Qualification Guide

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NATIONAL OPEN
COLLEGE NETWORK

NOCN General Religious Education (QCF)

NOCN Entry Level Award in General Religious Education (Entry 3) (QCF)
Qualification Approval No. 500/8159/7

NOCN Level 1 Award in General Religious Education (QCF)
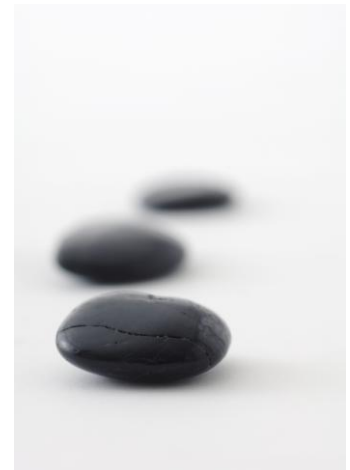Qualification Approval No. 500/8160/3

NOCN Level 2 Award in General Religious Education (QCF)
Qualification Approval No. 500/8051/9

NOCN Level 3 Award in General Religious Education (QCF)
Qualification Approval No. 500/8083/0

Version 3.1 April 2012

Qualification Guide

The **Diversity** of Learning

NOCN Entry Level Award in General Religious Education (Entry 3) (QCF)
NOCN Level 1 Award in General Religious Education (QCF)
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NOCN Level 3 Award in General Religious Education (QCF)

National Open College Network

National Open College Network (NOCN) is a leading credit-based Awarding Organisation in the UK, offering high quality, flexible, credit-based qualifications and is recognised by the Qualifications Regulators in England, Wales, Northern Ireland and Scotland. We also have partnerships with OCNs in Scandinavia.

NOCN had the second highest number of achievements in the QCF in 2009-2010, within the UK (Regulators' Annual Qualifications Market Report Version 2 – August 2011 Ofqual/11/4854).

We are a not for profit organisation and invest our resources into the development of existing products and services and new qualifications. We are proud to be a registered charity and will continue to promote our charitable objectives.

There are more than 2,500 centres nationally offering NOCN qualifications. We currently have nearly 300 qualifications on both the National Qualification Framework (NQF) and the Qualifications and Credit Framework (QCF). They are made up of more than 1,000 units from a wide range of areas including modern languages, trade unions, creative arts and design, foundations for learning and life, preparation for work including employability, security, credit control and Offender Learning.

We offer different types of qualifications from Entry Level to Level 4 and skills for life such as Functional Skills. NOCN qualifications are delivered through schools, further education and sixth form colleges, higher education institutions, trade unions, employers, local education authorities and training organisations, adult and community education centres, and voluntary and community organisations. We operate through a network of regional OCNs in England and Northern Ireland.

We work in collaboration with Agored Cymru, the Awarding Organisation for Wales. All OCNs support the delivery of NOCN qualifications, through NOCN recognised centres.

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1. About the qualifications

Introduction

The aim of these qualifications is to develop the religious literacy of the learners. They encourage learners to further their knowledge and understanding in the study and practice of religion, and are offered at four levels to meet different starting points and enable progression.

These qualifications enable learners to identify diverse religious beliefs and explore their own position on faith through thinking about their experiences of life and the values of contemporary culture. They also allow them to develop their moral reasoning skills which they will be able to relate to one or more religious traditions. The qualifications are suitable for individuals from any faith tradition, or none, and allow them to explore the role of religious tradition within community life. They allow them to talk to learners with similar or different positions on faith, enabling them to develop their skills to become better citizens. The qualifications also ensure equality and diversity within the religious education provision of individual centres and offer tangible links within the curriculum offered to learners at schools, colleges and in the workplace. Learners will learn about what it means to be a human being and to develop a sense of fairness and religious acceptance. The qualifications will also allow them to develop and articulate their own points of view about religion and be able to apply these to everyday events. They will learn about respect and what to do if they find themselves in a situation that they perceive to be neither just nor fair.

Each qualification is composed of one unit:

NOCN Entry Level Award in General Religious Education (Entry 3) (QCF)
Unit title: Introduction to General Religious Education

NOCN Level 1 Award in General Religious Education (QCF)
Unit title: General Religious Education

NOCN Level 2 Award in General Religious Education (QCF)
Unit title: General Religious Education

NOCN Level 3 Award in General Religious Education (QCF)
Unit title: General Religious Education

Guided Learning Hours

The guided learning hours for each qualification is 30. This is notional learning time based on the credit values assigned to the units. Some learners will be able to achieve these units in a shorter time, other learners, particularly those with literacy requirements may take longer.

How the Qualifications Relate to Wider Education and Training Issues

Unit Title	General Religious Education
Social, Cultural & Ethical issues	Through case studies, examination of religious documents and an evaluation of people's response to ethical issues learners will develop their knowledge, understanding and skills to think spiritually, ethically and theologically and identify the practical demands of religious commitment in everyday life.
Health & Safety	Through practical examples learners will learn about their own rights and their responsibilities to protect the rights of others, especially vulnerable adults. This investment will help develop a generation committed to ensuring the health and safety of themselves and others.
Equal Opportunities	These qualifications are suitable for individuals from any faith tradition.
Environmental Issues	To enable each learner to make links between their personal faith and social responsibility. Through their journal, learners will have an opportunity to reflect both on 'human ecology' and 'environmental ecology' in light of the contemporary thinking that the manner in which we live economically and socially can impact on the environment.
European Awareness/Legislation	To introduce learners to the principles of subsidiarity and solidarity enshrined in and the European Charter of Human Rights. Through this study learners will come to appreciate the moral and religious antecedents of this legislation.

Relationship with National Occupational Standards (or other relevant standards)

There are currently no NOS for religious literacy.

Language Requirements

If you wish to offer this qualification in Welsh or Irish (Gaeilge) then please contact NOCN who will review demand and provide as appropriate.

2. Who the qualifications are for

Target Group

These qualifications are for individuals interested in religious and theological studies from any faith tradition, or none.

Restrictions on Learner Entry

The minimum age for access to the qualifications is **14 years old**.

In the delivery of NOCN units to learners where age restrictions have been removed, centres are required to exercise due diligence in respect of the following:

- the learner's needs and access to information and advice about the units offered and how the course of learning will meet their needs;

- the learner's present capacity to undertake the tasks set by tutors, and tutors understanding of how particular tasks accord with the assessment criteria for the unit;

- tutors should be fully conversant with the qualification guide for the unit offered to learners, and avail themselves of the OCN quality reviewer provision of further advice and guidance in the delivery of units, where clarification is required; centres should consult the NOCN document Access to Fair Assessment Policy and Procedure which is available on the NOCN website;

- centres will be required to have appropriate and up to date risk assessments and ensure that appropriate support and supervision is provided; appropriate specialist knowledge should be consulted where the possibility of any precipitate harm for learners or learners with particular characteristics is identified; NOCN may instigate consultation with the appropriate specialist where centres have not considered it necessary to do so or where it considers further specialist review is required;

- the centre contact for the unit/qualification being delivered must ensure that all procedures relating to the delivery of the unit/qualification operate effectively in the centre.

Entry Requirements

There are no specific requirements for prior learning.

QCF Level Descriptors[1]

Learners will need to study at the levels indicated below to achieve the respective qualifications.

Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
Entry Level – Entry 3	Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance where needed.	Use knowledge or understanding to carry out structured tasks and activities in familiar contexts. Know and understand the steps needed to complete structured tasks and activities in familiar contexts.	Carry out structured tasks and activities in familiar contexts. Be aware of the consequences of actions for self and others.	With appropriate guidance take responsibility for the outcomes of structured activities. Actively participate in activities in familiar contexts.
Level 1	Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.	Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks. Be aware of information relevant to the area of study or work.	Complete well-defined routine tasks. Use relevant skills and procedures. Select and use relevant information. Identify whether actions have been effective.	Take responsibility for completing tasks and procedures subject to direction or guidance as needed

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[1]Extracted from *QCF Level Descriptors document on QCDA website October 2008.*

Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
Level 2	Achievement at Level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgment subject to overall direction or guidance.	Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems. Interpret relevant information and ideas. Be aware of the types of information that are relevant to the area of study or work.	Complete well-defined, generally routine tasks and address straightforward problems. Select and use relevant skills and procedures. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.	Take responsibility for completing tasks and procedures. Exercise autonomy and judgment subject to overall direction or guidance.

Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
Level 3	Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgment within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.	Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.

Interpret and evaluate relevant information and ideas.

Be aware of the nature of the area of study or work.

Have awareness of different perspectives or approaches within the area of study or work. | Address problems that, while well defined, may be complex and non-routine.

Identify, select and use appropriate skills, methods and procedures.

Use appropriate investigation to inform actions.

Review how effective methods and actions have been. | Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others.

Exercise autonomy and judgment within limited parameters. |

Recognition of Prior Learning

Recognition of prior learning is an assessment method leading to the award of credit. The process involves considering if a learner can meet the specified assessment requirements for a unit through knowledge, understanding or skills that they possess already as a consequence of which they do not need to undertake a course of learning.

Centres are encouraged to recognise the previous achievements and experiences, both formal, for example through accredited units or qualifications or informal, for example through continuous learning. This involves the recognition of achievement from a range of activities that will have been assessed through any valid method of assessment. When using the process of the recognition of prior learning, it is essential that the assessment requirements of a specific unit or, more exceptionally, a qualification have been met. The evidence of learning provided must be sufficient, reliable, authentic and valid. Evidence is not time-limited.

Progression Opportunities

The qualifications will ensure succession from prior learning and the formation of citizens committed to the building of the 'common good'. Learners will learn how to build just communities and be able to transfer or use such skills in the world of employment.

Learners with Particular Requirements

Assessment within the NOCN General Religious Education qualifications is designed to be accessible and inclusive. The unit based approach allows flexibility through enabling learners to achieve the qualification in stages. The assessment methodology is appropriate and rigorous for individuals or groups of learners.

If you have learners with particular requirements you should refer to the 'Access to Fair Assessment Policy and Procedure' which can be found in the NOCN Centre Handbook area of the NOCN website within the Learning Providers section.

This section gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without comprising the achievement of the assessment criteria.

The NOCN Centre Recognition process requires policy statements on Equal Opportunities and Diversity and Disability Discrimination. These policy statements are then checked and confirmed through the Quality Review and Risk Assessment processes.

3. Achieving the qualifications

Rules of Combination

Each of the qualifications contains one mandatory unit. Achievement of each qualification is therefore determined by successful completion of the respective unit.

Achievement Methodology

Each unit has a coherent and explicit set of learning outcomes and related assessment criteria:

- Learning outcomes set out what a learner is expected to know, understand or be able to do as result of a process of learning.
- Assessment criteria specify the standard a learner is expected to meet to demonstrate that a learning outcome has been achieved.

All the learning outcomes must be assessed against all the stated assessment criteria. Accordingly, each learner is required to successfully complete one or more assessment tasks which meet all the learning outcomes and all assessment criteria. The assessment tasks are:

- Set by Centre
- Approved by Centre
- Marked by Centre
- Internally Verified
- Quality Reviewed

The qualifications are awarded to learners who produce sufficient and authentic evidence to show achievement of all the learning outcomes against all the stated assessment criteria.

4. The qualification units

Each of the qualifications contains one mandatory unit as shown below.

NOCN Entry Level Award in General Religious Education (Entry 3) (QCF)

NOCN Unit Code	QCA Accredited Number	Unit Title	Mandatory or Optional	Credit Value	Level	OPUS ID	Sector	Review End Date
DD1/E3/QQ/002	F/600/3381	Introduction to General Religious Education	Mandatory	3	E3	CAK022	10.4	31/12/2015

NOCN Level 1 Award in General Religious Education (QCF)

NOCN Unit Code	QCA Accredited Number	Unit Title	Mandatory or Optional	Credit Value	Level	OPUS ID	Sector	Review End Date
DD1/1/QQ/002	R/600/2638	General Religious Education	Mandatory	3	1	CAK023	10.4	31/12/2015

NOCN Level 2 Award in General Religious Education (QCF)

NOCN Unit Code	QCA Accredited Number	Unit Title	Mandatory or Optional	Credit Value	Level	OPUS ID	Sector	Review End Date
DD1/2/QQ/002	D/600/2898	General Religious Education	Mandatory	3	2	CAJ900	10.4	31/12/2015

NOCN Level 3 Award in General Religious Education (QCF)

NOCN Unit Code	QCA Accredited Number	Unit Title	Mandatory or Optional	Credit Value	Level	OPUS ID	Sector	Review End Date
DD1/3/QQ/002	J/600/3382	General Religious Education	Mandatory	3	3	CAJ899	10.4	31/12/2015

The assessment activities for the units are indicated in the Assessment Information Grid on the individual units. An explanation of the kind of activity, assessment and evidence expected at the appropriate levels is after each unit.

Entry Level Unit

Unit Title:	**Introduction to General Religious Education**
Level:	**Entry 3**
Credit Value:	**3**
GLH:	**30**
NOCN Unit Code:	**DD1/E3/QQ/002**
QCDA Unit Reference Number:	**F/600/3381**

This unit has 7 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Know about religion and spirituality.	1.1. State their own beliefs about the meaning of human life, and why they hold those beliefs.
2. Know the demands of religious commitment in everyday life.	2.1. Identify some key religious activities in daily life, distinguishing these from secular activities.
3. Have an awareness of questions about life.	3.1. Identify some key questions about life and death/afterlife.
4. Have an awareness of religious practices.	4.1. Identify some key elements of practice within a particular faith tradition.
5. Have an awareness of different faith traditions within contemporary society.	5.1. Retell a religious story from each of two main faith traditions.
6. Have an awareness of the relationship between religious belief and lived experience.	6.1. State one example where religious belief influences choice of action in daily life.
7. Make a distinction between right and wrong in contemporary culture.	7.1. In response to a familiar story state whether the characters behaved in a good way.

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Assessment Information

Guidance:

This grid gives details of the assessment activities to be used with the unit attached.
Please refer to the NOCN Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

The assessment activities for this unit are indicated in the table below:
Key: P = Prescribed – this assessment method *must* be used to assess the unit.
     O = Optional – this assessment method *could* be used to assess the unit.

