



## Module Descriptor

<b>Title</b>	<b>WBL and Theological Reflection L7</b>		
<b>Session</b>	2025/26	<b>Status</b>	Active
<b>Code</b>	THEO07030	<b>SCQF Level</b>	7
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	<b>Education and Social Sciences</b>		
<b>Module Co-ordinator</b>	G Meiklejohn		

### Summary of Module

Work Based Learning is a crucial element in formative and academic training. This module allows the student to reflect on their own learning and experience so far, and enables them to identify key areas for further development. It is a block placement normally 7 weeks in duration (50 hours), and is undertaken within the overall guidelines and policies of the SBC relating to WBL. (See WBL Pack available to enrolled students.)

Normally, a Tripartite Agreement (including a Learning Plan) is negotiated between student, Module Co-ordinator and the College-approved WBL Supervisor. Through discussion the student is encouraged to identify their own learning and training requirements, looking to previous learning and WBL experience. Aims and objectives of the WBL experience are then formulated, and assessment content agreed and approved at the outset of the placement.

Through the submission of weekly theologically reflective journal entries, students will receive formative feedback encouraging them to develop their learning through reflection and allowing entries to be developed prior to submission for summative assessment.

This module aims to provide the student with the skills in reflective practice, self- and other-awareness and interpersonal skills in a placement context, and a capacity to be self-critical and begin to understand the importance of self-management.

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b>	<b>Hybrid<sup>2</sup></b>	<b>Online<sup>3</sup></b>	<b>Work -Based Learning<sup>4</sup></b>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley		<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
	Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
<b>L1</b>	Show professional commitment in carrying out the tasks associated with a learning agreement and fulfilling its terms in a WBL environment.
<b>L2</b>	Develop skills in theological reflection to deepen understanding and identify personal strengths and weaknesses for further development.
<b>L3</b>	Evidence ability to apply theological learning to placement experiences, and consistently reflect theologically through applying weekly formative feedback on the vocational realities of that experience.
<b>L4</b>	Produce short coherent pieces of theological argumentation and personal reflection.
<b>L5</b>	n/a

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 7</b> Gain a broad knowledge of the defining features of the vocation experienced in the WBL Placement context.  Demonstrate an overall appreciation of some approaches to theological reflection and attain knowledge of the main theories of theological reflection.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 7</b> Apply knowledge of some approaches to theological reflection in a placement context.  Utilise some core competencies associated with a particular ministry and/or vocation.
<b>Generic Cognitive skills</b>	<b>SCQF 7</b> Present and evaluate theological concepts appropriate to placement contexts.  Employ a range of approaches to address routine theological issues that may be encountered in placement context.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 7</b> Convey complex ideas in a well-structured and coherent form through theological reflection  Use a range of forms of communication appropriate to the placement context.

<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 7</b> Accept supervision in areas of a placement context that are less familiar to acquire an understanding of current practice. Take account of others' roles and responsibilities within a placement context.
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<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
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.	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	6
Tutorial / Synchronous Support Activity	6
Asynchronous Class Activity	50
Independent Study	74
n/a	64
n/a	
<b>TOTAL</b>	<b>200</b>

<b>Indicative Resources</b>
<b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b> Astley, Jeff. Ordinary Theology. Looking, Listening and Learning in Theology, (Aldershot: Ashgate, 2002). Thompson, Judith. Theological Reflection (London: SCM 2008).
<b>(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)</b>

<b>Attendance and Engagement Requirements</b>
In line with the <a href="#">Student Attendance and Engagement Procedure</a> , 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

<b>Divisional Programme Board</b>	<b>Education</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>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.</b>
<b>School Assessment Board</b>	Divinity
<b>Moderator</b>	I Birch
<b>External Examiner</b>	C Gardiner
<b>Accreditation Details</b>	None
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	<b>2</b> Module delivery methods updated to reflect new UWS categories

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

#### Assessment 1

Learning Log 100%

#### Assessment 2

n/a

#### 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
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100	12

### Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

### Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	12 hours

### Change Control

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