.

Course arrangements, unit specifications, instruments of assessment and exemplification materials

Most of the centres visited had devised their own instruments of assessment. These were mainly of a good standard and enabled candidates some degree of flexibility. Some centres had produced booklets that guided candidates through the unit, and this was particularly effective at SCQF levels 3 and 4.

In another example, one of the centres visited used an instrument of assessment that was in an A3 format with boxes. Each box contained a prompt which had the potential to enable candidates to attain the required standard, for example: 'Analyse relevant sources to provide an explanation of a religious belief/viewpoint about the topic' and 'Explain how studying the topic has had an effect on your own beliefs'. Candidates were also provided with supplementary sheets if they had not achieved the assessment standards.

Many of the centres viewed their visits as a useful and positive process and were happy to share their material for exemplification. Discussion around approaches and exemplification material brought by the external verifier was helpful and encouraging.

Course arrangements and documentation can be found on the [Religion, Belief and Values Award web page](#).

Evidence requirements

Most centres provided marking schemes which detailed each assessment standard and gave a sample answer. These answers were in line with national standards.

In some cases there was initially confusion over the evidence that was to be produced by centres for verification, as this differs from the NQ unit verification process, where the centre selects the candidates. Where possible, the visiting verifier selects the candidates randomly in advance of the visit. Centres are advised which candidates' work should be ready for perusal at least two weeks before the visit. Centres do not need to produce evidence for every candidate being presented for the award. The evidence that is selected should show where the selected candidates have achieved the learning outcomes. This means that candidates' work should clearly indicate where the assessment standards have been met.

Administration of assessments

All the centres visited provided paperwork to support their assessment process. There was clear evidence of cross-marking within centres and across centres.

Centres are reminded that assessments are open-book and that the amount of support that a candidate receives can determine the level they are presented at. Centres should refer to the unit specifications for each level as these specify the minimum outcomes and assessment standards required to achieve the award.

Centres should refer to the [SQA secure site](#) for further guidance.

Areas of good practice

- ◆ In most centres, the candidate evidence sheets were well presented and clearly showed the assessment standards. This made the verification process straightforward by providing the correct amount of personalised detail.
- ◆ One centre used formal reporting on the course, which was a prime example of good practice. Parents received notes of concern when candidates were not providing the required effort. This was seen to give the course more validity with both the candidates and the parents.
- ◆ At one of the centres the course was delivered by five teachers across the faculty, of whom only two were qualified RMPS teachers. They supported each other well and this is an example of good practice and collegiality. By supplying colleagues with secure judging evidence tables the faculty were able and willing to support each other.

Specific areas for improvement

- ◆ Centres should be careful not to over-assess candidates. For example, a level 4 candidate would not be required to write a detailed account. Centres are reminded that the flexibility of these awards allows for presentation at a variety of levels within one class.
- ◆ This award needs time if the unit is to be successfully completed. Units within this award carry the same credit weighting as NQ units, so candidates should be given a reasonable amount of time to engage properly with the aims of the unit, developing their knowledge and understanding and reflecting on the work that they have done.