Case study	O	Project	O
Written question & answer/test/exam		Role play/simulation	
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	O
Written description		Production of artefact	
Reflective log/diary	O	Practice file	

Additional Information

Owning Body	NOCN
Unit Grading System	PASS
Unit Sector/Subject Area	10.4
Unit Available from Date (dd/mm/yyyy)	01/09/2009
Unit Expiry Date (dd/mm/yyyy)	N/A
Unit Review Date (dd/mm/yyyy)	31/12/2012
Availability for Use	**Shared – open to all ABs to award credit**

Purpose and Aim of the Unit	The unit aims to introduce learners to religious literacy and to start the

	process of identifying their religious beliefs. Learners will be encouraged to think about the values operating within school/college, work placement and their communities and to start to develop their skills in moral reasoning which they can then apply to their everyday lives.
Guidance for developing assessment arrangements for the unit (if appropriate)	**N/A**
Additional Assessment Requirements specified by a sector or regulatory body (if appropriate)	**N/A**
Details of relationship between the Unit and the relevant NOS or other professional standards or curricula (if appropriate)	**There are currently no NOS for this area.**
Support for the Unit from a SSC or other appropriate body (if required)	**N/A**

Assessment Activities for Introduction to General Religious Education Entry 3

The six optional assessment activities are detailed below.

Case study

Consideration of a particular, relevant situation or example, selected by the tutor or by learners, which enables learners to apply knowledge to specific situations. May be used as a collective / group activity and discussed in a group of learners or by an individual learner. Or may be used with individual learners as a written activity through case study materials and learner responses.

The learning may be assessed by:
- Tutor observation
- Class discussion
- One to one
- Group tutorial discussion

Evidence could include:
- Tutor record of observation
- Learner notes
- Summary of class discussion
- Tutorial notes
- Audio/video/photographic record

Activity	Assessment	Evidence
Case studies should be simple, immediate and familiar to the learner. Discussion should be short, structured and supervised (group or one-to-one). Written work should be short structured and supervised.	Assessment through tutor observation and discussion or tutor assessment of written work.	Evidence could be; tutor record of observation, summary of discussion, audio / video / photographic record or written work.

Oral question and answer

Specific, open or closed questions for immediate response. Can range from quite formal questions, for example, an oral test, to a quick, fun way of finding out where learners are up to, for example, a quiz. Allows response and questioning from learners and immediate feedback from tutor.

The learning may be assessed through:
- Responses by both tutor and individual learners.

Evidence could include:
- Tutor record/notes
- Learner notes or log

- Audio / video record

Activity	Assessment	Evidence
Process should be informal and non-threatening and questions should cover a narrow range of areas. Learners should be supported in answering and given a number of opportunities to respond.	Assessment by tutor.	Evidence could be; tutor / record notes or audio / video record.

Reflective log/diary

A description, normally in writing but may be oral, by the learner reflecting on how and what they have learned. Often completed at regular intervals during the learning process thus allowing discussion on individual progress and how further learning could be supported.

The learning may be assessed by:
- Learner, often supported through tutorial discussions with tutor.

Evidence could include:
- Log / diary (however this may be confidential and therefore not available for moderation).
- Tutorial notes.
- Tutor record.

Activity	Assessment	Evidence
The reflection process should normally be oral and supported. It may be supplemented by the use of drawings or diagrams. Learners should be asked to describe simply what they have learned with direction from the tutor.	Assessment by learner with tutor support.	Evidence could include; drawings, diagrams and tutor record.

Project

A specific task involving private study and research for individuals or groups. Normally involves selection of a topic, planning, finding information and presenting results orally or in writing.

The learning may be assessed by:
- Tutor, learner or peers, during and at the end of process through discussion and observation.

Evidence could include:

- Notes, plans, record of project process.
- Tutor record.
- Peer records.
- Learner log.
- Audio / video / photographic record.

Activity	Assessment	Evidence
Task should be simple, familiar, informal and supervised. It should involve repetitive and predictable processes.	Assessment through tutor observation and questioning during and at end of process.	Evidence could include, tutor record, learner notes, plans, reports, learner log or audio / video / photographic record.

Group discussion

Discussion of a topic or situation selected by the tutor or by learners, to enable learners to share knowledge and thoughts and to assess their learning.

The learning may be assessed by:
- Tutor.
- Peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:
- Tutor record of observation.
- Learner notes.
- Tutor lesson plan.
- Tutorial notes.
- Audio/video/photographic record.
- Learner log.

Activity	Assessment	Evidence
Discussions should be simple with subjects that are familiar to the learner. The discussion should be short, structured and supervised.	Assessment through tutor, peer observation, one to one tutorial discussion and self-assessment.	Evidence could include; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video record and learner log.

Performance/exhibition

A performance or exhibition or music or drama with an audience, or a rehearsal or learner demonstration for individuals or groups.

The learning may be assessed by:
- Tutor, learner or peers, at end of performance through discussion and observation.

Evidence could include:
- Notes.
- Plans.
- Audio/video/photographic record of performance/exhibition.
- Tutor records.
- Peer records.
- Learner log.

Activity	Assessment	Evidence
The performance / exhibition should be simple, informal and supervised.	Assessment through peer assessment, self-assessment and / or tutor observation.	Evidence could include; tutor record, notes, plans, audio / video / photographic record of performance / exhibition, peer records, learner log and summary of feedback.

Level 1 Unit

Unit Title:	**General Religious Education**
Level:	**One**
Credit Value:	**3**
GLH:	**30**
NOCN Unit Code:	**DD1/1/QQ/002**
QCDA Unit Reference Number:	**R/600/2638**

This unit has 8 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about spirituality, theology and ethics.	1.1. Define spirituality, theology and ethics. 1.2. Give three examples of how spirituality, theology and ethics are relevant to current issues in society.
2. Know the demands of religious commitment in everyday life.	2.1. List the daily demands of religious commitment in one religious tradition.
3. Understand questions of life.	3.1. State how one faith tradition would explain the purpose of human life. 3.2. State how one faith tradition would explain the purpose of death.
4. Understand methods of engaging in religious practice.	4.1. List key elements of practice within religious faith.
5. Understand different faith traditions within contemporary society.	5.1. List the main elements of three faith traditions commonly observed in contemporary society.

6. Understand their own faith or belief position.	6.1. State their individual position with regards to a key issue within religious debate.
7. Understand the relationship between religious belief and lived experience.	7.1. State one example where their lived experience has seemed to conflict with their faith or belief.
8. Develop skills to be able to respond to opportunities and responsibilities of life experiences.	8.1. From a given set of five ethical dilemmas, state what would be the right thing to do in each case in one faith tradition.

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Assessment Information

Guidance:

This grid gives details of the assessment activities to be used with the unit attached.

Please refer to the NOCN Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

The assessment activities for this unit are indicated in the table below:
Key: P = Prescribed – this assessment method *must* be used to assess the unit.
      O = Optional – this assessment method *could* be used to assess the unit.

Case study	O	Project	O
Written question & answer/test/exam	O	Role play/simulation	O
Essay	O	Practical demonstration	O
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	O
Reflective log/diary	O	Practice file	O

Additional Information

Owning Body	**NOCN**
Unit Grading System	**PASS**
Unit Sector/Subject Area	**10.4**
Unit Available from Date (dd/mm/yyyy)	**01/09/2009**
Unit Expiry Date (dd/mm/yyyy)	**N/A**
Unit Review Date (dd/mm/yyyy)	**31/12/2012**
Availability for Use	**Shared – open to all ABs to award credit**
Purpose and Aim of the Unit	**The unit will enable learners to reflect theologically on their experience of school/college, the values of wider curriculum and contemporary culture.**
Guidance for developing assessment arrangements for the unit (if appropriate)	**N/A**
Additional Assessment Requirements specified by a sector or regulatory body (if appropriate)	**N/A**
Details of relationship between the Unit and the relevant NOS or other professional standards or curricula (if appropriate)	**There are currently no NOS for this area.**
Support for the Unit from a SSC or other appropriate body (if required)	**N/A**

Assessment Activities for General Religious Education - Level 1

The fourteen optional assessment activities are detailed below.

