

Qualification Guide



NOCN General Religious Education (NBRIA)

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

National Accreditation No: 500/5437/5

NOCN Level 1 Award in General Religious Education

National Accreditation No: 500/2168/0

NOCN Level 2 Award in General Religious Education

National Accreditation No: 500/2158/8

NOCN Level 3 Award in General Religious Education

National Accreditation No: 500/2159/X

Version 2 - November 2008



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National Open College Network

The National Open College Network (NOCN) is the leading credit and unit-based awarding body in the UK. NOCN provides a national framework of credit-based units and qualifications which are underpinned by a range of services, including curriculum support and staff development.

NOCN works with providers, employers and sector bodies to develop flexible and responsive credit-based courses and qualifications that widen access to lifelong learning and address exclusion, participation and achievement. The structure of our qualifications provides opportunities for students to achieve unit credits and use these to gain access to full qualifications and further learning.

Quality assurance, supported at the point of delivery, underpins all NOCN credit achievement and qualifications. NOCN approves centres that can demonstrate the ability to meet national requirements for course delivery and quality assurance to support credit awards and qualifications.

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NOCN Level 1 Award in General Religious Education
NOCN Level 2 Award in General Religious Education
NOCN Level 3 Award in General Religious Education



Contents

1. About the Qualifications	4
2. The Target Group for the Qualifications	6
3. Achieving the Qualifications	7
4. The Qualifications Units	8
5. Further Information	18

1. About the Qualifications

The NOCN Awards in General Religious Education aim to ensure additionality in learning and the extension of students' religious literacy. These qualifications encourage students to reflect theologically on their experience of school or college, the values of wider curriculum and contemporary culture. They will also allow them to construct a framework of moral reasoning founded on the tradition of the Church and provide them with skills that will enable them to become agents of community cohesion.

Building on existing good practice, students will be encouraged to formulate arguments orally through class discussion and debates, through drama and in journal writing. These qualifications will also help students learn skills of investigation and evaluation through a range of assessment opportunities, together meeting the needs of students operating at different levels.

There are four qualifications in this suite as follows:

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

Unit title: Introduction to General Religious Education

NOCN Level 1 Award in General Religious Education

Unit title: General Religious Education 1

NOCN Level 2 Award in General Religious Education

Unit title: General Religious Education 2

NOCN Level 3 Award in General Religious Education

Unit title: General Religious Education 3

Entry 3 will normally be used for students with learning difficulties.

Each qualification comprises one unit of assessment:

Guided Learning Hours

The guided learning hours for each qualification is 30.

Key Skills

The unit within each qualification has been signposted to identify where opportunities exist for learners to achieve key skills. In designing activities for unit assessment centres will be able to use the mapping to identify which key skills could be addressed through evidence generated by learners. The degree of opportunity in any one unit will depend on centre-specific factors including learning context, teaching and learning strategies and resources.

Please note, this Qualification Guide must be read in conjunction with the NBRIA Teacher Handbook (see Section 5 on page 18).

How the Qualification Relates to Wider Education and Training Issues

Unit Title	General Religious Education
Social, Cultural & Ethical issues	Through case studies, examination of Church 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	This proposal will ensure that those students approaching Level 1, Level 2 and Level 3 on the NQF are not disenfranchised from their statutory entitlement to sixth form general religious education.
Environmental Issues	To enable each student 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 education. The unit within each qualification at the relevant level has been signposted to key skills.

Language Requirements

The qualifications will be offered in English and Welsh.

2. The Target Group for the Qualifications

The NOCN Awards in General Religious Education are aimed at students in schools and colleges across England and Wales. The word 'venues' is used throughout this Qualification Guide to mean schools and colleges.

Restrictions on Learner Entry

The minimum age for access to the qualification is 14 years.

Recommended Prior Learning

There are no specific requirements for prior learning.

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 qualifications is designed to be accessible and inclusive. The assessment methodology is appropriate and rigorous for individuals or groups of learners, although reasonable adjustment is available if required.

3. Achieving the Qualifications

The NOCN Entry Level, Level 1, 2 and 3 Awards in General Religious Education each contain one mandatory unit.

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 or learning outcomes have been achieved.

Achievement of a qualification is determined by successful completion of the unit of assessment.

Please note: all learning outcomes and assessment criteria must be completed successfully for a student to be awarded the unit.

