

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Creative Mission in a Changing Culture L8			
Code: THEO08008	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	G Meiklejohn		
Summary of Module			
This module is a wide-ranging introduction to aspects of contemporary culture in the Global North, and its relationship to the challenges and opportunities this presents for a variety of forms of Christian mission in contemporary Scotland. Biblical and theological perspectives combined with insights from the social sciences will provide a matrix through which a range of contemporary expressions of Christian mission may be explored.			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	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 checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
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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	Demonstrate knowledge of the defining features of culture and undertake critical analysis of changes in culture.
L2	Utilize insights from biblical, theological and other historical resources in understanding the issues raised by various Christian attitudes to culture and mission.
L3	Identify and engage with appropriate apologetic approaches for contextualizing faith in contemporary culture.
L4	Demonstrate proficiency in applying theological method, combining social observations with biblical and theological resources in a way that will enhance professional development in relation to personal skills in the practice of Christian ministry.
	Click or tap here to enter text.

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)	<p>SCQF Level 8</p> <p>A detailed knowledge of the core theories, concepts, and principles of mission as a practice of the Church.</p> <p>A critical understanding of the variety of mission practice related to variables such as theology and context.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8</p> <p>Critically evaluate a range of mission practices.</p> <p>Devising an understanding of mission strategy negotiating a number of the complex issues involved.</p>
Generic Cognitive skills	<p>SCQF Level 8</p> <p>Presenting and defending a strategy in keeping with the core theories, concepts, and principles of the discipline.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 8</p> <p>Critical evaluation and use of literature, IT applications and online resources in preparation of material for purposes of module.</p>

Autonomy, Accountability and Working with others	SCQF Level 8 Constructive participation in discussions on at times contested areas of study, demonstrating an obvious capacity to listen to opposing viewpoints and to clearly articulate one's own.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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 (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	84
Independent Study	80
	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:

Brewin, Kester. *Complex Christ: signs of emergence in the urban church*. London: SPCK, 2004.

Cray, Graham. *Mission Shaped Church: Church Planting and Fresh Expressions of Church in a Changing Context*. London: Church House Publishing, 2017.

Frost, Michael and Alan Hirsch. *The Shaping of Things to Come: Innovation and Mission for the 21st Century Church*. Erina: Strand Publishing, 2003.

Niebuhr, Richard H. *Christ and Culture*. London: Harper & Row, 1975.

Sweet, Leonard. *The Church in Emerging Culture: Five Perspectives*. El Cajon: emergentYS, 2003.

(**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

Divisional Programme Board	Education
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Divinity
Moderator	I Birch
External Examiner	C Gardiner
Accreditation Details	None
Changes/Version Number	2.07 Assessment Weighting, External Examiner

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 30%

Assessment 2: Portfolio 70%

(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)

Component 1						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓	✓		30	0

Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work		✓	✓	✓	70	0

Combined Total for All Components					100%	0 hours
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