Case Study

Consideration of a particular, relevant situation or example, selected by the tutor or by learners, which enables learners to apply knowledge to specific situations. May be used as a collective / group activity and discussed in a group of learners or by an individual learner. Or may be used with individual learners as a written activity through case study materials and learner responses.

The learning may be assessed by:
- Tutor observation
- Class discussion
- One to one
- Group tutorial discussion

Evidence could include:
- Tutor record of observation
- Learner notes
- Summary of class discussion
- Tutorial notes
- Audio/video/photographic record

Activity	Assessment	Evidence
Case studies should be limited in range, familiar and require a narrow range of knowledge. Discussion should be structured and involve a limited degree of judgement (group or one-to-one). Written work should be structured and involve a limited degree of judgement.	Assessment through tutor observation, discussion or tutor assessment of written work.	Evidence could be; tutor record of observation, summary of discussion, learner notes, audio / video / photographic record or written work.

Written question and answer/test /exam

Specific, open and closed questions for immediate response. Can range from formal exams and tests, to a quick, fun way of finding out where learners are up to, for example, a quiz. Allows response and questioning from learners and feedback from tutor.

The learning may be assessed through:
- Responses by individual learners.
- May make use of on-line assessment.

Evidence could include:
- Written questions
- Learner responses
- Tutor feedback

Activity	Assessment	Evidence
Process should be informal and non-threatening. Questions should encourage learners to make use of knowledge rather than just testing recall.	Assessment by tutor or external marker (for exams / tests).	Evidence could be; written responses.

Essay

A discursive, written response to a question or statement which involves the learner in finding and presenting information and opinion in a structured way, which normally includes an introduction, the information / opinions / evaluation / analysis and a conclusion.

The learning may be assessed by:
- Tutor against clear criteria.

Evidence could include:
- Essay
- Detailed tutor feedback

Activity	Assessment	Evidence
The essay subject should be simple and the response should be descriptive and not analytical or evaluative. A narrow range of applied knowledge and demonstration of basic comprehension would be expected. Learners should be given detailed information on how to structure the essay and on the criteria for achievement.	Assessment by the tutor.	Evidence could be; the essay and tutor feedback.

Report

A record of an activity and / or a summary of research which presents information in a structured way. Does not include opinion, but may include analysis or evaluation. May be presented in written or oral form.

The learning may be assessed by:
- Tutor for written report.
- Tutor and / or peers for oral presentation of report.

Evidence could include:
- Written report with tutor feedback
- Notes for oral presentation with tutor and / or peer feedback.

Activity	Assessment	Evidence
Report could be presented orally or in written format. Oral presentation should be informal. Information used in the report should be readily available and activities should be in familiar contexts. Learners should be clear on the expected structure and criteria for the report and given support on planning and presentation.	Assessment by tutor.	Evidence could be; a written report with tutor feedback or learner notes of oral presentation with tutor feedback.

Oral question and answer

Specific, open or closed questions for immediate response. Can range from quite formal questions, for example, an oral test, to a quick, fun way of finding out where learners are up to, for example, a quiz. Allows response and questioning from learners and immediate feedback from tutor.

The learning may be assessed through:
- Responses by both tutor and individual learners.

Evidence could include:
- Tutor record/notes
- Learner notes or log
- Audio / video record

Activity	Assessment	Evidence
Process should be informal and should include both open and closed questions covering a narrow range of knowledge. Learners should be encouraged by the use of supplementary questions.	Assessment by tutor.	Evidence could be; tutor record / notes or audio / video record.

Written description

Consideration of a particular subject, situation or example selected by the tutor or by learners, which enables learners to apply knowledge to specific situations and to present them in written format.

The learning may be assessed by:
- Tutor.
- One to one tutorial.
- Discussion.

Evidence could include:
- Tutor record of observation.
- Learner notes.
- Tutorial notes.
- Completed report.
- Charts.
- Plans.

Activity	Assessment	Evidence
Subjects should be limited in range, be familiar and require a narrow range of knowledge. Written work should be structured and involve limited degree of judgement.	Assessment through tutor assessment and discussion.	Evidence could be; tutor record of observation, summary of discussion and feedback or completed work.

Reflective log/diary

A description, normally in writing but may be oral, by the learner reflecting on how and what they have learned. Often completed at regular intervals during the learning process thus allowing discussion on individual progress and how further learning could be supported.

The learning may be assessed by:
- Learner, often supported through tutorial discussions with tutor.

Evidence could include:
- Log / diary (however this may be confidential and therefore not available for moderation).
- Tutorial notes.
- Tutor record.

Activity	Assessment	Evidence
The reflection process should be written and may be in the form of brief, structured notes. Learner should be asked to record what they have learner at regular intervals and advised on what information to include. Learners should make limited judgements on what has been learned in terms of, for example, usefulness or interest.	Assessment by learner supported by tutor through tutorials.	Evidence could include; log / diary, tutorial notes and tutor record.

Project

A specific task involving private study and research for individuals or groups. Normally involves selection of a topic, planning, finding information and presenting results orally or in writing.

The learning may be assessed by:
- Tutor, learner or peers, during and at the end of process through discussion and observation.

Evidence could include:
- Notes, plans, record of project process.
- Tutor record.
- Peer records.
- Learner log.
- Audio / video / photographic record.

Activity	Assessment	Evidence
Task should be selected with support from tutor to allow the demonstration of knowledge and skills in a range of predictable, structured and familiar contexts.	Assessment through tutor observation and questioning during and at the end of the process.	Evidence could be; tutor record, learner notes, plans, reports, learner log or audio / video / photographic record.

Role play/simulation

Use of a situation selected by the tutor or by learners, to enable learners to practice and apply skills and to explore attitudes.

The learning may be assessed by:
- Tutor / peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:
- Tutor record of observation.
- Learner notes.
- Tutor lesson plan.
- Tutorial notes.
- Audio / video / photographic record.
- Learner log.

Activity	Assessment	Evidence
Role-plays should be limited in range, be familiar and require a narrow range of skills. Role-plays should be structured and involve limited degree of learner choice.	Assessment through, tutor / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could be; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video / photographic record or learner log.

Practical demonstration

A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge.

The learning may be assessed by:
- Tutor.
- Peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:
- Tutor record of observation.
- Learner notes.
- Tutor lesson plan.
- Tutorial notes.
- Audio / video / photographic record.
- Learner log.

Activity	Assessment	Evidence
Practical demonstrations should be limited in range, be familiar and require a narrow range of skills and knowledge.	Assessment through tutor / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video / photographic record and learner log.

Group discussion

Discussion of a topic or situation selected by the tutor or by learners, to enable learners to share knowledge and thoughts and to assess their learning.

The learning may be assessed by:
- Tutor.
- Peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:
- Tutor record of observation.
- Learner notes.
- Tutor lesson plan.
- Tutorial notes.
- Audio/video/photographic record.
- Learner log.

Activity	Assessment	Evidence
Discussions should be limited in range, cover topics that are familiar to the learner. These should require a narrow range of skills. The discussion should be structured and involve a limited degree of learner choice.	Assessment through tutor, peer observation, one to one tutorial discussion and self-assessment.	Evidence could include; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video record and learner log.

