Module Descriptor

Title	Reconciliation 10		
Session	2025/26	**Status**	Inactive
Code	THEO10014	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	G Meiklejohn		

Summary of Module

Christian approaches to reconciliation seek to balance theology and ethics, convictions and practices. In a fragmented and unequal world, increasingly affected by forces of globalisation, the practices and processes of reconciliation are mediating, informed by justice, and intentionally peaceful. Such approaches for Christians are rooted in theological convictions about the story of God as told in the Christian Scriptures, and as embodied in the lives of Christian people and communities.

This module explores key theological and ethical concepts such as reconciliation and justice, conflict and peacemaking, exclusion and inclusion of friend and enemy, offence and forgiveness, difference and the definition of 'the other'. The module seeks to earth such concepts in practices and embodied examples of individuals and communities such as Martin Luther King, Desmond Tutu and the Truth and reconciliation process and Mennonite peacemaking. Throughout the module the theology and practices of reconciliation are applied to political, church and community contexts, informed by biblical and theological ethics, Baptist theology and contemporary reflection on mission.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☐	☒	☒	☐

Campuses for Module Delivery			
☐ Ayr	☐ Lanarkshire	☒ Online / Distance Learning	
☐ Dumfries	☐ London	☐ Other (specify)	

[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

			☒ Paisley			
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	
L1	Demonstrate specialist knowledge of ethical and theological concepts relating to the theology and practice of reconciliation and employ them integratively and convincingly in ethical discussion and articulation in written form.
L2	Formulate and defend the case for conciliatory practices and peace-making, using critically evaluated biblical, ethical and biographical evidence.
L3	Demonstrate specialist knowledge and critical understanding of Christian doctrines and evaluate how far, key concpets such as divine love, creation, human sin, the incarnation death and resurrection of Christ give ethical content and impetus to a 'ministry of reconciliation'.
L4	Undertake critical analysis of the challenges and limitations in applying the theology and practice of reconciliation to specific cases of individual, community, ethnic or national conflict.
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 10** Be able to explain and critically evaluate some of the key concepts in the study and articulation of the theology and practices of Christian reconciliation. Be familiar with some of the main principles and practices involved in enabling and supporting conciliation.
Practice: Applied Knowledge and Understanding	**SCQF 10** Be able to apply to situations of conflict and grievance, critically appropriated insights from biblical, historical and contemporary sources. Be able to use with some confidence some of the principles and convictions of conciliation in evaluating and responding positively to contested situations.
Generic Cognitive skills	**SCQF 10** Identify, analyse and evaluate contested situations and formulate constructive responses or options towards resolution based on a clear grasp of Reconciliation practices.
Communication, ICT and Numeracy Skills	**SCQF 10** Use a range of IT and other resources to develop, inform and enhance ethical argumentation.

	Able to make and present a mature and themed project on some aspects of reconciliation using a range of IT resources to enhance the work.
Autonomy, Accountability and Working with Others	**SCQF 10** Participate with confidence in ethical debate on contested perspectives. Research, formulate and defend with confidence and evidenced critical thought, an informed and responsible viewpoint on situations of conflicted and possible resolutions.

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: Abbuelaish, I., I Shall Not Hate (London; Bloomsbury, 2011) Carmichael, Kay, Forgiveness and Sin. New Choices in a Changing World (Ashgate, 2003). Jones, L. G., Embodying Forgiveness. A Theological Analysis (Grand Rapids: Eerdmans, 1995) Lederach, J. P., The Moral Imagination. The Art and Sould of Building Peace (OUP, 2010) Swartley, W., Covenant of Peace (Grand Rapids: Eerdmans, 2006) Volf, M., Free of Charge. Giving and Forgiving in a Culture Stripped of Grace (Grand Rapids: Zondervan, 2005) Volf, M., Exclusion and Embrace (Nashville: Abingdon Press, 1996)

Volf, M., The End of Memory. Remembering Rightly in a Violent World (Grand Rapids: Eerdmans, 2007)

Williams, R., The Truce of God. Peace making in Troubled Times (Norwich: Canterbury Press, 2005)

(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	3 Change of Module co-ordinator; Module delivery methods updated to reflect new UWS categories; Change of moderator

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Project 50%
Assessment 2
Presentation 50%
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**
Dissertation/ Project report/ Thesis	☒	☒	☒	☒	☐	50	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation	☐	☒	☒	☒	☐	50	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
Change of module co-ordinator	Feb 2025	E Bell

Change of moderator	Feb 2025	E Bell