

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

<b>Title of Module: WBL and Theological Reflection L7</b>			
<b>Code:</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>	G Meiklejohn		
<b>Summary of Module</b>			
<p>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.)</p> <p>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.</p> <p>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.</p> <p>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.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

Campus(es) for Module Delivery						
The module will <b>normally</b> 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 checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Show professional commitment in carrying out the tasks associated with a learning agreement and fulfilling its terms in a WBL environment.
L2	Develop skills in theological reflection to deepen understanding and identify personal strengths and weaknesses for further development.
L3	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.
L4	Produce short coherent pieces of theological argumentation and personal reflection.
	Click or tap here to enter text.

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)	<p>SCQF Level 7</p> <p>Gain a broad knowledge of the defining features of the vocation experienced in the WBL Placement context.</p> <p>Demonstrate an overall appreciation of some approaches to theological reflection and attain knowledge of the main theories of theological reflection.</p>

Practice: Applied Knowledge and Understanding	<p>SCQF Level 7</p> <p>Apply knowledge of some approaches to theological reflection in a placement context.</p> <p>Utilise some core competencies associated with a particular ministry and/or vocation.</p>	
Generic Cognitive skills	<p>SCQF Level 7</p> <p>Present and evaluate theological concepts appropriate to placement contexts.</p> <p>Employ a range of approaches to address routine theological issues that may be encountered in placement context.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 7</p> <p>Convey complex ideas in a well-structured and coherent form through theological reflection</p> <p>Use a range of forms of communication appropriate to the placement context.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 7</p> <p>Accept supervision in areas of a placement context that are less familiar to acquire an understanding of current practice.</p> <p>Take account of others' roles and responsibilities within a placement context.</p>	
<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>

<b>Learning and Teaching</b>	
<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>	
<p><b>Learning Activities</b></p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>

Lecture/Core Content Delivery	6
Tutorial/Synchronous Support Activity	6
Work Based Learning/Placement	50
Asynchronous Class Activity	74
Independent Study	64
	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:

Astley, Jeff. Ordinary Theology. Looking, Listening and Learning in Theology, (Aldershot: Ashgate, 2002).

Thompson, Judith. Theological Reflection (London: SCM 2008).

(\*\*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>Divisional Programme Board</b>	Education
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Divinity
<b>Moderator</b>	I Birch
<b>External Examiner</b>	C Gardiner
<b>Accreditation Details</b>	None
<b>Changes/Version Number</b>	1

#### 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: Learning log (100%)

(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.)

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>						
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log	✓	✓	✓	✓	100	12

<b>Combined Total for All Components</b>					<b>100%</b>	<b>12 hours</b>
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