Performance/exhibition

A performance or exhibition or music or drama with an audience, or a rehearsal or learner demonstration for individuals or groups.

The learning may be assessed by:
● Tutor, learner or peers, at end of performance through discussion and observation.

Evidence could include:
● Notes.
● Plans.
● Audio/video/photographic record of performance/exhibition.
● Tutor records.
● Peer records.
● Learner log.

Activity	Assessment	Evidence
The performance / exhibition should be limited in range, familiar and require a narrow range of knowledge.	Assessment through peer assessment, self-assessment and / or tutor observation.	Evidence could include; tutor record, notes, plans, audio / video / photographic record of performance / exhibition, peer records, learner log and summary of feedback.

Production of artefact

Production of a relevant artefact selected by the tutor or by learners, which enables learners to demonstrate skills and to apply knowledge.

The learning may be assessed by:
● Tutor / peer observation.
● One to one tutorial.
● Discussion.
● Self-assessment.

Evidence could include:
● Tutor record of observation.
● Learner notes.
● Tutor lesson plan.
● Tutorial notes.
● Audio / video / photographic record.
● Learner log.
● Completed artefact.

Activity	Assessment	Evidence
Artefact should be selected with support from tutor to allow the demonstration of skills and apply knowledge in a range of predictable, structured and familiar contexts.	Assessment through tutor, peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.	Evidence could be, tutor record, learner notes, plans, reports, learner log, audio / video / photographic record and completed artefact.

Practice file

A structured collection of documents from real situations such as work or voluntary activity, which evidence the application of knowledge and / or skills. The documents should be mapped to specific learning outcome/s in a unit of assessment. May need a short explanation of how the particular document evidences achievement of a specific learning outcome.

The learning may be assessed through:
- Discussion with the tutor.

Evidence could include:
- Form mapping to learning outcomes, plus explanation if necessary and the documents, for example, minutes, reports, brochures, plans, witness statements, letters or e-mails.

Activity	Assessment	Evidence
Practice evidence should demonstrate the application of a narrow range of skills and / or knowledge. Learners should be given detailed guidance on what documents would be appropriate, how the evidence should be presented, and on mapping to learning outcomes.	Assessment through discussion with the tutor.	Evidence could include; documents, learner notes and tutor comments.

Level 2 Unit

Unit Title:	**General Religious Education**
Level:	**Two**
Credit Value:	**3**
GLH:	**30**
NOCN Unit Code:	**DD1/2/QQ/002**
QCDA Unit Reference Number:	**D/600/2898**

This unit has 8 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Develop an understanding of spirituality, theology and ethics.	1.1. Discuss the nature of spirituality, theology and ethics and how they link and manifest in society today. 1.2. Explain a current affairs issue by using spiritual and ethical principles.
2. Understand the demands of religious commitment in everyday life.	2.1. Describe how a religious commitment is demonstrated in everyday life. 2.2. Evaluate some of the demands of religious commitment.
3. Reflect on questions of life.	3.1. Compare how the meaning of life and death are explained in at least two religious traditions. 3.2. Discuss how this relates to their own understanding.
4. Understand methods of engaging in religious practice.	4.1. Describe key elements of practice within religious faith.
5. Understand different faith traditions within contemporary society.	5.1. Describe elements of three faith traditions commonly observed in contemporary society.

6. Develop their own faith or belief position.	6.1. Explain their individual position with regards to two key issues within religious debate.		
7. Understand the relationship between religious belief, personal faith and lived experience.	7.1. Describe a relationship between religious belief, personal faith and lived experience in a specific context.		
8. Develop skills to be able to respond to opportunities and responsibilities of life experiences.	8.1. Describe the use of theological and ethical thinking as a response to their own personal experience.		

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Assessment Information

Guidance:

This grid gives details of the assessment activities to be used with the unit attached.

Please refer to the NOCN Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

The assessment activities for this unit are indicated in the table below:
Key: P = Prescribed – this assessment method *must* be used to assess the unit.
       O = Optional – this assessment method *could* be used to assess the unit.

Case study	O	Project	O
Written question & answer/test/exam	O	Role play/simulation	O
Essay	O	Practical demonstration	O
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	O
Written description	O	Production of artefact	O
Reflective log/diary	P	Practice file	O

Additional Information

Owning Body	**NOCN**
Unit Grading System	**PASS**
Unit Sector/Subject Area	**10.4**
Unit Available from Date (dd/mm/yyyy)	**01/09/2009**
Unit Expiry Date (dd/mm/yyyy)	**N/A**
Unit Review Date (dd/mm/yyyy)	**31/12/2012**
Availability for Use	**Shared – open to all ABs to award credit**
Purpose and Aim of the Unit	**The unit will enable learners to reflect theologically on their experience of school/college, the values of wider curriculum and contemporary culture.**
Guidance for developing assessment arrangements for the unit (if appropriate)	**N/A**
Additional Assessment Requirements specified by a sector or regulatory body (if appropriate)	**N/A**
Details of relationship between the Unit and the relevant NOS or other professional standards or curricula (if appropriate)	**There are currently no NOS for this area.**
Support for the Unit from a SSC or other appropriate body (if required)	**N/A**

Assessment Activities for General Religious Education - Level 2

The one prescribed and thirteen optional assessment activities are detailed below.

Reflective log/diary – *Prescribed assessment method*

A description, normally in writing but may be oral, by the learner reflecting on how and what they have learned. Often completed at regular intervals during the learning process thus allowing discussion on individual progress and how further learning could be supported.

The learning may be assessed by:
- Learner, often supported through tutorial discussions with tutor.

Evidence could include:
- Log / diary (however this may be confidential and therefore not available for moderation).
- Tutorial notes.
- Tutor record.

Activity	Assessment	Evidence
The reflection process should be written in a structured format that allows some autonomy in recording. Learners should be asked to record regularly what they have learned and to make judgements on the learning in terms of, for example, usefulness, interest, how it has extended their knowledge / skills, what else they need to learn.	Assessment by learner supported by tutor through tutorials.	Evidence could include; log / diary, tutorial notes and tutor record.

Case study

Consideration of a particular, relevant situation or example, selected by the tutor or by learners, which enables learners to apply knowledge to specific situations. May be used as a collective / group activity and discussed in a group of learners or by an individual learner. **Or** may be used with individual learners as a written activity through case study materials and learner responses.

The learning may be assessed by:
- Tutor observation
- Class discussion
- One to one
- Group tutorial discussion

Evidence could include:
- Tutor record of observation
- Learner notes
- Summary of class discussion
- Tutorial notes
- Audio/video/photographic record

Activity	Assessment	Evidence
Case studies should allow the application of knowledge in a number of areas and contexts. Discussion should be directed but should allow for a degree of autonomy (group). Written work should be directed but allow for a degree of autonomy (GL^2 = 500 words).	Assessment through peer assessment, self-assessment, tutor observation, or assessment of written work.	Evidence could be; tutor record, learner record, peer checklist, summary of discussion or audio / video / photographic record or written work.

Written question and answer/test/exam

Specific, open and closed questions for immediate response. Can range from formal exams and tests, to a quick, fun way of finding out where learners are up to, for example, a quiz. Allows response and questioning from learners and feedback from tutor.

The learning may be assessed through:
- Responses by individual learners.
- May make use of on-line assessment.

