



National Qualifications Awards

Qualification Verification Summary Report 2023–24

Religion, Belief and Values

Verification group number: 119

Award Courses

H190 43 Investigating Religion and Belief
H196 44 Religion, Belief and Values: Values in Action
H190 44 Investigating Religion and Belief
H196 45 Religion, Belief and Values: Values in Action
H190 45 Investigating Religion and Belief
H196 46 Religion, Belief and Values: Values in Action
H190 46 Investigating Religion and Belief

General comments

There appears to be a continuing 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 to delivery and assessment.

Some centres are combining the work that candidates complete for the Values in Action unit with that of the Youth and Philanthropy Initiative or Charitas Award, which is acceptable practice and demonstrates the principles of Curriculum for Excellence (CfE) allowing for personalisation and choice. This was displayed in the wide variety of opportunities chosen for ‘faith or values’ being put into action through engagement within the community.

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

Many of the centres visited had devised their own instruments of assessment based on the exemplars within the relevant SQA documentation. These were mainly of a good standard and enabled candidates some degree of flexibility. Some centres had produced booklets that guided candidates through the units, and this continues to be particularly effective at SCQF levels 3 and 4.

A range of support and prompts were provided to candidates ranging from PowerPoints, checklists and exemplar answers, allowing candidates to gauge the depth of responses required at different levels of assessment. Good practice was observed when unambiguous instructions were given to candidates demonstrating the precise nature of what was required to achieve different levels.

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 the evidence requested in the visit plan and marking schemes, which detailed each assessment standard and gave a sample answer. These answers were in line with national standards.

Some centres provided course plans, Assessor Monitoring Records and Internal Verification Policies, and detailed notes of discussions. These allowed the verification process to proceed smoothly.

Some centres provided photographic evidence of engagement between pupils and organisations to evidence their engagement with the Values in Action unit in community projects.

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 some 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 [SQA's secure site](#) for further guidance.

Learning and teaching

Many centres clearly demonstrated that they had fully applied and implemented the CfE principles in its approach to learning and teaching, leading to robust assessment judgements.

Centres devised appropriate prompts and resources for candidates to allow for different abilities, while also allowing for personalisation and choice, evidenced in the variety of topics chosen for study and engagement with the Values in Action unit.

Overall assessment

Overall, the assessments verified were in line with the national standards based on the exemplars within the relevant SQA documentation. In some cases, a detailed

paper trail was submitted, highlighting that an effective internal verification process had been followed.

It is helpful for the verification process that a consistent approach is adhered to in centres where different staff are involved in the assessment judgements, and that there are detailed records and checklists to ensure that judgements are reliable and can be accepted.

Verification

In many centres, there was evidence of cross-marking and professional dialogue between assessors, promoting a consistency of standards in the Assessor Checklist.

Where feedback to candidates was provided, it was positive, highlighting areas of strength and identifying areas for development. This feedback was supportive and constructive.

Areas of good practice reported in 2023–24

- 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.
- Some centres had used information from an SQA 'Understanding Standards' training day and the Qualification Verification Summary Report 2022–23.
- Clear noting of assessment standards on the candidates' evidence is deemed to be good practice, as is the use of different colours of pen for assessors and internal verifiers. These things make the verification process straightforward.
- Most centres submitted a robust Verification Policy which ensured that standards are being met.
- Where centres have several staff responsible for the delivery of this course, a detailed subject tracker was provided to successfully follow each candidate's progress through the units. This allows all staff to keep up to date with the progress of each candidate.

Specific areas for improvement reported in 2023–24

- Centres are reminded that the assessment of the outcomes for the Religion, Belief and Values Award should be undertaken using a holistic approach to marking. This may mean that outcomes could be met within candidate evidence at any point.
- Centres are also reminded that verbal evidence to clarify and meet outcomes is acceptable where there is evidence being gathered and recorded.
- The language used for assessments should always be in line with the relevant level and care should be taken that the same assessment is not always

appropriate for different levels. Centres must be clear about what candidates need to produce to be successful at level 3 and level 4, and the difference between these levels.

- Centres should make sure that the skills of Analysis and Evaluation have been demonstrated in meeting the assessment standards at different levels, and that all outcome standards are clearly marked on the evidence provided.
- 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.