Module Descriptor

Title	Living Justly in God's World L7		
Session	2025/26	**Status**	Inactive
Code	THEO07027	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	G Meiklejohn		

Summary of Module

This fast-paced module seeks to introduce the major themes in Christian theology and ethics. Divided into two foci, the class looks at the nature and being of God and investigates how understanding who God is helps us to consider how humans, should live in the created world. Through class discussion, reading and analysis of theological texts, and interaction with real life scenarios, this class helps students begin to build their own theological and ethical framework.

Major theological themes covered include, the doctrine of the Trinity, Christology, Creation, Atonement, Sin and Evil, and the major ethical theories include Utilitarianism, Deontology, and Virtue / Narrative ethics.

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

Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☐

[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

Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate knowledge and understanding of the systematic structure of the main doctrines and narrative context of Christian faith.
L2	Evaluate arguments that are essential to the disciplines of Christian theology and ethics, and do so by using language and grammar appropriate to the level and with academic integrity.
L3	Present and evaluate arguments for a range of ethical positions as they relate to Christianity, with an appreciation of the theological implications for each position.
L4	Demonstrate, verbally and in writing, the ability to explore specific ethical issues in depth, and how to implement an ethical and pastoral approach to them.
L5	n/a

Employability Skills and Personal Development Planning (PDP) Skills	
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** Working with knowledge that is embedded in the main theories, concepts and principles of theology and ethics. Demonstrating an understanding of the difference between ethical decisions and their theological implications based on evidence / reason and those based on unfounded belief, and of the importance of this difference.
Practice: Applied Knowledge and Understanding	**SCQF 7** Applying ethical theories to real-to-life scenarios. Practicing theological theories in pastoral settings.
Generic Cognitive skills	**SCQF 7** Using a range of theological concepts and ethical approaches to address contemporary issues in church and wider contexts.
Communication, ICT and Numeracy Skills	**SCQF 7** Communicating complex ethical arguments and theological ideas in a coherent and logical form. Using a range of ways to and engage with and communicate ethical and theological ideas in Christians and non-Christians settings.
Autonomy, Accountability and Working with Others	**SCQF 7** Negotiating between ranges of different views held by people within a group setting. Exercising some initiative in independent research and analysis of complex theological and ethical situations.

Prerequisites	**Module Code**	**Module Title**
	Other	

Co-requisites	Module Code	Module Title

Learning and Teaching
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 During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (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
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: McGrath, Alister. Christian Theology: An Introduction, (Oxford: Blackwell Publishing, 2001). Neil Messer, Christian Ethics (London: SCM, 2006). Migliore, Daniel L. Faith Seeking Understanding, (Cambridge: Eerdmans Publishing, 2014). Jeff Astley, Christian Doctrine, (London: SCM Press, 2010). Sandel, Michael. Justice: What's the Right Thing to Do?, (London: Penguin Books, 2010). Wells, Samuel and Ben Quash. Introducing Christian Ethics, (Oxford: Wiley and Sons, 2017).
(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
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. **For the purposes of this module, academic engagement equates to the following:** Students must attend scheduled sessions, complete learning activities and submit assessments. Detailed guidance will be provided by the module coordinator.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. 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. 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

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **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	2 Module delivery methods updated to reflect new UWS categories

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Essay 30%
Assessment 2
Essay 70%
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. (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	☐	☒	☒	☒	☐	30	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☐	☐	70	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