Evidence could include:
- Written questions
- Learner responses
- Tutor feedback

Activity	Assessment	Evidence
Open and closed questions should be included, covering a number of areas. Learners should be encouraged to make use of / interpret knowledge rather than just testing recall. May be time limited.	Assessment by tutor or external marker (for exams / tests).	Evidence could be; written responses.

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2. GL – Guided Length

Essay

A discursive, written response to a question or statement which involves the learner in finding and presenting information and opinion in a structured way, which normally includes an introduction, the information / opinions / evaluation / analysis and a conclusion.

The learning may be assessed by:
- Tutor against clear criteria.

Evidence could include:
- Essay
- Detailed tutor feedback

Activity	Assessment	Evidence
The essay subject should be familiar and the response should demonstrate the ability to interpret information, make comparisons and apply knowledge and demonstrate comprehension in a number of different areas. Learners should be given information on the expected structure of the essay and criteria for achievement. GL = 500 words.	Assessment by the tutor.	Evidence could be; the essay and tutor feedback.

Report

A record of an activity and / or a summary of research which presents information in a structured way. Does not include opinion, but may include analysis or evaluation. May be presented in written or oral form.

The learning may be assessed by:
- Tutor for written report.
- Tutor and / or peers for oral presentation of report.

Evidence could include:
- Written report with tutor feedback
- Notes for oral presentation with tutor and / or peer feedback.

Activity	Assessment	Evidence
Report could be presented orally or in written format. Oral presentation should be to a familiar audience. Information should be from a range of sources and activities, should be from familiar or unfamiliar but predictable contexts. Learners should be clear on possible structures for the report and the criteria for achievement. GL = 4 minutes for oral / 500 words for written. Learners should be given guidance on planning and presentation.	Assessment by tutor and / or peers for oral presentation.	Evidence could be; written report with tutor feedback or learner plan for oral presentation with peer and / or tutor feedback.

Oral question and answer

Specific, open or closed questions for immediate response. Can range from quite formal questions, for example, an oral test, to a quick, fun way of finding out where learners are up to, for example, a quiz. Allows response and questioning from learners and immediate feedback from tutor.

The learning may be assessed through:
- Responses by both tutor and individual learners.

Evidence could include:
- Tutor record/notes
- Learner notes or log
- Audio / video record

Activity	Assessment	Evidence
Open and closed questions should be included, covering a number of topics. Learners should be encouraged to expand on their answers.	Assessment by tutor, with a degree of self-assessment.	Evidence could be; tutor records, learner log or audio / video record.

Written description

Consideration of a particular subject, situation or example selected by the tutor or by learners, which enables learners to apply knowledge to specific situations and to present them in written format.

The learning may be assessed by:
- Tutor.
- One to one tutorial.
- Discussion.

Evidence could include:
- Tutor record of observation.
- Learner notes.
- Tutorial notes.
- Completed report.
- Charts.
- Plans.

Activity	Assessment	Evidence
Subjects should allow the application of knowledge in a number of areas and contexts. Written work should be directed but should allow for a degree of autonomy. GL = 500 words.	Assessment through self-assessment and tutor assessment.	Evidence could be; tutor record, learner record, summary of discussion and feedback or completed work.

Project

A specific task involving private study and research for individuals or groups. Normally involves selection of a topic, planning, finding information and presenting results orally or in writing.

The learning may be assessed by:
- Tutor, learner or peers, during and at the end of process through discussion and observation.

Evidence could include:
- Notes, plans, record of project process.
- Tutor record.
- Peer records.
- Learner log.
- Audio / video / photographic record.

Activity	Assessment	Evidence
Task should be selected with tutor guidance to allow the demonstration of knowledge and understanding in a range of areas and contexts, and the interpretation of information. The project should be completed within an agreed timescale.	Assessment through tutor / learner discussion during and at the end of the process, and through self-assessment.	Evidence could be; tutor record, learner notes, plans, reports, learner log or audio / video / photographic record.

Role play/simulation

Use of a situation selected by the tutor or by learners, to enable learners to practice and apply skills and to explore attitudes.

The learning may be assessed by:
- Tutor / peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:
- Tutor record of observation.
- Learner notes.
- Tutor lesson plan.
- Tutorial notes.
- Audio / video / photographic record.
- Learner log.

Activity	Assessment	Evidence
Role-plays should allow the application of skills in several areas and contexts. Role-plays should be directed, but allow for a degree of learner autonomy.	Assessment through tutor / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could be; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video / photographic record or learner log.

Practical demonstration

A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge.

The learning may be assessed by:
- Tutor.
- Peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:
- Tutor record of observation.
- Learner notes.
- Tutor lesson plan.
- Tutorial notes.
- Audio / video / photographic record.
- Learner log.

Activity	Assessment	Evidence
Practical demonstrations should allow the application of skills and knowledge in several areas and contexts. A degree of learner autonomy should be encouraged within the scope of the demonstration.	Assessment through tutor / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video / photographic record and learner log.

Group discussion

Discussion of a topic or situation selected by the tutor or by learners, to enable learners to share knowledge and thoughts and to assess their learning.

The learning may be assessed by:
- Tutor.
- Peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:
- Tutor record of observation.
- Learner notes.
- Tutor lesson plan.
- Tutorial notes.
- Audio/video/photographic record.
- Learner log.

Activity	Assessment	Evidence
Discussions should allow for consideration of several topics covering a number of contexts. The discussion should be directed, but allow for a degree of learner autonomy.	Assessment through tutor, peer observation, one-to one tutorial discussion and self-assessment.	Evidence could include; tutor record observation, learner notes, tutor lesson plan, tutorial notes, audio / video record and learner log.

Performance/exhibition

A performance or exhibition or music or drama with an audience, or a rehearsal or learner demonstration for individuals or groups.

The learning may be assessed by:
- Tutor, learner or peers, at end of performance through discussion and observation.

Evidence could include:
- Notes.
- Plans.
- Audio/video/photographic record of performance/exhibition.
- Tutor records.
- Peer records.
- Learner log.

Activity	Assessment	Evidence
The performance / exhibition should be chosen with tutor guidance to allow the demonstration of knowledge and understanding in a range of areas. Provide the opportunity for interpretation of the chosen piece.	Assessment through peer assessment, self-assessment and / or tutor observation.	Evidence could include; tutor record, notes, plans, audio / video / photographic record of performance / exhibition, peer records, learner log and summary of feedback.

Production of artefact

Production of a relevant artefact selected by the tutor or by learners, which enables learners to demonstrate skills and to apply knowledge.

The learning may be assessed by:
- Tutor / peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:
- Tutor record of observation.
- Learner notes.
- Tutor lesson plan.
- Tutorial notes.
- Audio / video / photographic record.
- Learner log.
- Completed artefact.

Activity	Assessment	Evidence

Artefact should be selected with tutor guidance to allow the demonstration of skills and the application of knowledge in a range of areas and contexts. A degree of learner autonomy should be encouraged within the scope of the demonstration. The artefact should be completed within an agreed timescale.	Assessment through tutor / peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.	Evidence could be; tutor record, learner notes, plans, reports, learner log, audio / video / photographic record and completed artefact.

Practice file

A structured collection of documents from real situations such as work or voluntary activity, which evidence the application of knowledge and / or skills. The documents should be mapped to specific learning outcome/s in a unit of assessment. May need a short explanation of how the particular document evidences achievement of a specific learning outcome.