4. The Qualifications Units

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

NOCN Unit Code	QCA Accredited Number	Unit Title	Mandatory or Optional	10 Hour Credit Value	Level	OPUS ID
DD1/E3/QQ/001	H/501/9384	Introduction to General Religious Education	Mandatory	3	Entry 3	CAC654

NOCN Level 1 Award in General Religious Education

NOCN Unit Code	QCA Accredited Number	Unit Title	Mandatory or Optional	10 Hour Credit Value	Level	OPUS ID
DD1/1/QQ/001	R/500/9837	General Religious Education 1	Mandatory	3	1	BZT010

NOCN Level 2 Award in General Religious Education

NOCN Unit Code	QCA Accredited Number	Unit Title	Mandatory or Optional	10 Hour Credit Value	Level	OPUS ID
DD1/2/QQ/001	Y/500/9838	General Religious Education 2	Mandatory	3	2	BZT018

NOCN Level 3 Award in General Religious Education

NOCN Unit Code	QCA Accredited Number	Unit Title	Mandatory or Optional	10 Hour Credit Value	Level	OPUS ID
DD1/3/QQ/001	D/500/9839	General Religious Education 3	Mandatory	3	3	BZT023

The assessment activities for each unit are indicated in the respective Assessment Information tables.

An explanation of the kind of activity, assessment and evidence expected at the appropriate levels is contained within the Assessment Definitions document.

NOCN Entry Level Award in General Religious Education (Entry 3)
NOCN Level 1 Award in General Religious Education
NOCN Level 2 Award in General Religious Education
NOCN Level 3 Award in General Religious Education



UNIT TITLE: Introduction to General Religious Education

Level: Entry 3
Credit Value: 3
GLH: 30
Accredited Start date: 01/09/2008
Accredited End date: 31/07/2011
Learndirect code: DD1
NQF unit or QCF unit: NQF
Unit Sector / Subject area: 10.4
Unit Grading System: PASS
Availability for Use: Shared – NA for NQF

TO BE COMPLETED BY NOCN:
NOCN Unit Code: DD1/E3/QQ/001
QCA Unit Reference Code H/501/9384

Purpose and Aim of the Unit	The unit aims to introduce students to religious literacy and to start the process of identifying their religious beliefs. Students will be encouraged to think about the values operating within venues, work placement and their communities and to start to develop their skills in moral reasoning which they can then apply to their everyday lives.
Restrictions on the Availability	N/A
Additional Assessment Requirements	N/A
Details of relationship between the Unit and the NOS	There are currently no NOS for this area
Details of relationship between the Unit and Standards (not NOS)	N/A
Endorsement of the Unit by	N/A

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 religious/spiritual feelings, and state what they believe about faith and why.
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 of life.	3.1. Identify some questions that are difficult to answer.
4. Know how to engage in religious practice.	4.1. Identify some key elements of practice within a particular religious faith.
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. Know the difference between right and wrong.	7.1. In response to a familiar moral story state whether the characters behaved in a good way.

ASSESSMENT INFORMATION

Guidance:

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

Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

Key Skill		Wider Key Skill	
Communication		Working with others	
Information Technology		Problem solving	
Application of Number		Improving Own Learning and Performance	

UNIT TITLE: General Religious Education 1

LEVEL: One
CREDIT VALUE: 3
NOCN UNIT CODE: DD1/1/QQ/001
ACCREDITED UNIT NO: R/500/9837

ASSESSMENT INFORMATION

Guidance:

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

Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

Key Skill		Wider Key Skill	
Communication	✓	Working with others	✓
Information Technology	✓	Problem solving	✓
Application of Number		Improving Own Learning and Performance	✓

UNIT TITLE: General Religious Education 2

LEVEL: Two
CREDIT VALUE: 3
NOCN UNIT CODE: DD1/2/QQ/001
ACCREDITED UNIT NO: Y/500/9838

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 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 their use of theological and ethical thinking as a response to their own personal experience.

UNIT TITLE: General Religious Education 2

LEVEL: Two
CREDIT VALUE: 3
NOCN UNIT CODE: DD1/2/QQ/001
ACCREDITED UNIT NO: Y/500/9838

ASSESSMENT INFORMATION

Guidance:

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

Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

Key Skill		Wider Key Skill	
Communication	✓	Working with others	✓
Information Technology	✓	Problem solving	✓
Application of Number		Improving Own Learning and Performance	✓

UNIT TITLE: General Religious Education 3

LEVEL: Three
CREDIT VALUE: 3
NOCN UNIT CODE: DD1/3/QQ/001
ACCREDITED UNIT NO: D/500/9839

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. Demonstrate 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 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 relationship and tensions between religious belief, personal faith and lived experience in a specific context.
8. Use theological and ethical 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.

