University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: WBL and Interpersonal Skills L8			
Code: THEO08012	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
Work Based Learning is a crucial element in formative and academic training. This module allows the student to reflect on their own learning and training so far, and enables them to identify key areas for further development. It is a block placement normally ten weeks in duration, and is undertaken within the overall guidelines and policies of the SBC relating to WBL. (See WBL Pack available to enrolled students.)

Normally, a Learning Agreement 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. |

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☐	☒	☒	☐	☐
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:
☒	☐	☐	☐	☐	☒	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☒	Term 3	☒

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 diligence and professional commitment in carrying out the tasks associated with a learning agreement and fulfilling its terms in a WBL environment.
L2	Reflect on interpersonal skills related to the participant's area of vocational aspiration 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 regular formative feedback on the vocational realities of that experience.
L4	Discuss with critical analysis and some creativity particular issues related to an area of personal vocational interest as experienced in the WBL placement context.
	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)	SCQF Level **8** A broad knowledge of the defining features of the area of ministry experienced in the WBL Placement context. Theological reflection on theological themes as they arise from human experience.

Practice: Applied Knowledge and Understanding	SCQF Level **8** Discerning and formulating appropriate responses to human need. Utilising a number of core competencies associated with ministry and vocation.
Generic Cognitive skills	SCQF Level **8** Reflective practice on a number of both routine and situational tasks as these arise in the context of the WBL environment. Confidence in reflecting upon and responding to practical problems as encountered in a vocational context.
Communication, ICT and Numeracy Skills	SCQF Level **8** Interpersonal relationships requiring negotiated positions, such as arise in organizing and resourcing a faith community. Use of ICT and other resources to research and write about aspects of the WBL experience requiring further reflection or action.
Autonomy, Accountability and Working with others	SCQF Level **8** Time management in fulfilling a number of tasks which at times require prioritizing. Self motivation and personal initiative in pursuing independent learning.

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	6
Tutorial/Synchronous Support Activity	6
Work Based Learning/Placement	60
Asynchronous Class Activity	64
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

Divisional Programme Board	Education
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Divinity
Moderator	L Toth
External Examiner	C Gardiner
Accreditation Details	None
Changes/Version Number	2.06 Learning activities; Mode of delivery

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: Portfolio (100%)

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| (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
Portfolio of written work	✓	✓	✓	✓	100	0

Combined Total for All Components	**100%**	**0 hours**