The learning may be assessed through:
- Discussion with the tutor.

Evidence could include:
- Form mapping to learning outcomes, plus explanation if necessary and the documents, for example, minutes, reports, brochures, plans, witness statements, letters or e-mails.

Activity	Assessment	Evidence
Practice evidence should be chosen from a number of possible contexts to demonstrate application of a range of skills and / or knowledge. Learners should receive guidance on the type of document which could be appropriate, for example, a list, and advice on how to ensure the documents evidence specific learning outcomes, for example, highlighting sections, notes and on how the file should be presented.	Assessment through discussion with the tutor.	Evidence could include; structured file with tutor feedback.

Level 3 Unit

Unit Title:	**General Religious Education**
Level:	**Three**
Credit Value:	**3**
GLH:	**30**
NOCN Unit Code:	**DD1/3/QQ/002**
QCDA Unit Reference Number:	**J/600/3382**

This unit has 8 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Develop an understanding of spirituality, theology and ethics.	1.1. Compare and contrast the nature of spirituality, theology and ethics in how they manifest in society today. 1.2. Critically discuss a current affairs issue by using spiritual and ethical principles.
2. Understand the demands of religious commitment in everyday life.	2.1. Critically discuss the demands of religious commitment in everyday life.
3. Reflect on questions of life.	3.1. Evaluate how the meaning of life and death are explained in at least two religious traditions. 3.2. Relate their own beliefs regarding some questions of life to one religious tradition.
4. Understand methods of engaging in religious practice.	4.1. Explain key elements of practice within religious faith.
5. Understand different faith traditions within contemporary society.	5.1. Compare and contrast elements of three faith traditions commonly observed in contemporary society.

6. Develop their own faith or belief position.	6.1. Justify their individual position with regards to a key issue within religious debate.
7. Understand the relationship between religious belief, personal faith and lived experience.	7.1. Critically discuss relationships and tensions between religious belief, personal faith and lived experience in a specific context.
8. Develop thinking skills to be able to respond to opportunities and responsibilities of life experiences.	8.1. Apply theological and ethical thinking skills to develop and evaluate a plan to respond to some likely life experiences in the near future.

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Assessment Information

Guidance:
This grid gives details of the assessment activities to be used with the unit attached.
Please refer to the NOCN Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

The assessment activities for this unit are indicated in the table below:
Key: P = Prescribed – this assessment method *must* be used to assess the unit.
       O = Optional – this assessment method *could* be used to assess the unit.

Case study	O	Project	
Written question & answer/test/exam		Role play/simulation	O
Essay		Practical demonstration	
Report		Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	P	Production of artefact	
Reflective log/diary	O	Practice file	O

Additional Information

Owning Body	**NOCN**
Unit Grading System	**PASS**
Unit Sector/Subject Area	**10.4**
Unit Available from Date (dd/mm/yyyy)	**01/09/2009**
Unit Expiry Date (dd/mm/yyyy)	**N/A**
Unit Review Date (dd/mm/yyyy)	**31/12/2012**
Availability for Use	**Shared – open to all ABs to award credit**
Purpose and Aim of the Unit	**The unit will enable learners to reflect theologically on their experience of school/college, the values of wider curriculum and contemporary culture.**
Guidance for developing assessment arrangements for the unit (if appropriate)	**N/A**
Additional Assessment Requirements specified by a sector or regulatory body (if appropriate)	**N/A**
Details of relationship between the Unit and the relevant NOS or other professional standards or curricula (if appropriate)	**There are currently no NOS for this area.**
Support for the Unit from a SSC or other appropriate body (if required)	**N/A**

The one prescribed and six optional assessment activities are detailed below.

Written description – *Prescribed Assessment Method*

Consideration of a particular subject, situation or example selected by the tutor or by learners, which enables learners to apply knowledge to specific situations and to present them in written format.

The learning may be assessed by:
- Tutor.
- One to one tutorial.
- Discussion.

Evidence could include:
- Tutor record of observation.
- Learner notes.
- Tutorial notes.
- Completed report.
- Charts.
- Plans.

Activity	Assessment	Evidence
Subjects should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar context. GL = 1000 words.	Assessment through self-assessment and tutor assessment.	Evidence could be; tutor record, learner record, summary of feedback or completed work.

Case study

Consideration of a particular, relevant situation or example, selected by the tutor or by learners, which enables learners to apply knowledge to specific situations. May be used as a collective / group activity and discussed in a group of learners or by an individual learner. **Or** may be used with individual learners as a written activity through case study materials and learner responses.

The learning may be assessed by:
- Tutor observation
- Class discussion
- One to one
- Group tutorial discussion

Evidence could include:
- Tutor record of observation
- Learner notes
- Summary of class discussion
- Tutorial notes
- Audio/video/photographic record

Activity	Assessment	Evidence
Case studies should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar contexts. Discussion should be guided but self-directed (group). Written work should allow for autonomy, evaluation and reasoned judgements to be made (GL = 1000 words).	Assessment through peer assessment, self-assessment, tutor observation or assessment or written work.	Evidence could be; tutor record, learner record, peer checklist, summary of discussion, audio / video / photographic record or written work.

Oral question and answer

Specific, open or closed questions for immediate response. Can range from quite formal questions, for example, an oral test, to a quick, fun way of finding out where learners are up to, for example, a quiz. Allows response and questioning from learners and immediate feedback from tutor.

The learning may be assessed through:
- Responses by both tutor and individual learners.

Evidence could include:
- Tutor record/notes
- Learner notes or log
- Audio / video record

Activity	Assessment	Evidence
Questions should cover a wide range of knowledge and contexts. They should allow responses to unfamiliar and unpredictable problems. The process may be time limited and formal, or may be a structured two-way discussion.	Assessment by tutor, with a degree of self-assessment and evaluation of own learning.	Evidence could be; tutor record, learner log or audio / video record.

Reflective log/diary

A description, normally in writing but may be oral, by the learner reflecting on how and what they have learned. Often completed at regular intervals during the learning process thus allowing discussion on individual progress and how further learning could be supported.

The learning may be assessed by:
- Learner, often supported through tutorial discussions with tutor.

Evidence could include:
- Log / diary (however this may be confidential and therefore not available for moderation).
- Tutorial notes.
- Tutor record.

Activity	Assessment	Evidence
The reflection process should be written and learners given guidance on appropriate methods. Learners should be asked to record regularly what they have learned and to make judgements on how effective the learning process has been in terms of, for example, usefulness, interest, extension of knowledge / skills, their own learning style and what else they need to learn.	Assessment by learner, discussed with the tutor.	Evidence could include; log / diary and tutor notes.

Role play/simulation

Use of a situation selected by the tutor or by learners, to enable learners to practice and apply skills and to explore attitudes.

The learning may be assessed by:
- Tutor / peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:
- Tutor record of observation.
- Learner notes.
- Tutor lesson plan.
- Tutorial notes.
- Audio / video / photographic record.
- Learner log.

Activity	Assessment	Evidence
Role-plays should allow the application of skills in a range of complex areas and in a variety of familiar and unfamiliar contexts.	Assessment through tutor / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could be; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video / photographic record or learner log.

Group discussion

Discussion of a topic or situation selected by the tutor or by learners, to enable learners to share knowledge and thoughts and to assess their learning.

The learning may be assessed by:
- Tutor.
- Peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:
- Tutor record of observation.
- Learner notes.
- Tutor lesson plan.
- Tutorial notes.
- Audio/video/photographic record.
- Learner log.