UNIT TITLE: General Religious Education 3

LEVEL: Three
CREDIT VALUE: 3
NOCN UNIT CODE: DD1/3/QQ/001
ACCREDITED UNIT NO: D/500/9839

ASSESSMENT INFORMATION

Guidance:

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

Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

Key Skill		Wider Key Skill	
Communication	✓	Working with others	✓
Information Technology	✓	Problem solving	✓
Application of Number		Improving Own Learning and Performance	✓

5. Further Information

This Qualification Guide must be read in conjunction with the NBRIA Teacher Handbook which is available on the NOCN website at www.nocn.org.uk. The website requires a username and password which has been sent to all venues. If there are any problems with accessing the site please email ces.registrations@nocn.org.uk

The NBRIA Teacher Handbook sets out:

- Arrangements between NOCN and NBRIA as the approved centre for the qualifications.
- A process flowchart for new and approved venues.
- A schedule for Heads of RE and Teachers.
- Key things teachers need to know.

The Handbook also includes the following key documents, which are available to download individually from the website:

Appendix 1 - A01 Assessment Definitions
Appendix 1 - A02 NOCN Guidelines for Assessment
Appendix 1 - A03 Assessment Task Sheet Template Type 1
Appendix 1 - A03 Assessment Task Sheet Template Type 2
Appendix 1 - A04 Technical Specification - Level Descriptors

Appendix 2 - IV01 Guidelines for Internal Verification
Appendix 2 - IV02 Checklist for Internal Verifiers
Appendix 2 - IV03 Internal Verification Planning
Appendix 2 - IV04 Guidelines for Sampling - Internal Verification
Appendix 2 - IV05 Guidelines for Factors to Consider for Sampling and Internal Verification
Appendix 2 - IV06 Internal Verification Sampling Record
Appendix 2 - IV07 Internal Verification Report Form
Appendix 2 - IV08 Guidelines for Completing the Internal Verification Report Form

Appendix 3 - S01 Standardisation - Purpose
Appendix 3 - S02 Standardisation at Diocesan and National Levels
Appendix 3 - S03 Standardisation Flowchart
Appendix 3 - S04 Standardisation - SF1
Appendix 3 - S05 Standardisation - SF2
Appendix 3 - S06 Standardisation - SF3

Appendix 4 - P01 Reasonable Adjustments and Special Considerations Policy
Appendix 4 - P02 Application Record for Reasonable Adjustment NQ12-13
Appendix 4 - P03 Enquiries, Appeals and Complaints Policy
Appendix 4 - P04 - Code of Practice - Suspected Malpractice

The website also includes documentation to support assessment, as follows:

Reflective Log Formats

Reflective Log 1
Reflective Log 2
Reflective Log 3
Reflective Log 4
Reflective Log 5

Level 1 Assessment Tasks

L1 Assessment Task - Christianity and Hinduism
L1 Assessment Task - Common Features of Religion Quiz
L1 Assessment Task - Everyone Should be Married Before they have Children
L1 Assessment Task - Religious Debate
L1 Assessment Task - Spirituality, Theology and Ethics 1 Group Discussion
L1 Assessment Task - Spirituality, Theology and Ethics 1
L1 Assessment Task - Spirituality, Theology and Ethics 2 Group Discussion
L1 Assessment Task - Spirituality, Theology and Ethics 2
L1 Assessment Task - The Christian in a Multi faith Society
L1 Assessment Task - The Seven Sacraments

Level 2 Assessment Tasks

L2 Assessment Task - Crime and Punishment
L2 Assessment Task - Globalisation
L2 Assessment Task - Martin Luther King and Christian Beliefs Group Discussion
L2 Assessment Task - Martin Luther King and Christian Beliefs
L2 Assessment Task - Meanings of Life and Death
L2 Assessment Task - Mimetic Theory
L2 Assessment Task - Refugees
L2 Assessment Task - Research into SPUC & Life
L2 Assessment Task - Visiting Places of Worship

Level 3 Assessment Tasks

L3 Assessment Task - Issues of Life and Death
L3 Assessment Task - Blockbuster Quiz
L3 Assessment Task - Generic
L3 Assessment Task - Sample Questions Prescribed 1,000 word Written Description
L3 Assessment Task - War
L3 Assessment Task - Who in the Lifeboat stays

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

Accreditation start date: 1st September 2008

Accreditation end date: 31st July 2011

Certification end date: 31st July 2012

NOCN Level 1 Award in General Religious Education

Accreditation start date: 1st September 2007

Accreditation end date: 31st July 2010

Certification end date: 31st July 2011

NOCN Level 2 Award in General Religious Education

Accreditation start date: 1st September 2007

Accreditation end date: 31st July 2010

Certification end date: 31st July 2012

NOCN Level 3 Award in General Religious Education

Accreditation start date: 1st September 2007

Accreditation end date: 31st July 2010

Certification end date: 31st July 2013

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