**Module Descriptor**

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| **Title** | Time for Reflection L7 | | |
| **Session** | 2025/26 | **Status** | Active |
| **Code** | THEO07024 | **SCQF Level** | 7 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Education and Social Sciences** | | |
| **Module Co-ordinator** | S Younger | | |

**Summary of Module**

This module will explore the legal requirement for all Scottish Schools to provide Religious Observance events (now known as 'Time for Reflection' or TfR) and spiritual development within Curriculum for Excellence (CfE). It will focus particularly on the non-Denominational sector - 90% of Scottish Schools. The module will explore the role of Faith Visitors and of key partnerships in the delivery of TfR, principally School Chaplains. A 'Theology' and rationale of School Chaplaincy and a Code of Conduct for Faith Visitors and Chaplains will be discussed. The module is suitable for School staff tasked with the delivery of TfR/RO and for School Chaplains.

This module will show the practicalities and the importance of creating TfR events that are inclusive (accessible to all faith and belief positions), invitational (non-manipulative and without proselytism), and inspirational (aiming at the spiritual development of all members of the School community). The module will distinguish TfR from faith formation, values acquisition and character development. The module has an emphasis on praxis. Students will learn how to create CfE compliant TfR events and will begin the creation of a bank of resources. The module will detail some of the resources that are available. The module will encourage recognition of life experiences, personal faith positions and prior learning in bringing a richness to TfR/RO while maintaining an educational stance of 'committed impartiality'.

- To clearly define and articulate what Time for Reflection (TfR)/Religious Observance (RO) is, and its place within Scotland's Curriculum for Excellence
- To demonstrate awareness of the importance of spiritual development in capacity building, character formation and values acquisition
- To acquire the skills required for creating high-quality TfR/RO events
- To develop and use a framework for recording TfR/RO events
- Become self-reflective and confident TfR practitioners, capable of committed impartiality

| Module Delivery Method | On-Campus[1] ☐ | Hybrid[2] ☒ | Online[3] ☒ | Work -Based Learning[4] ☐ |
|---|---|---|---|---|
| **Campuses for Module Delivery** | ☐ Ayr<br>☐ Dumfries | ☐ Lanarkshire<br>☐ London<br>☒ Paisley | ☒ Online / Distance Learning<br>☐ Other (specify) | |

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| **Terms for Module Delivery** | Term 1 | ☒ | Term 2 | ☐ | Term 3 | ☐ |
| **Long-thin Delivery over more than one Term** | Term 1 – Term 2 | ☐ | Term 2 – Term 3 | ☐ | Term 3 – Term 1 | ☐ |

| **Learning Outcomes** | |
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| **L1** | Clearly define and articulate what Time for Reflection (TfR)/Religious Observance (RO) is, and its place within Scotland's Curriculum for Excellence |
| **L2** | Demonstrate awareness of the importance of spiritual development in capacity building, character formation and values acquisition |
| **L3** | Acquire the skills required for creating high-quality TfR/RO events |
| **L4** | Develop and use a framework for recording TfR/RO events |
| **L5** | Become self-reflective and confident TfR practitioners, capable of committed impartiality |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | **SCQF 7**<br>Knowledge and understanding of the Education Scotland legislation and framework for the delivery of TfR/RO; understanding of the spiritual development aspect of 'Responsibilities for all' within Curriculum for Excellence; understanding of the partnership between schools and faith communities/visitors. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 7**<br>Planning, delivery, assessment and appropriate evidencing/recording of TfR/RO events. |

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

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| **Generic Cognitive skills** | **SCQF 7**<br>Research and critical evaluation of written and real life case studies of TfR/RO implementation. Also exploration of the nature of spiritual development within a Scottish School context. |
| **Communication, ICT and Numeracy Skills** | **SCQF 7**<br>Use of library, books, articles, internet resources in the advancement of learning and critical enquiry. Present relevant, organized material that facilitates discussion and group learning. |
| **Autonomy, Accountability and Working with Others** | **SCQF 7**<br>Working alone and with others to explore the educational, philosophical, theological, and practical issues relating to School chaplaincy. Growth in collegiate working and cross-curricular working. |

| **Prerequisites** | **Module Code** | **Module Title** |
|---|---|---|
| | **Other** | |
| **Co-requisites** | **Module Code** | **Module Title** |

| **Learning and Teaching** | |
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| In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. | |
| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture / Core Content Delivery | 24 |
| Tutorial / Synchronous Support Activity | 12 |
| Asynchronous Class Activity | 24 |
| Independent Study | 140 |
| n/a | |
| n/a | |
| **TOTAL** | 200 |

| **Indicative Resources** |
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| **The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**<br>Younger, Steve. Time for Reflection: A resource handbook for Scottish school chaplains. Saint Andrews Press, 2018.<br>Curriculum for Excellence: Experiences and Outcomes Scottish Government |

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| **(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)** |

| **Attendance and Engagement Requirements** |
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| **In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.**<br><br>**For the purposes of this module, academic engagement equates to the following:**<br><br>Students must attend scheduled sessions, complete learning activities and submit assessments. Detailed guidance will be provided by the module coordinator. |

| **Equality and Diversity** |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>As a Christian theological college, students should be aware that teaching, discussion and the college's ethos is from a confessional viewpoint. The college actively encourages an environment of openness and religious tolerance, but the main function of the college is the training of ministerial candidates and the learning environment will be supportive of this.<br><br>Where students need additional support, this is provided by the college team with reference if appropriate to other UWS colleagues, they are referred to Student Support Services for further assistance. In consultation with the student, the needs of individual students are met, wherever practicable, and every effort made to ensure individual students are not disadvantaged. |
| **(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)** |

**Supplemental Information**

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| **Divisional Programme Board** | **Education** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☒ **Yes** ☐ **No**<br>**If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.** |
| **School Assessment Board** | Divinity |
| **Moderator** | I Birch |
| **External Examiner** | C Gardiner |
| **Accreditation Details** | None |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | 3 Module delivery methods updated to reflect new UWS categories |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| Essay 60% |
| **Assessment 2** |
| Presentation 40% |
| **Assessment 3** |
| n/a |
| (N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.<br>(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.) |

| **Component 1** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Essay | ☒ | ☒ | ☐ | ☐ | ☒ | 60 | 0 |

| **Component 2** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Portfolio of practical work | ☐ | ☒ | ☒ | ☒ | ☒ | 40 | 0 |

| **Component 3** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| n/a | ☐ | ☐ | ☐ | ☐ | ☐ | | |
| **Combined total for all components** | | | | | | 100% | 0 hours |

**Change Control**

| **What** | **When** | **Who** |
|---|---|---|
| Module delivery methods updated to reflect new UWS categories | Feb 2025 | E Bell |
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