

## University of the West of Scotland

### Module Descriptor

**Session: 2024/25**

<b>Title of Module: Time for Reflection</b>			
<b>Code: THEO07024</b>	<b>SCQF Level: 7 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	S Younger		
<b>Summary of Module</b>			
<p>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.</p> <p>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'.</p> <ul style="list-style-type: none"> <li>To clearly define and articulate what Time for Reflection (TfR)/Religious Observance (RO) is, and its place within Scotland's Curriculum for Excellence</li> </ul>			

- 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

Face-To-Face	Blended	Fully Online	HybridC	Hybrid0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

See Guidance Note for details.

### Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

### Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
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### Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- 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

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:	
Knowledge and Understanding (K and U)	SCQF Level 7. 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 Level 7. Planning, delivery, assessment and appropriate evidencing/recording of TfR/RO events.	
Generic Cognitive skills	SCQF Level 7. 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 Level 7. 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 Level 7. 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.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	

<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>
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### Learning and Teaching

#### Learning Activities

During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:

#### Student Learning Hours (Normally totalling 200 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
	200 Hours Total

#### \*\*Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Younger, Steve. Time for Reflection: A resource handbook for Scottish school chaplains. Saint Andrews Press, 2018.

Curriculum for Excellence: Experiences and Outcomes Scottish Government

(\*\*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.

### 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

<b>Programme Board</b>	Education
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Divinity
<b>Moderator</b>	I Birch
<b>External Examiner</b>	C Gardiner
<b>Accreditation Details</b>	None
<b>Changes/Version Number</b>	1.02 Mode of delivery added

### Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

**NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.**

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc ) and keep the detail for the module handbook. Click or tap here to enter text.

Assessment 1: Essay 60%

Assessment 2: Presentation 40%
(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

**Assessment Outcome Grids (Footnote A.)**

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓			✓	60	0
Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of practical work		✓	✓	✓	✓	40	0
<b>Combined Total For All Components</b>						100%	0 hours