Activity	Assessment	Evidence
Discussion should allow for consideration of a range of complex topics and in a variety of familiar and unfamiliar contexts.	Assessment through tutor, peer observation, one to one tutorial discussion and self-assessment.	Evidence could include; tutor record observation, learner notes, tutor lesson plan, tutorial notes, audio / video record and learner log.

Practice file

A structured collection of documents from real situations such as work or voluntary activity, which evidence the application of knowledge and / or skills. The documents should be mapped to specific learning outcome/s in a unit of assessment. May need a short explanation of how the particular document evidences achievement of a specific learning outcome.

The learning may be assessed through:
- Discussion with the tutor.

Evidence could include:
- Form mapping to learning outcomes, plus explanation if necessary and the documents, for example, minutes, reports, brochures, plans, witness statements, letters or e-mails.

Activity	Assessment	Evidence
Practice evidence should be chosen to demonstrate the application of knowledge and skills in a range of complex activities. Learners should be expected to select appropriate and relevant evidence with minimal guidance, and to present the evidence in a structured format with sufficient information to demonstrate achievement.	Assessment through discussion with the tutor.	Evidence could include; structured file with tutor feedback.

5. How the qualifications are assessed

5.1 Introduction

The qualifications require achievement of the specified units with no further requirements for additional/summative assessment. Achievement is therefore determined by successful completion of unit assessment. The assessment process is as follows:

- Assessments are internally set at the Centre by assessors, against the requirements detailed in the assessment criteria of the unit
- The learners are assessed internally at the Centre, using the assessments set
- The assessment process and assessment decisions are internally verified by an internal verifier at the Centre
- The portfolios of assessed evidence are externally verified by a quality reviewer appointed by the OCN.

5.2 Unit Assessment

Achievement of units is through internally set, internally marked, internally verified and externally verified tasks, as detailed above. Centres devise assessment activities to meet the specified assessment criteria detailed in each unit, guided by the Assessment Information Grid which accompanies each unit and the NOCN Assessment Definitions Document. The activity or activities set must enable the learners to meet the standards detailed in the assessment criteria. Centre devised assessments should be scrutinised by the Internal Verifier before use to ensure that they are fit for purpose. Centre devised assessments will be scrutinised by the Quality Reviewer to ensure reliability and validity of assessment.

5.3 Assessment Information Grid

Each unit has a supplementary page with an Assessment Information Grid. The Assessment Information Grid gives recognised methods of assessment for NOCN units. If a method is marked '**P**' (Prescribed), that method **must** be used in the assessment of the unit. Methods marked '**O**' (Optional) are recommended methods and you will select the activity or activities most appropriate for your learners and context. Some units will have a combination of Prescribed and Optional methods. Assessors must always refer to this Grid before devising assessment tasks. NOCN also provides Assessment Definitions for a wide range of assessment activities. This grid includes a general description of the activity and, for each level (Entry to Level 3), details on how that method can be applied and what evidence is appropriate.

5.4   Marking Tasks

Each task must be marked against the identified assessment criteria in the unit and judged to be either achieved or not achieved. Where a series of tasks is set, learners must demonstrate the achievement of the required standard identified in the assessment criteria in all tasks in order to achieve the unit credit. All of the assessment criteria in a unit must be met before the unit is deemed achieved. The unit achievement is not banded or graded; units are either achieved or not achieved.

5.5   Recording Achievement

You must record each learner's performance in each unit on an appropriate form or forms. The form/s should record the learner's performance against the unit assessment criteria evidenced by the task.

5.6   Standardisation

Centres will be required to provide samples of assessment tasks for regional and national standardisation activity.

6. Offering the qualifications

Centres wishing to offer the qualification or units of the qualification should in the first instance contact their OCN for information and support. A list of all OCN offices and contacts can be found on the NOCN website at www.nocn.org.uk.

Your OCN will advise you on the best and most efficient methods for offering this qualification to learners. All procedures for the use of this qualification or units of this qualification, including approval, registration of learners, verification and certification will be completed through your OCN who will have an identified officer to support your Centre. If you have any queries or difficulties at any time you should contact your OCN office.

Approval to Offer NOCN Qualifications or Units of NOCN Qualifications

If you are a new Centre then please contact your nearest OCN office for details of the Centre Recognition Application process and the process for delivering qualifications.

Support for Centres

1. Your OCN will provide ongoing support and advice on the use of NOCN credit and qualifications including the requirements for assessment.
2. Approval should always take place through the normal OCN processes and will be explicitly recorded.
3. All Centres approved to offer NOCN credit and qualifications will be allocated a unique NOCN Centre Number.
4. If Centres approved to offer NOCN credit and qualifications have obtained a UKPRN (UK Provider Reference Number) from the UKRLP (UK Register of Learning Providers) this will be used as the Centre Reference number. If a Centre has not obtained a UKPRN they will be issued with a unique NOCN Centre Number. Information about obtaining a UKPRN can be found within the Centre Handbook.
5. Information about obtaining a Unique Learner Number (ULN) on behalf of the Centre's Learners can be found on the NOCN website at ULN page.
6. Each Centre should identify a Centre Contact who will be responsible for NOCN credit and qualifications within the Centre.
7. The Centre Contact must ensure all procedures relating to the delivery of the qualification operate effectively in the Centre.
8. The Centre Contact is the person responsible for confirming and ensuring that the Centre meets all the NOCN requirements for Centre Recognition.
9. The Centre Contact is responsible for ensuring all relevant NOCN documentation is distributed as required within the Centre and that the security requirements for External Assessment are adhered to, where applicable.

Full details of all NOCN requirements are provided in the Centre Handbook on the NOCN website at www.nocn.org.uk.

7. How the qualifications are quality assured

7.1 General Information

All Centres wishing to deliver the qualification, or units of the qualification, will need to demonstrate the ability to manage and deliver the units and/or the qualification, including adherence to quality assurance and assessment regulations.

Your OCN will provide guidance and give support in enabling you to use the qualification.

The NOCN standard quality assurance arrangements and requirements include:

- Internal verification
- External verification
- Standardisation.

Details and guidance are provided by your OCN.

7.2 Standardisation

National standardisation is a process that promotes consistency in the understanding and application of standards, it:

- establishes statements on the standard of evidence required to meet the assessment criteria for the units in NOCN qualifications
- makes recommendations on assessment practice
- produces advice and guidance for the assessment of units
- identifies good practice in assessment.

It is a requirement of the Centre Recognition Process that each Centre offering the units from the qualification must contribute assessment materials and learners' evidence for National Standardisation if requested.

OCNs will notify Centres of the required sample for National Standardisation purposes. Assessment materials, learners' evidence and tutor feedback will be collected by Quality Reviewers on behalf of their OCN.

Outcomes from National Standardisation will be available to Centres through their OCN.

NOCN General Religious Education (QCF)

NOCN Entry Level Award in General Religious Education (Entry 3) (QCF)

Operational start date: 01/09/2009
Review end date: 31/08/2014

NOCN Level 1 Award in General Religious Education (QCF)

Operational start date: 01/09/2009
Review end date: 31/08/2014

NOCN Level 2 Award in General Religious Education (QCF)

Operational start date: 01/09/2009
Review end date: 31/08/2014

NOCN Level 3 Award in General Religious Education (QCF)

Operational start date: 01/02/2010
Review end date: 31/08/2014